For two weeks I gave medicine hypodermatically every two hours, day and night (the family took turns sitting up nights and calling me at medicine time) ; at the end of two weeks the patient began to improve and soon insisted upon having the children at home during the day. To keep her from worrying, I patched the boys' overalls, front and rear, made some dresses for the baby, gave lessons in sanitation, personal hygiene, dietetics, plain cooking, infant feeding, and managing a miserly husband. I soon learned that the husband had money but hated to spend it on the family. My chief "indoor sport" was asking him for things needed for the wife and babe and watching the agonized expression on his face as he handed over the money. I stayed four weeks and left the patient able to be up and about her room and ready to "carry on." The family was so grateful for my services that they offered to find me a husband, so if I am ever missed from the ranks you will know what has happened.

THE VALUE OF NOTE BOOKS, QUIZ, AND COMPETITION IN CLASS WORK

BY GRACE HEATLEY, R.N.

*Instructor of Nurses, Training School of the Hospital of the
University of Pennsylvania, Philadelphia*

A STACK of monotonous looking note books, two or three bundles of uncorrected examination papers, and a row of heads into which a certain amount of knowledge must be pressed in a given length of time,—this is the meaning of teaching to many. But it is a crude conception; teaching or, in other words, instilling in other minds facts which seem of vital importance, is tense, stimulating and satisfying work.

Frankly, the correction of note books is monotonous, it might even be called a necessary evil. Necessary, because not only must a student know how to sift the important from the less important facts, but also, she must learn to summarize the useful material into concise, well expressed English terms; an evil, because of the amount of time demanded for the correction. In regard to note books, the duty of an instructor should be to teach the methods of taking, and to prove to students the value of, good notes. Until the student has learned this for herself, direct supervision of note books is imperative, but after the student has been thoroughly taught, the responsibility of her note book rests on her own shoulders, not the instructor's. The appearance of the note book deserves comment, but greater stress laid on the notes taken is advisable.

Correction of examination papers is a far more interesting piece

of work, because each paper marks individual attainment and shows the instructor the results of her own efforts. In correcting papers she soon understands how much of her work has found fertile and how much has found barren soil. Furthermore, quiz and examination papers make it possible to divide a class fairly into three sections, as follows:—one, of students who both think and understand; two, of students who are able to understand if they will think; three, of students who have tried and failed. Students of section one should be allowed to advance unhindered; students of group two may be made to learn, either by appealing to their pride, or their reason, or by incorporating fear; students of group three must be given extra help and therefore must be in a separate section. There is much good material in such a section. The results obtained from extra help and encouragement given to them and by the probable employment of the simplest methods of teaching, is encouraging. To repeat, the value of the ten-minute or half-hour quiz together with the mid-term examination shows the instructor the standing of her students and makes the preparation of daily work necessary for the student.

Last but not least, the actual teaching. Two suggestions from able instructors have proved especially valuable to me. The first suggestion is, not to have the class period more than fifty minutes long. Fifty minutes is a reasonable length of time to expect the average mind to concentrate intently on one division of one subject. The second suggestion is to keep the student awake and alert, even if it necessitates the ringing of a bell. One bell which can be rung is competition. For example, in bandaging,—divide the class in two sections and see which side excels in both neatness and speed. The nurses criticise the finished bandage. The employment of such method is practicable in many practical nursing classes—such as in bed making. In other classes have a student nurse take charge of the class during the ten minute oral quiz preceding the regular work. A few of the ethics classes may be given in the form of a formal committee meeting—a student having the chair, the other nurses reading papers, followed by a free and orderly discussion by the class. The last two methods help the nurses to be less self conscious when talking before groups of people, and surely a nurse must be well prepared in her work before she can conduct a class. At the end of the course the student nurses decide which nurse has shown the most ability in conducting either a class or a meeting.

So the desire to make classes successful both by the instillation of true interest in class work and also in the results determined by the grade of practical work done and the percentage grade, rather hides the monotonous duties, such as correcting note books, and makes teaching a tense, stimulating and satisfying type of work.