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EDITORIAL.

A SATISFYING VOCATION.

One of the many charms of the Profession of Nursing is the variety of opportunities which it offers to its members. Amongst them is that of teaching probationers in training, which, to those who have the necessary qualifications, promises to provide in the future, even more than in the past, a delightful, satisfying, and remunerative sphere of work, whether as Matrons, Assistant Matrons, Home Sisters, Sisters-in-Charge of Preliminary Training Schools or Sister-Tutors, and later on as Examiners in Practical Nursing. Appointments of Matrons of Nurse Training Schools are, it is true, not often vacant, but, when the Nurse Training Schools get seriously to work on teaching their pupils in conformity with the Syllabus of Training laid down by the General Nursing Councils, Registered Nurses qualified to superintend Preliminary Training Schools and to act as Sister-Tutors are likely to be in considerable request.

The mission in life of such teachers is no less than the transformation, in three short years, of immature flappers into capable and self-reliant women, able, in the first instance, to satisfy the General Nursing Council of their efficiency, and then to prove themselves competent to deal with any nursing emergency which may arise, whether in the hospital ward, the casualty clearing station, or aboard the hospital ship, in the up-country station, or as the mainstay of a house into which sickness and perhaps death has entered, and whose stricken household turns to the trained nurse in attendance, not only for professional assistance but for sympathy, support and consolation. There is a great task indeed before the trainers of nurses, but that their pupils respond to their

training has been proved over and over again by the capacity, courage and selflessness of trained nurses.

It is important that trained nurses who desire to adopt teaching as their special work should have had a good and liberal general education; they should be just and patient, students of psychology, so that they may know how to deal wisely and sympathetically with pupils of diverse character, temperament and outlook; they should be first-class practical as well as theoretical nurses, and should strive to demonstrate personally the qualities they desire their pupils to possess; for their influence will be profound and far-reaching, and will live on "far away, without visible symbols, woven into the stuff and framework of other men's lives."

The present demand for highly skilled teachers of nurses is the opportunity of the nurse with a laudable desire to rise in her profession. Let her obtain instruction in the art of teaching, for the born teacher is as rare as the born nurse, and then devote her energies to bringing out everything that is best in the pupils entrusted to her care. She will find her work pleasant and satisfying, especially when the seed which she diligently sows blossoms and bears good fruit. It is delightful, and stimulating, to direct the studies of clever and eager pupils athirst for knowledge and quick in assimilating it, but the development of the latent powers of more stolid and slower pupils has also its pleasurable aspect. All are needed in the nursing world, and it is the teacher's duty to see that they attain the highest degree of efficiency of which they are capable, to find out and direct their attention to that branch of their profession for which ultimately they will be most suitable, and to reinforce their knowledge in regard to it.

Could anyone desire a more useful or satisfying vocation in life?

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