

appliance, the use of which should be supervised, and no slackness allowed in this respect. Open-air games and walks should be a compulsory item of the programme, and be arranged by the directress. Organised competition in games is useful in creating interest.

Let us consider briefly the intellectual training of a student nurse. On arriving at the school, the girls should already have a good general education. It may be thought desirable to allow them to develop their artistic, literary and social aptitudes. Some convalescents make great demands on the nurse's intellectual attainments, and many sick persons could be cured by proper attention to their moral and mental needs.

Artistic, literary or other pursuits must not, however, encroach on professional studies proper, which are of the utmost importance. It is not enough to know what we must do and how it must be done, but also the reason why. The nurse who is to become the doctor's real assistant should not only understand his actions, but be able to foresee them. Theoretical instruction must be given by competent teachers who are ready to go beyond the narrow limits of a minimum programme. The students must also have time to digest what they have learnt, and this means careful arrangement of the time-table, assigning an hour a day to private study. During this time the students should have access to the many facilities offered by the school, such as books, reviews, papers, lectures, etc. As has already been stated, however, knowledge of facts depends for its soundness on intellectual capacity. Beyond everything, the nurse needs to be taught judgment. The school of Port Royal has said that nothing is more valuable than common sense and proper judgment between what is true and what is false. Accurate judgment is important in every walk of life, and most of all in the nursing profession. How often must a nurse act according to her own judgment, and how many mistakes might be avoided if this judgment were always sound?

Memory is an aid to judgment. As logical memory depends largely on clear comprehension, which is proportionate to the interest evoked, the directress must question the students in order to make them talk and state their opinion. She thus makes certain whether the mind has grasped what the tongue has spoken; corrections will be made in a kindly spirit and complicated matters explained.

The nurse's professional training is based partly on the theoretical teaching referred to, partly on practical or technical instruction. These two branches cannot, of course, be separated. Both science and practice are of like importance, and it is here that the expert guidance of the Ward Supervisor is necessary in order to complete the tuition given by the doctors.

Technical instruction having already been discussed in another paper, I shall not deal with it here.

A most important feature in the training of the nurse is her ethical teaching. The nurse is not a machine, but a human being. Human worth does not lie in strength or beauty, nor in physical or intellectual attainments, but in lofty ideals, strength and sincerity of purpose, and in the sum total of a man's principles. Can it be said that moral training has made equal progress with technical instruction? That is a view I should scarcely dare to uphold.

The object of moral training is to cultivate in the student a spirit of industry, self-sacrifice, charity and dignity. No woman gains strength of character and ability to do great things unless she has a will of her own and is not afraid of effort. Any system of training that abolishes or even reduces personal effort therefore stands condemned. During her three years' training the student finds ample opportunity for exercising her will-power. She has to

obey a sign, a look, a word, even a sound. The school regulations are strict; the students are subject to discipline, which teaches them regular habits and self-control. Discipline is concerned with the present and the future; it must not, however, be despotic, nor refuse a certain degree of liberty. It is even preferable to give the students a considerable amount of freedom so that they may learn how to make good use of it. A steeled character will always hold itself in check and be self-reliant. Faced with a critical situation or an unforeseen difficulty, the nurse will not feel lost, but will master the situation, because she has learnt to be virile. Yet she remains a woman at heart, and her womanly qualities cannot be neglected. The true nurse is compassionate in the right sense of the word: she feels and suffers with her patients, her kindness is seen in her look, heard in her speech and proved by her deeds. She knows how to warm the coldest heart, and give the despondent faith in life. She is taught to love her work, to forget herself, and to be ready for the greatest self-sacrifice. In spite of this, she is always ready with a smile and is a convinced optimist. This healthy optimism, which may often cause some surprise, is the expression of intense moral force and true peace of mind.

What can the teacher do to develop these qualities? She will set an example. She will treat her students with kindness, listen to their many small worries, help, encourage, and be like a mother to them. The nurse must not be allowed to feel alone in her task. She is brought too closely in contact with the melancholy side of life and soon loses her illusions. A helping hand in times of weakness will give her fresh courage for further generosity and self-sacrifice, and a clearer view of her ideal. If she is truly desirous of attaining the required standard, she will combat harmful inclinations, and try not to be thoughtless, changeable, sensitive, proud and selfish; she will cultivate the qualities which make for a higher character—uprightness, perseverance, kindness and gaiety in her relations with others, simplicity, reserve and sociability.

The social spirit is fostered by arranging functions and gatherings at the school itself, and in meetings for study and lecture purposes. In spite of contrary opinions, the organisation of social functions is an important part of the training programme. Gifts of observation, initiative, perseverance, energy, self-sacrifice and devotion are called for, and for this reason perhaps shortcomings are often met with amongst organisers.

There is yet another moral quality that the ideal nurse should have—namely, delicacy of feeling. This makes her see in the patient not a mere "case," but a human being who feels and understands, and makes her able to enter into the mind of her patients. Delicacy implies foresight, alertness, discretion, the trick of finding the right word, the smile that consoles, the gesture that gives peace. If this virtue be inborn, training will find the way to make it blossom.

A course on ethics should complete the nurse's training. She must be instructed as to the mystery of her origin and her destiny. She must learn that we come from God, and that true happiness lies in His will. Her conscience must be enlightened, so that she may govern her own life, play her part worthily, and be the guide and comforter of those who doubt.

This survey of the principles in education brings us to the conclusion that the nurse's special training develops in her a character and a mind peculiar to her profession. She has her own way of feeling, comprehending, reasoning and acting. Her ideas and opinions become the principles by which she lives, and which distinguish her from other young girls. Although brought daily into contact with human suffering, she nevertheless remains an optimist, because of her inner convictions of hope and ultimate happiness.

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