

CHANGES OF ADDRESS

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56.	Miss M. Corbin ...	c/o Mrs. Dawson, 73 Diamond Harbour Road, Kidderpore, Calcutta.
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270.	Miss L. Gideon ...	Civil Hospital, Karachi.
68.	Miss Graham ...	19 Halgaron View, Bodmin, Cornwall.
69.	Miss E. Griffin ...	19 Halgaron View, Bodmin, Cornwall.
538.	Miss E. Heathcote.	30 Queen Square, London W.C.1.
370.	Miss A. Law ...	C.M.S. Hospital, Doyabari, Ranaghat.
90.	Miss E. Lillilund ...	Strandagervie 24, Hellerup, Denmark.
374.	Miss P. Lord ...	M. E. Mission, Pilibhit.
122.	Miss M. Poole ...	4 Wood Street, Calcutta.
96.	Miss C. Pope ...	Jackman Memorial Hospital, Bilaspur, C.P.
100.	Miss A. Rehonikel.	Ambur, N. Arcot.
146.	Miss C. A. Savage...	Mission House, Pandharpur.
584.	Miss I. Thomson ...	Mission Bungalow, Khanapur, Belgaum Dt.
M. U. 77.	Mrs. D. A. Thrower.	37 Sandmere Road, Clapham, London, S.W.4.

DEVELOPMENT OF STUDENT BY LIAISON OF SCHOOL, HOSPITAL AND HOME

BY MARY K. NELSON, SUPERINTENDENT,

American Hospital, Constantinople, Turkey.

A GROUP of nurses were talking together when one said "Here is a question I would like to ask, I want to know why I never liked New York City until I did Henry Street Nursing work there." "Oh, I can tell you," one of the others answered promptly, "I know because the same reason makes me love the little factory town where my work is. Not one of you would like this little town at all unless you could get into the homes and know the people as I do."

This human interest which can completely change one's view point is what I am going to ask you to consider with me. You may say to yourselves "We can see how human interest can promote the powers of observation but we cannot see the connection with scientific reasoning." Let me point out to you that as a result of observation, human interest does not stop but goes further and seeks a means of expression. Such section comes through mental effort which will be based on scientific reasoning however simple it may appear to be.

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." And Joseph Conrad is prompted by it, when, on the title page of one of his books, he quotes from a fairy tale the following, "Something human is dearer to me than all the wealth of all the world." Does any other work offer more opportunities for a share in this wealth of human interest? There is a problem still confronting us: it is that even with the recognition we have attained, there is yet a considerable lack of knowledge of our profession.

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.

The hostess who asked her friend to forget that she was a nurse for a weekend in order that her other guests wouldn't know it, was probably just the woman who would have wished her friends to know it if she had had a better understanding of the profession. And this she should have had with a nurse among her close friends. Many times that nurse could have helped her to see nursing as it really is. She let those opportunities slip by just as we all do continually, for they are so close about us, a part of each day's doings as it were, and we do not recognise them. Nor do we realise by failing to use them rightly we may often unconsciously be a means of weakening in some young women the interest that might have helped to bring her into nursing.

This I feel is proof of the need of human interest, that will arouse and stimulate attention which will be the means of bringing in desirable applicants. How often does a student group present a given number of individuals held together by the school regulations? To meet special occasions a certain pride brings them temporarily out of this attitude of indifference. However 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 to 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.

Many of you may want to say that such interference could never be fitted into the ward routine. And others of you might ask "How can you suggest more work for the already over-burdened supervisors?" To the first I would claim that the importance of the results sought justifies a trial. To the second, that the added interest and enthusiasm serves to lessen the amount of effort required just as added ballast steadies the boat which sails before a strong breeze.

We all know what an impetus is given to work in any part of the hospital by more work and how the busiest days are the shortest ones. The question that comes to my mind is, "Could an enthusiasm which is somewhat similar to the student's reaction to exciting work be developed by rousing her interest along scientific lines?" I think it could because her observations and her reasoning would be stimulated by the interesting surprises scientific study affords. Her sharing with the others in class room discussion the possible findings would be an added incentive.

This bringing the class room near to what the ward can supply is further strengthened when the ward supervisors share with the instructors the supervision of the study periods. These additional helpful contacts greatly influence for good the students' relations with the different supervisors and the task is not frequent enough to be irksome for the supervisors.

In our school the recreation program has been one of our best means of bringing the students and graduate staff together in a free and happy way. By class representation on a program committee entertainments and games have been planned that have given an outlet for surprising real ability. In some schools there is an attempt to have each older student sponsor or guardian for a younger one, this tends to prevent the false distances of seniority and establish in their place confidence and respect due to helpful advice and interest.

Of great importance is the student's early comprehensive understanding of the hospital as one complete unit and not as separate departments or the one where her duties at the time happen to be. She should learn to see it both as a laboratory for medical and nursing education and in its real relation as a center for better health to the community served. By the time her duties are in the out-patient department with this perspective in mind she will herself be making important observations. This power of observation acquired without conscious effort will receive an excellent stimulus in this department especially if the student can see by actual experience in the homes how this department is the connecting link between the hospital and the homes served. You might ask how home visiting can be included in a school program? It is being done in some schools and is a subject that demands more time for discussion than can be given here. But I would insist on the value to the student of observations begun in the clinic and continued in the home. The questions that come up which concern the family will give her occasion to exercise all her own reasoning power and seek other assistance as well.



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This elementary public health experience coming before the end of the school course serves two purposes. It stimulates and strengthens the interest and gives the students a more general perspective of the value of her whole preparation. In Constantinople we have a strikingly close connection between the clinics, the homes and the hospital wards. This continuity affords a splendid opportunity for giving the students not only the preparation for the type of nursing so much needed there, but also the live interest that will keep their purpose strong. In order to help a student to see the hospital as the true center for health service we need to have go back to ward duty again after her public health experience. We have found repeated trials the great advantage of this plan.

Medical science continues to add to the great wealth of nursing opportunities and along with this increase in opportunities come additional responsibilities. The splendid strong purpose of our nursing leaders has brought our profession to its present rank with other professions, and the same strong purpose will help our students to so develop their reasoning powers and ability to benefit by the increased opportunities and to assume the added responsibilities.

Whether you know the story of the kaleidoscope and the painting or not, you will readily understand why the man was offended when he was asked to pick the colours from the beautiful painting and find their duplicates in the ordinary kaleidoscope. He resented such disrespect to the painter who had created this masterpiece from the thought and purpose in his own mind. As the ideal or thought in the mind of the artist is to the painting so the strong desire and purpose in the minds of the students are to the future of nursing. And this purpose can best be strengthened by the development of human interest which is the real liaison between nursing school, hospital and home.

"THE COMMON STREET"

The Common street climbed up against the sky,
Gray meeting gray; and wearily to and fro
I saw the patient, common people go,
Each with his sordid burden trudging by.
And the rain dropped; there was not any sigh
Or stir of a live wind; dull, dull, and slow
All motion; as a tale told long ago
The faded world; and, creeping night drew nigh.

Then burst the sunset, flooding far and fleet,
Leavening the whole of life with magic leaven.
Suddenly down the long, wet glistening hill
Pure splendour poured—and lo! the common street,
A golden highway into golden heaven,
With the dark shapes of men ascending still.

HELEN GRAY CONE.

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