

course, to other sections of anatomy, to physiology and pathology. Good results of teaching can only be expected if the students have realised that the dry nomenclature, the exact topography and the difficult physiology are the "sine qua non" of an understanding of pathology, a subject which naturally is the most interesting to them.

8. The "German Museum of Hygiene," departing from former methods, has built up its instructional collections on these lines; wax models; ordinary models; dry, wet and transparent preparations; posters, lantern slides and various apparatus for showing the functions of the body, which can be seen there, serve this purpose.

9. The Academy of Hygiene, having at its disposal the valuable collections of the Museum of Hygiene, has initiated refresher courses for nurse administrators and supervisors. These courses afford an opportunity for keeping up to date with the more important questions of the training and care of the student nurses and also for the exchange of opinions.

10. In No. 1 of the publications of the Academy of Hygiene are published some remarkable lectures which were given by Professor Seyfert, Director of the Pedagogical Institute in Dresden, at one of the first of these courses. This publication can be obtained from the Secretary of the Academy of Hygiene, 38, Circusstrasse, Dresden, A.I., on sending five international postal coupons.

11. The next refresher course will be given in Dresden, from January 16th to 21st. Those wishing to attend are asked to send in their names as soon as possible. The Secretary will send particulars of the course on request.

12. The Academy of Hygiene, in conjunction with the Nurses' Association of Germany (Berufsorganisation der Krankenpflegerinnen Deutschlands), has decided to institute a post-graduate course of special training, lasting one year, for those nurses who wish to prepare themselves for posts as principals or matrons of schools for nurses. The first of these courses will commence on April 1st, 1928. Entrants must have completed a secondary school education, or its equivalent, be certified nurses and have had a minimum of five years' practical experience. The course will include the following subjects: 1. Ethics; 2. Psychology and pedagogics; 3. Biology, hygiene, public and personal health; 4. History of nursing; 5. Women's place at the present time; 6. Women's professions in social welfare; 7. Social legislation; 8. Administration of Hospitals and Schools of Nursing and Hospital Economics; 9. Initiation into the special duties of nurse administrators in various kinds of institutions; 10. Recruitment of nurses; 11. Gymnastics, sports and other forms of recreation; 12. Increase of the scope of professional knowledge.

Ample provision for visits to various institutions will be made and opportunity for practical experience will be given.

13. The Academy of Hygiene hopes that these courses will promote the understanding of the close connection between nursing and public health work. Up to now one of the drawbacks has been that nurses have had only the chance of studying persons when they are sick. They lacked opportunity of becoming more familiar with the average state of health of the large mass of the population, of observing the manifold gradations from sturdy health to impaired equilibrium of health, and thus of being able to arrive by comparison at conclusions with regard to improvement or deterioration in the physical or mental state of those entrusted to their care.

14. A training in public health nursing and public health welfare therefore appears to be an important part of the training of those nurses whose task in the smaller hospitals consists of social welfare advice and who, in many cases, continue to be medical advisers to the families of their former patients.

15. The time devoted to public health welfare and the observation of and caring for healthy people should also have a beneficial influence psychologically on nurses in general.

16. To sum up, one may say that for students of nursing the science of the healthy body should be the foundation of their understanding of the conditions of the diseased body, and that the object of the tuition in all subjects should be to give knowledge first of the normal and then of the abnormal.

At the conclusion of the lecture Professor Wiesbach illustrated, by means of lantern slides, the points in the teaching of anatomy and physiology, etc., which he had emphasised using the method of observation.

#### Development of Student by Liaison of School, Hospital and Home.

The last paper of the evening was read by Miss Mary K. Nelson, Superintendent of the American Hospital at Constantinople, on the "Development of Student by Liaison between School, Hospital and Home." So late was the hour when this was reached that the chairman took the vote of the Conference as to whether the paper should be presented. It was decided in the affirmative by a large majority, and those who remained were rewarded by a most interesting paper, which we print in part. Miss Nelson emphasising the question of human interest said:—

Perhaps if altruism were just a little more in evidence in the part of Europe where my work has been for the past three years, I would not give this element of human interest so much importance. And yet who among you would dispute its value when I repeat the words of Florence Nightingale, which so strongly attest it. You remember how she said "What is having to do with dead canvas or cold marble compared with having to do with the living body."

The applicants who came for admission to our last class in Constantinople, were asked why they wished by study and work to prepare for nursing. The few who had some idea of nursing were ready to answer but the larger number were not, for they had come just to be nurses by putting on the uniform and joining the school. Potential desirable students are still being kept away from our schools by relatives who have a wrong conception of nursing. In many of these young women the original inclination is never allowed to grow into a real desire. In times of war we have an inflation of interest while at other times we do not have sufficient stimulation.

How often does a student group present a given number of individuals held together by the school regulations? If each came into the school with understanding and purpose the common interest shared by all would grow. Yeast, we know, has the power to increase when used, so would this common purpose grow and generate contagious enthusiasm.

To keep this spirit alert the student should not see the school and the hospital as separate entities. In other words it is important to have the class room and ward closely related. A most fortunate arrangement is where instructors can follow the students to the wards but too often this cannot be done and another very valuable possibility is overlooked. This is, to have the ward supervisors keep so well in touch with the class work of the students that clinical material for practical class demonstrations may be continually sought and found in the ward. I say sought and found, because the students themselves should be allowed to do some of this seeking. To my mind nothing can compare with this method of rousing the student to observe and to exert her reasoning powers in recognising her findings.

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