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Editorial.

DISCIPLINE.

On all sides we hear that the modern probationer is of a different type to the one of twenty-five years ago. It is not denied that the type may be as good, but there seems to be a general opinion that she is essentially different. To find out why, we have to go further back than the probationer as she presents herself for training, to the environment and influences of her youth.

The Principal of a High School writing in a leading London paper says, "As a school mistress of twenty-five years' standing I find it difficult to believe that better material exists than the school girl of to-day. She is ready to love, anxious to learn, responsive to just praise and blame, appreciative of high ideals. But, and it is this I would insist upon, parents no longer believe in discipline. Some simply declare that they want their girls to be 'happy,' meaning thereby that they want them to play rather than work, and receive rather than give; others honestly desirous of being up-to-date, wish their daughters 'to live their own life,' 'to develop their own individuality,' 'to learn what they have a taste for,' 'to be free and unhampered by rules and restrictions' and so forth. Such parents make no demands, never invoke their own experience, would rather stultify themselves and appear amorphous than constrain and help their children by an authoritative command. Is it any wonder that these children grow up to regard their own wishes and opinions, their own work and pleasures as ranking before any home claims? It is easy to maintain discipline in school; it is extremely difficult to convince parents that girls are happier and better for it at home."

It is this attitude of mind on the part of

parents, and developed in their children, that is making itself felt in the nurse training schools, where discipline is essential to efficiency.

The modern probationer takes hardly to discipline, she has little use for it, and fails to see its necessity. Unaccustomed to it in her own home the regularity, punctuality, and restrictions of hospital life appear to her unnecessary and irksome, and certainly they press more severely on her than if she had been brought up on sterner lines.

In the education of the girl of to-day hospitals, therefore, play an important part. It is no kindness to remove all obstacles from the path of the young, they find them, surely, as life goes on and the road gets straighter and stonier. Rather they should be early taught to expect them, to grapple with them and to surmount them, that duty comes before pleasure, and the welfare of others must be considered before their own, that a disciplined life is the one most worth living.

Nothing is a greater test of the real worth of a probationer than the manner in which she accepts the discipline of hospital life. Galling and irksome as she may find it at first, it is a sign of grace if she considers it possible that rules have been framed to some wise end, and in the common interest, by her superiors, and if she loyally endeavours to observe them. As she does so she will find, perhaps, to her surprise, that these same rules are her strength and support, that by their observation the complicated machinery of the life of a great community engaged in most responsible work moves smoothly and easily, and, further, that she acquires the habit of self discipline, one of the first essentials in a trained nurse if she is to be of value.

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