

METHODS OF APPROACH TO PROBLEM OF  
NORMAL CHILDHOOD AND YOUTH

VIII.

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## METHODS OF APPROACH TO PROBLEMS OF NORMAL

### CHILDHOOD AND YOUTH

The training of childhood and youth is coming to be a fine art rather than a hit-or-miss activity. The swing from the cold, autocratic discipline of two generations back, to the "expressionist" school of training, in which the child ran rampant, has reached its peak, and a happy medium is being approached. The present trend retains some parts of each extreme, aiming to give a child sufficient discipline that he may be a useful citizen and well-adjusted member of society, yet leaving him a good deal of room for self-expression and choice, where it is not detrimental to his well-being.

There is a wealth of interesting experiment and opinion current on various phases of child-rearing, and while authorities in the field do not entirely agree on all points, on the vital ones they are fairly well agreed. A study of some perplexing points in raising children is of interest and aid to parents who earnestly approach their task. True it is, that most children will manage to "just grow" like Topsy, but there may result a tremendous waste of potentialities of the child, which might have been brought out under a more scientific method of rearing. It also makes the process of growing up, a wonderful experience, when the child has parents who are understanding and alert to their job.

## Development of the Young Child

The parents, of course, furnish a major portion of the young child's environment. They will be the first models, so should frequently ask themselves "Are they living up to the best they know?"

The formative years from one to six are a most important time of life. During this period the personality is formed, as well as the emotional life of the child. Some emphasis is laid on good habits during this time; not, however, to the extent formerly advocated. While realizing that habits are the tools of living and can make or break a person, it must be remembered that the child will only persist in a habit if the outcome is a satisfactory one. Habits of several years standing can be rejected in one day, if there is no one to enforce them and the child sees no advantage in them. Therefore we would suggest fewer "habits" to train the child in, but more wisely chosen ones, those which are felt to be really vital in his life.

In training a child we cannot ignore his physical needs, since they are closely bound up with mind and personality.

During the first year of life it may seem silly to speak of training, yet an infant can become "spoiled" at the age of six weeks, if it learns that crying long enough will eventually result in being taken up. The infant at this early

age is a growing organism and its needs are simple--to be fed regularly, kept clean, warm, and dry--these sum up his needs. He should sleep twenty-one hours out of the twenty-four. The baby needs some exercise and should be allowed to kick about minus his clothing a short while each day. His room should be fairly quiet, warm, and protected from drafts. The average noises of a household need not be shut out, since children must learn to sleep in such an environment. He should be protected from the hordes of doting relative and friends who will want to pick him up and fondle him.

As the child grows he care becomes more complicated. At six to ten months, the doctor will want to increase the diet, which has consisted mainly of milk. The addition of solid foods is frequently a trial and the source of a good deal of trouble for the mother. Naturally the baby is loathe to give up the familiar bottle for strange mixtures fed from a spoon. His reaction to new foods, which is due to unfamiliarity with spoon and cup, is interpreted as dislike, which it is not. Babies can and should be trained to eat any article of food suited to their diet.

The process is something like this--mother offers a spoonful of mush. The baby gets it in his mouth, but it does not slip down as milk does. The sucking movements which have stood him in good stead thus far have the effect of pushing the food out of the mouth. The mother is usually



exasperated at this point, but with patient effort the child soon learns to chew and swallow. She must take another spoonful, insert it, and repeat this process until some of the food is swallowed. She need not do it all in one day; it is less exhausting to try a few minutes each day, just before the bottle is given. Her attitude should be matter-of-fact because the one thing which she wants to avoid and what the child would like above all else, is for him to become the center of a distracted circle of adults all imploring him to eat. Soon the baby will be taking his cereal with relish.

Some babies will, after the first taste of a new food, clamp their mouths shut, refusing to take another bite. The mouth may be gently pried open and a spoonful inserted, then tip the child backward, letting the force of gravity carry the food down. If ordinary methods fail, let the child go without food until the next feeding. Again offer the new food. If he still refuses, he can go still another feeding. At this stage the mother usually relents and offers milk, or any other food the child wants and will take. This is a mistake, as firmness now will save much trouble later. Nothing but water should be given between meals when such a campaign is going on. After a couple of missed meals the child usually takes the new food. No protracted struggles must ensue. The mother tries a minute or two, and if baby does not eat, he is put back to bed until the next meal. He is not spanked or made to feel

in disgrace. His failure to eat is ignored and he is treated in the usual fashion.

It is important that babies under a year begin to take fruits, vegetables and cereals, replacing some of their milk intake. Cases are known of children who for lack of proper training are still nursing from bottles at two and three years of age, even older; as a result they are poorly developed physically, and are usually behavior problems.

Regular hours for meals is a custom of civilization, and the baby, being just a little animal with an undisciplined stomach may not fit in with arbitrary feeding times at first. The mother may find that the baby is not hungry at feeding time., in which case the child may be allowed to miss that meal. It is never wise to force children to eat, as wrong psychological attitudes are created which do permanent damage to eating habits. Occasionally in children who have become feeding problems and are in stages of malnutrition, nourishment must be forced. These cases are the exception to the rule, and are treated in hospitals.

#### Enuresis

Enuresis is defined as the automatic emptying of the bladder in daytime after twelve to fifteen months, or at night after two and one-half to three years of age. The problems involved in enuresis are usually complex, and often is the symptom of some mental or emotional maladjustment in the life of the child.

