

this will give a life and force to her teaching that it must otherwise lack.

Recently there have been many discussions on the subject of note taking. It must be remembered that lecture writing and note taking are closely connected, for if the lecture is shapeless and without backbone, no intelligibly connected series of notes can possibly be produced. The value of note-taking can easily be over-estimated. Some of the best lecturers that I have heard supply a full syllabus to every pupil for subsequent study, and request that they may receive the undivided attention of the audience, assuring them that they will gain more in that way than by random scribbling of disconnected and illegible notes. No definite rules on the subject can reasonably be given without weighing the circumstances of the case, especially the number of the audience and their previous education. For ten or twelve hearers untrained to note taking, the best plan is to write out the syllabus on a sheet of foolscap and pin it in front of the desk, where it can be studied before and after the lecture. Technical expressions, to be afterwards explained, need not be avoided, as they arouse attention. I remember a Cambridge tutor lecturing to girls wrote on the syllabus with which they were provided the words "tentative hypothesis." "What is a tentative hypothesis?" asked a clear young voice. The door behind the platform opened, and the lecturer came in with his arms only three parts through his gown. "A tentative hypothesis is a good guess. A jolly good guess!" The leading points can also be written on the blackboard as they are successively reached, or in dealing with very young or un instructed hearers the lecturer can plainly say, "These are very important facts, and I will dictate them to you slowly."

The lecturer should take care to know far more about the subject than it will be necessary or desirable to tell the audience as a whole. Among the hearers there will almost certainly be a few who will take the opportunity of seeking for more detailed information. If the lecturer is too nervous to give replies on the spur of the moment the audience must be asked to write down their questions and receive the answers the following week. It is often said that only nervous persons succeed as public speakers, but it must be remembered that the reference is to temperamental nervousness, and not to that form which merely arises from the secret conviction that preparation for the work has been too hurried and incomplete.

If practicable the lecturer should avoid speaking in any neighbourhood until she has seen at least half-a-dozen typical dwelling-

houses, and has some idea as to the nature and amount of the water supply, the quality of the cooking stoves, the average number of the cooking utensils, etc. For the demonstrations she must be careful to use such articles only as are likely to be found in cottages; an oil stove instead of gas, a jug standing in an iron saucepan instead of a double saucepan, a basin fitted into a kettle and covered with a saucer, and homely contrivances of that kind. Each girl must be encouraged to take some part, however small, in the demonstrations. Often the teachers whole time is absorbed by two or three, or even one, of the bolder spirits, little is learnt by the remainder of the class, and heart burning and discontent are the results. I remember one young girl who earned herself the title of "Conjurer's Accomplice," by following up a County Council lecturer from village to village and always pushing herself forward as the one person to put on a bandage or mix a poultice.

If lecturing to young girls, begin each lecture, except the first, by asking questions, starting with easy ones in order to encourage them to speak. Try to understand what they mean, rather than attend too closely to their actual words. Children's answers are often much more reasonable than they appear at first sight. After cooking lessons, or anything of that kind, take care to have hot water and soda ready, and give a practical lesson in washing up cleanly and noiselessly.

The first lecture of a course must always be longer than the others, as it will be difficult to get the audience to take an active part in the demonstrations until their shyness has worn off. At least 100 words a minute must be allowed, that is to say, 6,000 for one hour.

The Railway Outrage.

All nurses will deeply sympathise with Miss Fruzannah Low, a nurse who for the last ten years has been on the staff of the Nurses' Co-operation, 8, New Cavendish Street, W., and who was subjected to such a dastardly attack in the train while travelling from Genoa to Paris that she now lies in the hospital at Chambery in danger of her life. Miss Low, of whom Mrs. Lucas, the Lady Superintendent of the Co-operation speaks very highly, was trained at Charing Cross Hospital, afterwards working at the Brompton Hospital and St. Thomas's Hospital. The outrage emphasises the need for increased vigilance on the part of officials in regard to ladies travelling alone. A nurse has been despatched from the Nurses' Co-operation to share in the nursing of her colleague.

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