

harshness, even with the most tiresome children.

The tiniest baby can feel and respond to the gentle, sympathetic touch which only the true child-lover possesses, and which gives a feeling of confidence and safety, in itself conducive to healing.

Firmness in touch and manner are also necessary so that the nurse's authority and capacity are beyond all question. A hesitating touch or manner is worse than useless when dealing with children.

"The gentle heart, which brings
Its best, its strongest, to the weakest things,—
 . . . The finest tenderness,
Which never burdens where it cannot bless,—
 . . . The divinest power to feel,
Which never hurts the nerve it cannot heal."

HONOURABLE MENTION.

The following competitors receive honourable mention:—Miss Emily Marshall, Miss L. Robertson, and Miss E. Windle Hunter (London), Miss E. M. Dickson (Twickenham), Miss Madge Sutton (Birkdale).

Miss Emily Marshall writes that nurses who have charge of children should be naturally fond of them as well as observant, conscientious, patient, gentle, kind as well as firm, versatile, careful to keep promises, and with a keen sense of justice. In fact, it is necessary for nurses who hold such responsible positions to be thoroughly good, capable women. Why? The maternal gift must be present in nursing children, many of whom are so tiny and helpless.

Miss Dickson enumerates as specially important a well-developed power of observation. A child is not able to describe symptoms, and often gives very misleading answers to questions; therefore the nurse must be alert. Posture, breathing, sleep, involuntary sounds, &c., must all be carefully noted by themselves and in relation to each other, time, and circumstances.

Miss L. Robertson mentions that the children's nurse needs a fund of humour which will carry her over many difficult places.

Miss Madge Sutton thinks that special training beyond the usual hospital course is necessary, and a great regard for truth and care in detail. The sick child is absolutely in the power of the nurse, and the medical attendant has to rely entirely on her reports. Her foresight in an emergency and level-headedness will soon be brought into play in dealing with infants more especially. Many a life is saved by a timely poultice and the careful attention to the diet and the evacuations.

QUESTION FOR NEXT WEEK.

Describe what personal precautions you would take, before passing on to another case, after attending a case of infectious disease as a private nurse.

THE LEAGUE OF SCHOOL NURSES.

Dr. Shruballs gave a lecture to the school nurses on February 28th on "Temperaments of Children." The lecturer divided the temperaments of children into three categories, viz., the unemotional, the unrestrained emotional, and the restrained emotional.

He summed up the unemotional child as uninteresting: little trouble as an infant, perfectly placid, sleeps all night, eats everything, never brilliant at school, generally liked because very little trouble.

The unrestrained emotional was, on the other hand, extremely interesting. The fits of passion, or so-called "brain-storms," sometimes verged on epilepsy. This temperament runs in families—such a child not entirely responsible, often good at something, sometimes a genius.

The more important temperament to deal with was the restrained emotional. A child of this temperament was often considered sulky when probably it was only intensely shy. Such a child is very conscientious, and can be overworked. Symptoms of restlessness, making grimaces, sleep-walking, talking in sleep should be noted and steps taken to find the cause. One should not neglect the parents' statement of any of these symptoms. One had to eliminate all possibilities of affection of the eyes, teeth, &c., being the cause, and it was important to know all about the home conditions.

The cinematograph was a new factor to deal with. It was found that 90 per cent of children go to see "the pictures" once a week.

This involved a lot of eye-strain, and the topics were exciting.

Dr. Shruballs spoke of how much one would expect a child to know at a certain age. He said it was difficult; there was such a wide range of possibility.

It was important to remember in dealing with children in elementary schools that in a great number of their homes there was no refining influence. The children often were not talked to except to be told to get out of the way, and one could not expect the same intelligence as from children with a good home in-

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