The first step in getting at the cause is an examination by an expert pediatrician to determine whether there is an organic reason for the enuresis. The nervous highly strung child is often an offender. He is so tense during the day, that at night during the relaxation of sleep the bladder automatically empties itself. Excitement in any form during the day may contribute to the problem. Keen competition with other children, over-training, reciting and showing off for the approval of adults--all are causes of high tension in the child.

Enuresis may be due to any number of factors: simple lack of training at the proper time, as in the case of a child handed about from one relative to another; a symptom of maladjustment, due to insufficient sex information; as a subconscious rebellion against authority; as a means to gain attention when no other way has been found.

A few years back the best advice would have the mother begin early and vigorous training for the control of bladder and bowel, starting a few weeks after birth. This idea has recently been reversed, and mother are advised to postpone training to an age set at two to twelve months for bowel control, and fifteen to seventeen months for control of bladder. This reversal of thought exists because it was found that training at too early an age did no good, but actually made the child over conscious of his excretory functions at an age before he was physically able to control them. Several cases occurred of "over-trained" children,



who had actually been harmed by such training and would refuse to empty bladder and bowels for as long periods as possible. A considerable time had to be spent in re-educating these children to get them back to normal behavior.

At one year, the child can safely be trained by being placed on a chamber after breakfast and after the afternoon nap. The mother should indicate to the child what is expected and show her approval when he has performed. Beyond this the mother should not go in praise or blame; the idea of rewards for success is ridiculous. If training does not readily come, she should bide her time without anxiety. The same child may take to training easily if it is postponed a few months longer, instead of developing the negative and stubborn responses which sometimes result from being prematurely or arbitrarily forced.

According to the Child Study Association in their book "Parents' Questions" bladder training should be undertaken even later--at fifteen to seventeen months. If the child is ready, training may be accomplished quickly and easily, by placing the child on a chamber at regular and frequent intervals, indicating what is expected of him. Training for a dry bed at night may proceed if the individual child seems ready. If the child is a persistent bed-wetter, he may be awakened and taken to the bathroom twice during the night. As said above, training must be considered in regard to each child individually as some are ready for it sooner than others. Many normal children



have accidents at night until three or four years of age. The child must understand what he is trying to achieve, when being trained for control, otherwise efforts are likely to be futile.

With older children who seem slow to gain this control, dietary measures are sometimes helpful. A bland diet, free from highly spiced foods is given, and fluids are withheld after five o'clock in the evening. If the child is a nervous individual he should have a daily nap as well as short rest periods morning and afternoon. It is helpful to send these children to nursery school because there the public opinion of other children helps in overcoming daytime enuresis.

Such measures as repeating verses on the subject before retiring are useless and harmful, and making the child wash out soiled linen is heartily condemned. The whole subject is being treated in a commonsense way and results attained are undoubtedly better.

#### Sleeping Habits

Modern children have a little more difficulty in going promptly to bed and to sleep than children of two generations ago. They feel the rush and press of activity which characterizes modern city dwellers, making them unable to relax into restful sleep at night. They hate to leave the company of parents and friends just when the fun seem to be the best. A certain bed time should be set and never be overstepped on any occasion. One exception, and the child is forever dissatisfied to retire at the customary hour. A child should not sleep in his parents'

room after he is two years old. Preferably he should sleep in a single bed of his own. It should not be necessary to tiptoe about to keep a child asleep because later he will not be in such a favorable sleeping environment, and will be happier if accustomed to sleeping in any surroundings.

### Sensory Training

One of the first things noticed about a year-old child is the fact that he is into everything. No object is sacred from his exploring fingers. Mothers are prone to direct at him a continuous barrage of "Don'ts", telling him to sit still, to be quite, to keep his hands off this and that. After all, the child is a newly arrived stranger in this world--he ~~has~~ everything to learn. By what other means will he learn than through his senses of taste, touch, smell, sight and hearing? He must touch, handle and play with a variety of objects just to learn their composition and use. Realizing this, parents should try to use their "don'ts" very sparingly. Remove the priceless antiques from the baby's reach. Set him loose in his own play room where he can do no serious damage. Don't blame him for broken articles. It is your responsibility to see that he plays in a room where he can harm nothing, or else to remove breakables from his reach.

Suitable toys for the child under three are rag dolls, large dolls with dresses that button and shoes that lace. A scrapbag will entertain a child and familiarize him with materials. Blocks and pieces of wood encourage constructive play in the child.

### Learning Group Adjustment

An important process which goes on between the ages of two and six, is adjusting to a group. The child learns that he cannot remain the hub of the universe indefinitely. He begins to notice that other activities not involving him are going on constantly; other people are intent on their business which he has no hand in. He must learn to become one of the group and to get along harmoniously must frequently sacrifice his desires for the convenience of others. The reasons why social adjustment is necessary are plain: the individual needs the protection of his fellows in order to have the opportunity of earning a livelihood and finding a mate. In the process of adjusting to people at large the child has to learn how far he may assert himself and at what point acquiesce to the right of others. Parents are on hand to guide the child in his daily life in meeting situations as they arise, so that gradually he gains a fairly good idea of his rights in relation to the rights of others.

Authority is the way by which the child is taught the rules of the group. It must not become repressive, however. Too many negative commands are given, tending to cheapen the word "no", with the result that when actually necessary to enforce "no" it has no force.

