

in Public Schools," "Queen's District Nursing," and "Naval and Military Nursing."

The third day to be given up to

ORGANISATION AND PRESS,

on which we shall learn what has been done in England, America, Germany, Holland, Denmark, Australasia, New Zealand, Canada, South Africa, etc. with relation to co-operation, State Registration, and the important part played by the professional press, in stimulating professional ideals and obtaining just conditions for nurses, and trustworthy nurses for the sick. Miss Sophia Palmer, editor-in-chief of the *American Journal of Nursing* and President of the New York State Board of Nurse Examiners (for Registration), has been invited to take an active part in presenting this question. Many kind friends in France have already offered assistance in making our Conference a success, and there is no doubt that those who attend will have a very pleasant time.

League News.

At the last meeting of the Executive Committee of the League of St. Bartholomew's Hospital Nurses, Miss Fanny May Creed was admitted a member of the League.

Sir Julian Goldsmid's Home of Rest.

Christmas and the New Year were spent very pleasantly by those who were visiting the Sir Julian Goldsmid's Home of Rest at Brighton, the Matron, Mrs. Bridges, doing everything in her power to make the guests thoroughly at home and happy. During a recent visit to Brighton we found the weather superb, and while leaden skies were the rule in London, Brighton had plenty of brilliant sunshine, so that it was possible to enjoy a book sitting out in the open on the front. We are glad to be able to record, now that the accounts for the past year have been made up, that the last six months are the most prosperous ones the Home has ever had. It is a pleasure to us that Queen's Nurses are now finding out increasingly the value of the Home, for to this hard-working branch of the nursing profession it has many advantages to offer, and the glorious air of Brighton is the best possible tonic after hard work in crowded houses. Even a week in this sunny and bracing atmosphere does wonders for the weary and jaded, and they return to work with renewed vigour.

Lecturing to a Small Audience.

By MISS M. LOANH.

Very many years ago a little boy friend told me that he had seen a prince. Wishing to display intelligent interest in the matter I asked, "How big was he? As big as you?" Never have I forgotten the wealth of scorn with which he replied, "You stupid! Don't you know that princes are born grown-up?" Later on I was trained in the faith that all headmistresses and Matrons are "born grown-up," and whatever burden I see laid on their shoulders (in platform language it is "a new sphere of usefulness") I feel no pangs of sympathetic distress. Have they not the privilege of royal birth! But when my most cherished probationers write to me time after time, "I am expected to lecture to the senior pupils at the school, to the Mothers' Meeting, to the Girls' Club, to the Provident Society," I feel that they are indeed cruelly oppressed, and that I must produce if it be only a handful of straw to aid them in the manufacture of this unexpected tale of bricks.

A great orator, who was asked to name the most important part of oratory, replied, "enunciation," and on being pressed with further questions declared that it held the second and third as well as the first place. For a village lecturer I am convinced that the one essential point is to have sufficient knowledge. If a single lecture only were demanded, the person who had very little to say but who could say that little with bold cheerfulness, might easily distance in popular favour the conscientious lecturer whose address was packed tightly with valuable instruction delivered in a monotonous or hesitating fashion; but in a series of lectures by the time even the least critical of audiences had reached their third or fourth attendance to hear a glib and empty speech, they would begin to ask themselves, "What have I learnt?" A weak-voiced preacher once asked, "How can I make myself heard." "Make yourself heard by *making yourself listened to*," was the uncompromising reply.

The great essential being something to say, the lecturer should carefully study the leading text books on the subject, draw up a general plan of the lectures, and write out a detailed syllabus for each. Until she has considerable experience in the work, the lecture must then be written in full, keeping a watchful eye on the syllabus so that each branch of the question receives its due proportion of attention. As many as possible of the illustrations should be drawn from her own personal experience, for

[previous page](#)

[next page](#)