

SESSIONS OF SECTIONS.

The Sessions of Sections were held under three headings: (1) Nursing Education at the Congress Headquarters, the Montreal High School in University St.; (2) Private Duty Nursing at the Windsor Hotel, and (3) Public Health Nursing at the Mount Royal Hotel. The three groups ran simultaneously.

TUESDAY, JULY 9th.

NURSING EDUCATION.

Miss S. Lillian Clayton, President of the American Nurses' Association, presided at the Session on Nursing Education on Tuesday, July 9th, when the questions discussed were "The Preparation of a Curriculum," "Trends and Developments in Vocational Education," and "The Community Need in relation to the Education of the Nurse."

The Preparation of a Curriculum.

Dr. E. Stanley Ryerson, C.M., Secretary of the Faculty of Medicine, University of Toronto, dealing with the above subject, said that women possess a native ability to care for others. The problem in the construction of a training course for Nurses is to advise a scheme of personal, practical and educational experiences to which a selected group of women, who are deemed to possess this native ability in a special measure, should be subjected so that they will be able to care more efficiently for others in a state of sickness. The selection of applicants is made on the basis of their suitability, as judged by their personality, their character, their health and physique, and their previous general education.

The provision of personal experiences is necessary for the development of characteristics that contribute to the enrichment of this aspect of the prospective nurse, in order that she may become a finer woman, as well as a trained nurse. Practical experiences are provided by the daily work in caring for patients in the wards of a hospital. Educational or academic experiences are supplied by lectures, demonstrations, classes and clinics. The preparation of a curriculum is dependent upon the relative values apportioned to each of these three aspects and the attainment of a well-balanced result.

Dr. Ryerson held that practical work with patients forms the backbone and body of the nursing course, to which academic instruction and personal development supply the finish and humanity, and said that the inclination in recent years to substitute more and more instruction by lectures and demonstrations for practical experience requires careful watching for fear that the course becomes largely an academic one with the practical nursing as a subsidiary part. The care of a patient is essentially personal and cannot be efficiently conducted unless there is a full realisation of this relationship between nurse and patient.

The speaker emphasised the importance of the educational principle of "learning by doing" which, he said, lends itself extraordinarily well to the large majority of nursing procedures. He did not carry his audience with him when he minimised the need for theoretical instruction. We are with him, however, in his belief that "ward rounds with one of the medical staff, or the nurse in charge of the ward, supply a most valuable method of instruction, which is not used to anything like the extent to which it might be."

Trends in Vocational Education.

Trends and Developments in Vocational Education in the United States was the subject dealt with by Dr. W. W. Charters, A.B., LL.D., Professor of Education in the University of Chicago, who said that one characteristic of vocational education is the increasing use of job analysis as the basis for curricula. It is now the customary procedure in scores of vocations to make a careful analysis

of the activities, operations, duties, problems, or difficulties of a vocation. The results of these analyses provide specifications for the curriculum. The learner is to be taught how to perform the listed activities. These become the topics of the curriculum; the methods of performing the activities are the content of the curriculum. Thus the curricula in agriculture constitutes a constellation of courses whose objectives are to prepare students to be dairy farmers, poultry raisers, and the like, and whose content is specified by an analysis of the duties, activities, or problems of the dairy farmer, the poultry raiser, and so forth.

Another trend observable in vocational education within the schools is the inclusion of a generous amount of so-called cultural subject-matter in the curriculum. This is included because in American education the conviction is substantial that the worker is first a man and second a craftsman. Further, the working day is being so shortened as to provide hours of leisure which should be filled by worth-while activities and interests. Millions of men and women have time on their hands which, it is felt, they do not know how to use in a profitable manner.

The Community Need in Relation to the Education of the Nurse.

Mlle. Chaptal, President Elect of the International Council of Nurses, divided her brief survey on "The Community Need in Relation to the Education of the Nurse" into two parts: (1) The community need—How does the present education of the Nurse meet this need? (2) How could the education of the nurse be better adapted to meet this need?

She defined the Community Need as (A) *Cure*. Nursing in public and private hospitals, in special institutions for chronic cases and in the homes of patients, who may be classified as well-to-do, of moderate means or poor. Also nursing the disabled, the crippled, the mentally afflicted who are curable, educating such cases and winning them back to normal life so far as possible.

(B) *Prevention of disease and improvement of public health*. Maternity and child welfare—parental care, care at confinement and of the infant and pre-school child. Medical services in schools and for the adolescent. The fight against social scourges, such as tuberculosis, cancer, venereal diseases and alcoholism. The organisation of social service with all its many departments which call for the services of nurses.

In new countries or in countries which have just been reorganised as the result of some recent upheaval—such as the great European War—1914-1918—the more urgent and obvious needs are the establishment of services in connection with public health, the prevention of communicable diseases, and the combating of social scourges. To limit the preparation of student nurses to what is required by the needs of the moment would be most unwise. Two principles, without which no profession can exist, must be taken into consideration: (1) that the professional training itself must be kept intact; (2) that the ethical and economic future welfare of the worker must be assured by an adequate preparation for the work.

Mlle. Chaptal thought that in some of those countries where public health nurses are needed at once to meet urgent demands a certain number of earnest, intelligent young women with a good general education might be selected from among those seeking to enter the nursing profession, and should be given a *provisional* basic training of one year, without receiving any certificate. They should then be placed, as nursing *aides*, under the supervision of fully-trained nurses, in charge of certain public health duties. These nursing *aides* would work on probation for a few years, receiving a salary in proportion to the cost of living, until their places could be filled by others, when

previous page

next page