Discipline of the infant will obviously be of a different kind than for the child or adult. "Discipline need not be thought of merely as a means of keeping children in line; preventing undesirable conduct; maintaining order. A more constructive interpretation views it as an educational experience through which the child is helped to attain the stature of a

free adult, through which he is guided into ways of living that approach the ideals of those in authority over him and eventually ideals of his own." <sup>1</sup> So freedom is not thought of as a negative abandonment of the child to his own impulses, but rather a state of grace to be attained by years of effort and learning--an outcome of discipline rather than an alternative to it. We want to secure obedience from the child; at first for his own safety, and later than he may attain self-mastery. Obedience as an end and aim in itself is not worth striving for. The system of rewards and punishments is useful if certain precautions are considered. The pitfall to be avoided is the setting up of a code of exchange values. The child is too often put in the position of calculating whether or not he can afford to repeat his transgression--whether the fun of staying out after dark is worth the loss of candy or whatever the code calls for.

Two kinds of punishment are recognized--physical and psychological. Physical, as whipping on the legs or slapping has for its purpose to discourage a certain "bad" action of the child. Those definite rules which the parent has laid down because they are essential to the child's safety, should if broken be swiftly and inevitably followed by physical punishment. This is reserved for disobedience of a few rules and should not be needed often. After eight years physical punishment should not be used.

Psychological punishment is the term used for depriving

<sup>1</sup> Child Study Association of America--Parents' Questions



of some prized object, putting child to bed, or sending him to his room for a definite period of time. After the punishment is over an immediate clearing of the atmosphere should take place. It is wholly wrong to maintain an injured silence and subject the child to disapproval for long periods of time.

When the child seems to have developed bad habits, do not attempt to "break" them. Rather find a substitute good habit and get the child interested in it. Habits spring from some "motive" which demand expression; therefore help the child find a desirable and happy medium of expression of this particular trait and the bad habit will fall by the wayside.

A cardinal principle in working with children is to praise success and ignore failure. Parents would be wise to let a good deal of the child's minor misdeeds go unnoticed, but make a point of praising him for a good deed. It is in the day-by-day relations with children that discipline resides. For this reason discipline administered at evening by a mother who works all day will not be as successful as that administered by a mother who works and plays with her children. The sharing of pleasures and disappointments with the child is more effective than a scale of rewards and punishments--incidentally far less trouble. In the last analysis the parent's attitude is what counts.

"It is possible for the child to take a great deal of rather crude cuffing and spanking and still feel so fully the affection and warmth of the parent's concern that no harm

results. And it is also possible for parents to do the technically correct thing with so little apparent affection that even their kind and patient words leave a child cold as well as confused and resentful." 1

If reward and punishment must be used let the reward be in the form of a family treat in celebration of the success of one of them. To punish the child he may be sent away from the group with the clear understanding that it is better for him to stay by himself for a time. In order to enjoy the companionship of the group he must meet its demands for co-operation.

The very young child must be taught in some way what things he may touch and what are forbidden. There are two ways of accomplishing this. One is to give him a slap at the instant he touches a forbidden object. The two actions must be simultaneous to be effective. The other is to put all such forbidden objects out of his reach, substituting something he may touch for the forbidden object. The first method has its place; but too much slapping creates a poor relationship between parent and child. The second method is preferable but takes more time and attention on the part of some adult. The wise parent will use a combination of both for best results.

#### Growing in Responsibility

As the child grows, he feels the need of recognition and approval from the adults in his environment. If not given

chances to secure this approval he will set about getting it by "showing off" or even worse forms of self-expression. The child should be given little tasks of interest to perform which will give him that needed approval of those around him. For example, let him pass the cakes at tea, or help set a fire in the fireplace in the evening. Even helping mother with dishes is a fascinating occupation when done for the first time. Give the three- or four-year old a task which is his share in the family work--such as picking up scattered newspapers from the living room floor. A little praise will make him feel a helpful member of the family circle. He should have the same task each day, whether it be carrying in kindling or bringing in milk bottles. It is his task and he should be asked to do it until he gets in the habit of doing it without reminder, as his share in the business of family living.

There are, of course, marked difference in the rate of development in children. Professor Arnold Gesell, noted experimenter in child behavior, tells us that "Children do things not alone because they are 'trained' but because the developmental process itself causes them to be inwardly ready." Not so long ago habit training was the end and aim of child rearing. Parents were urged to make their children creatures of habit at a very early age, and this was supposed to result in a perfectly brought up child. Extensive habit training is no longer advocated. However, when the child is ready to try new things,

We may start them off with the proper training. As soon as he is able a child should dress and bathe himself. At first it will be slower for him to do it than simply doing it ourselves. It is well to give an occasional helping hand. Both boys and girls should be encouraged to keep their rooms fairly neat, and praised when they do so. There is no reason why boys should not be expected to pick up after themselves, make their beds and keep their rooms presentable.

Psychologists tell us that individuals possess the trait of neatness in widely varying degrees--some apparently not at all! When persons do not possess this trait they are not disturbed by a disordered room; they notice little difference between a neat room and a cluttered one. Children are all lacking in this sense until we teach them just what constitutes a neat room. Rather than asking the child in a general way to straighten up his room, point out the proper place for each article, a definite place for each thing. By repeating this several days, the child will eventually learn how to put his playthings away. Some children will never develop to an appreciable extent the sense of neatness.



