

the bazars. Imported labour brings women with it, and when these men return to their country, the women are usually left behind. In many cases the quarters provided in a mill compound permit of little privacy, and where there was evidence of a more real family life, I found in most cases the family lived outside in a bazar or bustie.

As regards the casual woman worker in Calcutta, it is surely unnecessary for me to describe the fine work done by the Municipal midwives, nor the interesting work that has been started with the help of the St. John's Ambulance and the Red Cross Association among Indian mothers and children, you must yourselves be acquainted with this excellent work. One can only wish that it may spread still further, even among the coolie women workers by the dockyards, who also are in need of help.

TEACHING ANATOMY—BUT HOW?

BY MISS M. E. SKINNER.

Does the bell ringing for the anatomy class make your heart sink? Yes, it is the hardest subject we teach our nurses, isn't it? It is bad enough learning it in English during our own training, but to teach it in a foreign language makes it doubly hard. Here are some suggestions which may help to make things easier.

Dr. Allen had two anatomies, so we cut the pictures out of the old one,—out of date in reading matter, but the pictures were similar. These we pasted on card boards which we purchased in the bazar at three annas the sheet. Each sheet cut into 12 pieces makes a convenient size to hand round in the class. On one sheet we have all the bones of the head, on another the spinal cord and ribs, another the teeth and so on.

I used to stumble along trying to explain the formation of the body, and the girl's faces wore the same blank expression as at first. Sometimes I even took a book with pictures, to class, but then it was hard to hand round, to say nothing of the rough treatment the book received. Now, when they take the card in their hands after a few words of explanation, their faces light up with real understanding. Doctor had such an easy time with the dais in the cantonments into whose heads she had been trying to pound the signs of ricketts, its causes and prevention, after showing them pictures of some eight ricketty children. The next lesson they described the big head, distended abdomen, etc., from their memory of the pictures. They understand quicker and do not forget so soon.

If you do not possess a second anatomy it might be picked up in a second-hand shop in the bazar or by advertising in a medical magazine. If you can trace pictures you might copy them out of your own book on to white paper and paste on the card board. If this is impossible there are two little books

obtainable from the Christian Literature Society in Madras, in which most of the outlines are :—

"The Human Body and how to take care of it." Dr. Fullerton.

"The Wonderful House I live in."

They only cost a few annas each.

Write a set of questions on each chapter and let the girls have a copy. Our girls ask each other these questions when off duty and when asked the same question in class the answer is given twice as quickly. Another way to impress the subject on the girls is to make them copy a picture of the stomach or a tooth on the black board, first from the book and then from memory. It is surprising how they remember and also what an interest they take in the lessons.

As a help in the examinations we are trying to make them learn to write in Roman characters and to spell correctly. Have you ever been humiliated by seeing "asid" instead of "acid" or "discharj" for "discharge" on an examination paper? Phonetic! yes, but any nurse who knows enough to pass her examinations and hopes to work for good doctors and hospitals, should know enough to spell correctly English words in common use in hospitals. Have the girls write the words from their anatomy or nursing books, both as a writing and spelling lesson. I am not on an examination board, but I am sure those who are will agree that there is need for improving the writing and spelling of candidates—and will appreciate any efforts on our part to make their work easier.

ADAM JUNIOR.

(FROM "MATERNITY AND CHILD WELFARE.")

Peter Adam Grant sat in his garden and knew that it was good. Very fat was Peter Adam, very round, with fine large eyes, and stout legs well able to carry his substantial person across the lawn. Walking was as yet a new thing, a daily recurrent miracle to be hailed with shoutings. Peter could not understand Mother's and Nurse's indifference to their powers in that line; he, when he was upright, desired the whole garden to know. "Look at me, I walk, I walk," he shouted in his own tongue, and the trees and flowers and grass listened as they have done from the beginning.

On this particular morning, Peter Adam and his red crawling rug with cats worked on it, arrived early in the garden. Nurse was busy and her charge active, and she was glad to leave him to the safe keeping of the flowers and grass. The garden, which was not large, was entirely visible from the house. With a sigh of relief Nurse deposited the kicking and crowing Adam in the midst of his restricted Eden.

Two other persons viewed the coming of man to the garden with less satisfaction: Pendragon the cat, William the dog did not desire Peter's company; his opinion of the use of other people's tails was incorrect but definite, and it is no comfort to be called "Pore! pore!" when your fur has been used