There are a few sources of friction in the average family which demand attention. One of these is the family dinner hour. The father comes home tired and worn after the day's work, and his temper is not improved if there are one or two small children at the table; for it is impossible to sit through a meal with children without correcting them many many times. This constant need for correction results in a jarring note in what should be a period of relaxation and enjoyment. Both father and mother deserve a quiet dinner hour when they can talk over the day's doings and relax. A very good solution to the problem is to serve the children's supper early. Make a little party of it, and encourage good manners. They will benefit by having their own supper hour without the attention of adults. Then they should play quietly in a designated room, preferably their own playroom, while the older members of the family dine. Any unusual or loud sounds emanating from their playroom should be ignored and they will soon learn that no attention will be forthcoming while their parents have dinner. When children are old enough to manage their knives and forks inconspicuously and eat without spilling a great deal, they may be allowed to eat with the family more frequently. When children are present they should be included in the conversation and expected to show good

manners; however, until they are old enough, it is more desirable for the parents to have dinner alone, as they are free to discuss things not suitable for young children.

### Courtesy in the Home

The family is in the living room and the twelve year-old daughter is deep in an account of the exciting basketball game she attended that day. Right at the climax of her story mother breaks in with "Come here, dear, what have you on your dress?", or some equally irrelevant remark indicating that she has not been listening closely to the story. The thread of the story is broken and to the interrupted child it is quite a comedown. She feels as if no one is interested in her doings. This, of course, is inexcusable rudeness on the part of the parent. They would not dream of so behaving to a friend. If parents are desirous of well-mannered children, they must be good models. The parent would not appreciate such an interruption by the child; in fact would give sharp reproof. Parents should try to treat their children with every courtesy and expect the same treatment in turn.

### Conversation

An effort should be made to raise the level of conversation above the banalities of weather and gossip. At dinner time each member of the family might have some

amusing account of an event in the day's activities.

Conversation is stimulating if all contribute and each take their turn at attentive listening. It is a liberal education for children when dinner guests are present who possess the art of good conversation.

Parents should strive to keep their voices in a pleasant conversational tone. Constant nagging makes for a high-pitched voice, and one that children will learn to listen to without hearing. The commands of a parent uttered in a pleasant well-modulated tone, will receive the attention of the child, where a person having a harsh, grating voice will fail to gain a child's co-operation. In conversation with the child make sure that the word "no" is reduced to a minimum. As stated before, "no" as a command is effective in inverse ratio to its frequency of use. Therefore use it only when necessary; otherwise suggest another mode of conduct to the child, or ignore his actions if they are merely annoying.

#### Too Busy Parents

Many parents of today find that in addition to work, a great many other interests clamor for time away from home. Too many are "overprogrammed"--the mother with clubs and study groups, the father with sports, politics and business affairs, with the result that scarcely any

time is saved to be spent with the children. During the early years the children are ready and eager to know and love the parents. Bonds are established at that time which are priceless and lasting. Fathers who start asking when their boys are fifteen, "How can I be pals with my boy?", are just about twelve years too late. Not the least of the advantages of early and pleasurable associations with one's children is the fact that discipline is reduced to a minimum--usually the child is more easily managed since it is hard for him to be otherwise with a background of years of living close to the parents and sharing a happy family life. The ideals of self-control, generosity, regard for others' property, and happy adjustment to the family and outside groups, are built into the child's makeup and he can scarcely help but maintain these ideals.

Of course, it is equally bad to go to the other extreme--giving up every outside interest to devote all time to the child. This would be a destructive thing for parents and child alike. During the years when the children are maturing and beginning to drift away to interests of their own, the parents are fortunate who have many outside interests to claim their attention. The happy medium here is the desired goal.

Parents should try to be rested when with their children. They will then find it easier to overlook minor faults and single out the good for approval; this point needs to be held in mind constantly as it is the keynote



of successful child rearing.

### Making Social Life Easy

Young children frequently make mistakes when introduced to company for the first time, which are so embarrassing that they have very unpleasant associations regarding parties and social affairs. The wise parent can do much to make social graces easier for their children.

When a child is asked a question let him speak up for himself. Many parents automatically answer every question put to the child as though it was without intelligence of its own. This is certainly divesting a child of all personality. Parents can help in many ways to make social life more easy. One such way is to divert the attention of an officious adult who doesn't understand children and who focuses attention on them by asking all manner of silly questions.

Many a child on being told to say "Thank you" for the nice party, becomes tongue-tied on the spot. Instead of standing there and commanding the child to speak up, how much better it is to give the child's thanks for him and smooth the situation over tactfully. Making an issue of this point in etiquette may make him most self-conscious and unwilling to attend more such functions.

Children learn the social graces to a large extent by observing their parents as they entertain company. Entertaining in the home is the first easy step into social life. At the proper age children should be included as

hosts also. They may have informal parties inviting others their own age, and should be trained in the art of courtesy and ease in entertaining their guests. When you observe that your child has acquitted himself well in company tell him so afterward. If he at times has a few mishaps, ignore them. They should be taught that a good time depends not on the amount of money spent on decoration and food, but the spirit of true friendliness extended to the guest.

#### Parents Who Disagree

Disagreement on matters of discipline is very frequent. The best solution is to discuss the moot question in private, reach some compromise decision, and then both stick to it conscientiously in dealing with the child. Lack of agreement in disciplining a child is the cause of much unpleasantness in the home. In fact, the child will present an increasingly difficult problem if concerted action is not taken.

A father who had been cruelly whipped as a child is determined that no child of his will be punished by spanking. The mother who is sensible and sees the needs of her children clearly, believes their two-and three-year olds would profit by a few spankings until they learn the meaning of the word "no". During the day she disciplines them her way; at night when father comes home he does not control them and gets no obedience from them. If the mother then

attempts to deal with them in her way, she is commanded not to touch the children. This situation is grave as far as the children's future is concerned, unless the father can be brought to see the need for common sense treatment of his children. In such a case the mother might get a book on the problems of child discipline and read it with the father. Father and mother must see eye to eye on certain fundamentals of child rearing. The ideal is to have an agreement on these issues before marriage, but needless to say is still far from attainment.

From time to time the parents should "take stock" of their children, discussing the good and bad points, and measures they might use to improve the bad ones. Working along the same lines, they will be rewarded with more lasting results.

#### The Nervous Child

Many parents complain that their children are "so nervous" and they just don't know what to do with them. Some children are supposed to be "neuropathic individuals" from birth; this factor is present in their endowment, and efforts have to be directed to cutting down excess stimulation in the environment, as the children themselves cannot be appreciably changed. The manifestations of such a tendency are fidgets, nailbiting, enuresis, capricious appetite,

tantrums, muscular overactivity, tics, quick and shallow mood reactions as to fear, excitement, tearfulness, and anger, and numerous other symptoms of nervousness. In caring for these children, emphasis is placed on bringing up the hygienic standard of their environment. They need frequent rest periods, but should play with other children. See that the load of school work is not too much for them; eliminate excess competition and contests. Emphasize play and manual work. Minimize the symptoms of the child, such as tics--they are intensified by too much attention. Exciting movies and books are omitted from the program of such a child. In many neuropathic children the problem is accentuated by parents with inferior nervous equipment. The solution must be directed as much, then, toward parent as child.

#### Teaching Honesty

Teaching children to be honest and truthful is a definite part of the parent's job, not to be relegated to the school or Sunday school teacher. Again one sees the power of example in bringing up children. Parents must strive to act according to the ideals they want their children to have. The common excuse given by women who do not wish to see a caller that they are "not at home" must be a puzzling bit of behavior to young children. Frequently a child who is past six hears his mother tell the conductor he is still five. Similarly, threats which



are made and then not carried out are very close to untruths. Better not to make threats at all.

Many parents unwittingly tempt a child to steal by exposing him to temptations more than he can bear. The principle of individual ownership should be clearly explained to the child. One thing is his; another belongs only to mother. He must be told that her purse is hers alone and to be opened by no one else. Give the child a small purse for his own and respect his ownership. Avoid leaving change lying around as it is a careless habit and tempts the child. When the child goes to the store for groceries, always check the bill with the change. This is merely good business and no distrust is implied. When a child is six or eight he may begin having a weekly allowance. A good plan is to make a budget with definite amounts for necessities, luxuries, and a compulsory saving. The child deposits his saving in your presence immediately on receipt of the allowance. The allowance is supposed to meet his needs for the week and he is not required to account for it. If he wants something costing more than the allowance he will have to save up two or three weeks to get it. Discourage treating and borrowing among older children as these are poor habits to form. As the child becomes older and proves himself capable of spending his allowance wisely, increase it to cover clothing and school supplies.

If your child has actually stolen something, he must be corrected, but judiciously. Explain to him how

impossible life would be were people free to appropriate others property whenever they felt like it. Try in every way possible to remove all temptations from his way. Perhaps you are denying him something which is really his due and which the other children have. This is often the motive for stealing. Perhaps he has feelings of inferiority. If so, he needs to feel a closer comradeship with his parents. Praise him for successes; help him to gain satisfaction from being an honest person. If theiving is repeated there is something seriously wrong in the child's relations at home or school, and intelligent sympathetic investigation is indicated.

#### Training in Chivalry

Although chivalry is probably a dead letter quality the spirit of respect and consideration for members of the opposite sex should be retained. Men and women have their respective, unique powers and contributions to community life, and should treat each other with mutual respect. Society seems to be so organized that a certain reserve must be maintained in the relations between men and woman. This does not rule out comradeship, but when relations between the sexes become ordinary and commonplace aertain values are lost. Boys should be brought up to respect and admire girls for their good feminine qualities. By our praise of various desirable qualities in girls, boys grow to discern them also.

It is true that some members of the feminine sex do not inspire chivalry. However, if boys are taught early that basically women are pure and good they will always hold this conception regardless of the number of women who do not bear out this idea. Girls should be taught to admire and respect men for their fine qualities of courage, devotion and unselfishness. When young people look for the best in their friends of opposite sex, a more ideal relationship between the two may develop.

#### Pre-Adolescent Years

From ten to twelve the child should go through a gradual establishment of independence and emotional maturity that may be spoken of as psychological "weaning". If he has been pampered and unduly sheltered right up to adolescence, his emergence from childhood will be more difficult.

Therefore, at ten years or so the average child should begin to have more leeway in his comings and goings, also being more accountable for himself. This will be natural if parents have from the beginning encouraged in the child attitudes of self-reliance. The child should early grow accustomed to having his wants ministered to by persons other than his mother. Young children should be comfortable and happy when taken care of by grandmother or aunt, while

their parents enjoy a much needed vacation. As soon as possible children should do small things for themselves, cut up their meat, tend to their own physical needs, gradually becoming capable youngsters.

Mothers naturally hate to lose their babies, but fortunately cannot stop the growth and development of their children.

Twelve year olds should have frequent visits back and forth at the homes of their friends. Trips to nearby towns to relatives, provided there are children near their age in the household, are enjoyable experiences and aid in the expansion of personality.

Boys of twelve will feel a need to be free of demonstrated affection from their mothers. Therefore a tender farewell when the boy is going away, is out of place at the public station, unless the boy happens to be so inclined. He will much prefer a handshake. It is at this age that children will turn almost entirely to children their own age for companionship. They will not enjoy family affairs so much any longer. This is not a waning of affection but a necessary phase of development.

More freedom and choice should be allowed the child. Do not load him down on parting with definite instructions as to what to do, what to eat for lunch, and when to come home. Give the child more latitude in the decisions of everyday life. By all means let his choice pre-



vail in the matter of clothes. He will want to wear what the other boys are wearing at the moment, and it is the better part of wisdom to let him do it, freakish though the apparel be. More misery has been caused by a child having to wear clothes that made him conspicuous, than by all the other calamities of this age combined.

It is well to put the child on his honor whenever possible as to his behaviour in his unsupervised crowd of associates. When the children come home from a social affair be interested and ready to hear all about the good time, but if nothing is volunteered, maintain a discreet silence. If this advice is followed, a parent will probably hear all about their doings anyway. If in their accounts of various activities, you seem to apprehend some things that are not what you would approve, do not appear shocked. That would be the surest way to make the youngster "shut up". Instead do all you can to promote legitimate recreation for the young people in the community, and help them plan outings in the country or woods. All kinds of sports should be developed, and this will do a great deal to supplant gambling, pool games and equally undesirable amusements.

Mutual confidence and tolerance is the way to understanding and guiding of these young people.

### Management of the Adolescent

Adolescence is that period of life which lies between childhood and adulthood. The child grows by imperceptible degrees into the adolescent and the adolescent turns by gradual degrees into the adult.

Rarely does the child become a problem over night with the onset of adolescence. In reality the behaviour setup which was present all along, has crystallized and find expression in this period. The undesirable traits which the child has always possessed will appear magnified, it is true. Even the well behaved child, however, will have moments of rebellion and defiance; these seem the necessary counterpart of the emotional weaning which goes on.

"Like the family, the adolescent is a time-honored subject for all kinds of controversy; like the family, also, the adolescent seems in every generation about to disintegrate under the strain of changing conditions; but like that same social unit of which he is a member the adolescent defies prophecy, and bobs up as serenely in the age of Bernard Shaw as ever he did for the mid-Victorians." <sup>1</sup>

Oftentimes the adolescent seems a changed person.

"To father and mother John seems suddenly to be entirely different from the boy he always has been. He swaggers around, answers back when criticized, neglects his

<sup>1</sup> Richards, Behavior Aspects of Child Conduct; MacMillan, N. Y.

work in school, wants to stay out at night, juggles shockingly with the truth, and not infrequently takes money that does not belong to him. Mary also becomes an equally trying person. She is silly and trifling, forgets to do her share of the housework, shows signs of "boy craziness", adopts the ideals and manners of favourite film stars, and spends a great deal of time in her room before the mirror making herself into a hideous caricature with rouge and lipstick." <sup>1</sup>

Fortunately for the peace of mind of parents these expressions of change are evanescent, and are best ignored or minimized as gracefully as possible while they persist. There are several stumbling blocks in the life of the average adolescent, which are the source of worry, usually needless. One of these is the paramount necessity of making a vocational choice. Adolescence is not the proper time to do this, as the person is not mature enough to really know his fitness for this or that type of work. Parents should bear in mind the difficulties of the situation facing the adolescent of today, as contrasted with the simplicity of choosing a career in their youth. Occupations which were dependable sources of income yesterday, are passing today. New occupations, some yet nameless, are coming into existence. The training for these occupations is not yet clearly defined in some cases, with resulting confusion as to how to prepare for them. The young person himself is a bundle of strangely conflicting

<sup>1</sup> Richards, Behavior Aspects of Child Conduct.



desires and necessities, pulling him first this way, then that. Actually, the average adolescent is so ignorant of vocations, the training needed, qualities of personality necessary for success, chances of promotion, remuneration, and related information. He leaves high school with but the dimmest idea of working conditions as they actually exist, with the result that disappointment follows in many cases. Modern high schools are beginning to meet this need by instituting courses in "Occupations", which aims to give the history of many occupations, as well as the present status, training needed, and characteristics necessary for success. These courses have proved to be popular and have fulfilled their purpose admirably. The advantages and disadvantages of each vocation is presented. Where such courses are not given, parents and teachers owe it to young people to bring before them books and pamphlets giving all possible information on vocational guidance.

Vocational guidance is far from being a science. But it is the best tool found yet to help guide persons into a calling where they will fit successfully. The time-honoured adage that "anyone can do anything" if he merely wants to badly enough is no longer accepted. The individual may be limited by his degree of intelligence from entering into certain fields. Those with the least intelligence will have to find work in the large field of unskilled labor. Those falling in the middle classification qualify for the skilled manual trades, while young people in the higher brackets have the intelligence for professional work such as medicine,



engineering, or the ministry.

Some parents in the middle level of intelligence may have an exceptionally bright child who rises to an occupational level above their own. Similarly, some parents will have a child whose intellectual level would place them in the unskilled labor group. The first situation is not productive of a maladjustment, but the second usually is. Both parents and child fail to recognize the source of trouble, the parents usually trying to send the young person through college, or prepare for a profession which he simply is not able to undertake successfully, being limited in intellectual endowment. Perhaps this person would make an excellent mechanic, but the parents refuse to give up their plans for their child. In such cases early intelligence testing and vocational advice would be of the utmost value.

Of course, intelligence alone is not the whole story. One sees young persons of brilliance occupying secondary positions in every walk of life because their personalities were like "vinegar to the teeth." Undoubtedly this business of getting along with one's fellows is highly important to success. Therefore no vocational test should be taken as more than a guide unless coupled with the honest opinion of two or three older friends who know the ins and outs of the considered profession and also have observed the young person in all sorts of situations so that they know his temperament.

Parental choice of professions is usually the least reliable guide of all. They are so oblivious to all but what

they have planned for the child that their guidance is useless, unless they are very out-of-the-ordinary parents. Lives of famous musicians, painters, and scientists show that many struggled for years in totally foreign pursuits because the parents forced them to a vocation in keeping with their personal ambitions.

#### Adolescents' Use of Leisure Time

City life of yesterday provided enough work to keep a young person busy. Today's child of the city has everything done for him. Apartments are steam-heated, serviced and cleaned by the management. Food may be purchased at a nearby delicatessen. In school sewing is taught to girls who soon find they can buy all wearing apparel much more cheaply readymade. Cooking is becoming a lost art. Formal education is teaching homemaking to a group who defines home as "where the garage is, and the place you go away from to enjoy yourself."

Entertainment in the form of movies, radio, and bridge games is perfectly legitimate, but carried to excess has a deadening effect on the mind. People lose the power of amusing themselves simply. Revival of sports would be an excellent thing for young people of the city. Outdoor exercise will do a great deal to replace the present "jazz age" with a wholesome new way of thinking.

### Growing Up

Various functions due to maturing of the physical makeup are frequently causes of worry to the adolescent. At this age many of them "shoot up" several inches in height, and actually wonder if they will ever stop growing. Hands and feet seem to multiply and the boy is at a loss just where to put them. The parent should do his best to help through this period by sympathetic understanding. Try to have trousers the right length so their shortness will not emphasize his sudden growth. Well fitting shoes will contribute to ease of movement. The resourceful mother of one rapidly growing lad had her boy sleep in his shoes so he would be sure to be able to get them on the next morning. When the time comes to start shaving the boy should be introduced to it pleasantly. The purchase of a shaving outfit of his own will encourage pride in a well-groomed appearance.

Girls are not quite such problems, but sudden tallness and growth is apt to make them selfconscious. Proper clothes will do a great deal to alleviate selfconsciousness at this period.

### The Sexual Life

Although sex training has not been mentioned, one takes for granted nowadays that information is given the child even before he starts to ask questions. It should be given in a natural manner and without emotion. The words

used to described the functions and organs of reproduction must be the correct anatomical terms. Boys and girls alike should learn of the anatomy and physiology of each sex. The whole subject of sex education cannot be explained to the child in one sitting, though parents have tried to do it. Questions should be answered as they come up from time to time. The child should be told that it is a subject to be discussed only in the privacy of the home, not a topic for general conversation. The many emotional problems created due to lack of proper sex information could so easily be avoided, would all parents take a hygienic attitude toward the subject of sex.

#### Seeking Self Support

In primitive times the problem of self support was simple indeed. At twelve or thirteen the girl began to garden, cook, and raise babies. The boy went hunting and built the shelter. These activities required very little time and preparation in learning how to do them. The modern child is confronted by a complex situation. There is a large number of avenues leading to a life work; one he must choose and begin to prepare for at an early age. The period of preparation in all fields is being lengthened, so that once entered on a given course the choice tends to be permanent, lack of time being against changing over to another field. In the learned professions it is impossible to become self supporting until



nearly thirty years of age. The mean age for marriage of professional men is above thirty years, and for women about the same. Thus, marriage is delayed until ten or more years after the natural promptings have urged the individual to mate. Maladjustments arise which are not always settled satisfactorily.

#### The Allowance

We have seen that in primitive times the person of twelve to eighteen, the adolescent period, was virtually an independent, capable of self support. In modern civilization the adolescent is far from economic dependence, due to the increasingly long period of training for a career. Ideally, the adolescent should have some opportunity for wage earning, perhaps during the summer, but he still remains largely dependent. The habit of earning one's way is valuable and is closely bound up with the mental hygiene of adulthood. Parents, if able, should provide for the needs of their children who are engaged in professional preparation. If not able they should make this point clear and work out some scheme of partial self-support for the young person. To sum up, there will be trouble with the adolescent who does not have some measure of control over his own living.

#### Achieving a Point of View

When the child reaches a mental age of about twelve years, he begins to form questions of "origin and destiny".

He begins to realize that men do not live forever, and thinks deep thoughts about life and death. He considers human morals and codes of conduct. Inevitably religion is part of his thinking. It is quite natural that between the ages of twelve and eighteen many young persons seem to have a religious awakening and join themselves with a particular denomination. This is an indication that the intelligence has developed to that particular point where such matters are given consideration and action is taken. The need is felt for a definite pledging to act in accord with certain creeds. Numerous adolescents in the population never rise above the mentality of a twelve year-old, therefore never get around to questioning the scheme of things or doing anything about religion.

The question arises, "Shall parents force their ideas of religion on their children or leave them free to choose their own beliefs?". As a matter of fact it is impossible to leave them "free" to choose for themselves--this very freedom and lack of any definite stand on the subject indicates to the young person that the matter is of little consequence. Parents are absolutely right in bringing children up in the faith of which they are a member. If emphasis is placed on ideas and ideals above mere details of form the children will not rebel against religion. Or if they do rebel against attending a particular church which happens to be the one attended by the parents, they will

nevertheless retain the religious ideals which have been part of the air they breathe--that is if the parents have had the true spirit of religion. The particular sect makes little difference--some persons worship best in one church, some in another.

### Finding the Self

At the same time that religious questions arise, the adolescent asks the question "What shall I do with the years that lie ahead?" This question is put from time to time and receives no positive answer. Few at this early age build a life plan and proceed to follow it through all life's chances and temptations. The typical life drifts rather than is steered, yet this need not be deplored. Vague as it may be, a life plan exerts a unifying influence on him who creates it.

"Finding the self" means a scrutiny of the multitude of desires an individual possesses, and then choosing to follow those which will yield the most satisfaction to the individual during his lifetime.

Every adolescent has it in his power to become any one of a number of "selves". Due to obvious lack of time only one of the possible selves can be realized--a person cannot be simultaneously a banker, physician, Baptist, freethinker, a bachelor and a married man. All these possible selves may exert a tremendous pull on the adolescent accounting for some of the contradictory behavior of the period.

Hollingsworth tells of a young girl whose parents thought for about a year that she was crazy. She was torn between the ideas of being a missionary and joining a circus. During the mornings she rode a horse bareback around the pasture and during the afternoons she sedately sat sewing and reading the Bible.

In this period of finding the self boys and girls are very apt to seek models and to copy them. Often it is an admired teacher or older chum. Girls sometimes make themselves ridiculous in imitation of favourite film stars. Sometimes, in this imitative age, they choose characters from history to follow. One lad astonished his family by rising at two every morning to stroll in the park, as this had been a practise of Goethe, his current hero.

Parents may guide these tendencies along proper channels with a little tact. They can encourage girls to emulate the perfect grooming of movie stars without adopting their inch-long eyelashes. The traits of character of famous historical figures may well be studied, but only the worthy ones chosen for imitation. Adolescents should be urged to admire and copy the good traits of several people, not just one.

Other aids to finding the "self" are of use. A trip away from home to a home where the adolescent has no reputation to live up to, may be just what he needs. He may blossom forth with unnoticed talents. The need for a separate room is very strongly felt by those of adolescent age and parents should provide one if at all possible.



Practically, it avoids many a clash with brothers or sisters over belongings. More than that, it is a retreat where the individuality may be expressed to the full. The adolescent's ideas of decoration should be allowed full sway, and taste will develop through experimentation. Hobbies of collecting all sorts of queer objects may be pursued with no fear of loss of the precious exhibits.

#### Termination of Adolescence

The great majority of adolescents find themselves sooner or later. A few fail to make the adjustment, and end in different forms of social disaster--delinquency, insanity, spurious invalidism, suicide. Adolescence ends when the individual reaches maturity. And what constitutes maturity? Physical and sexual maturity is complete before the twentieth birthday. Intellectual maturity is reached somewhere between the fourteenth and twentieth years. Emotion maturity is the most difficult of all to achieve and is gained at widely different ages--sometimes never completely. It consists of ability to "stand alone" in life if necessary; a capacity for suffering without self-pity; a normal hetero-sexual attitude; psychological independence of the parents; and the achievement of a satisfying point of view on life. When a person has gained for himself all these things he is, psychologically speaking, an adult.

If children could be intelligently yet affectionately treated throughout their maturing years, according to these few main principles set down by authorities on the subject, the number of persons suffering from mental and nervous breakdowns would be vastly reduced, and the adult business of making one's way in the world would be the happy, satisfying thing it was meant to be.

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NURSING EDUCATION

IX.

Annetta Bilger



## NURSING EDUCATION

### I. Curriculum

- a. Purpose
- b. Objects of
- c. Subjects included

### II. Faculty

- a. Members included
- b. Qualifications
- c. Responsibilities

### III. Students

- a. Qualifications
- b. Selection of

### IV. Teaching Nursing Problems and Procedures

- a. Objectives of teaching and learning
- b. Selection of material
  - 1. Clinical Analysis
  - 2. Morbidity List
  - 3. Out-Patient Department
  - 4. Children's Hospital
- c. Methods of Presenting Material
  - 1. Recitation
  - 2. Lecture
  - 3. Demonstration
  - 4. Case Study
  - 5. Project Method
  - 6. Unit Approach
  - 7. Seminar
  - 8. Symposium
- d. Rotation in Departments
  - 1. Value gained
  - 2. Increasing the value to the student
- e. Ward Supervision
  - 1. By whom
  - 2. Value of
- f. Final Check-up
  - 1. Purpose
  - 2. Procedure

### V. Recreation

- a. Necessity for
- b. Types of

## NURSING EDUCATION

### I. THE CURRICULUM

A philosophy of education is very essential in building or preparing a curriculum. This is especially true in nursing education; for our philosophy will determine what methods will be used to carry out our plan of education. If we think of education as an adjustment, then nursing education may be spoken of as an effort to wisely direct the actions of young immature women to meet the situations incident to the nursing profession and to life experiences in a successful manner.

A curriculum is valuable only insofar as it acts as a plan of education for the girls entering the nursing profession. Many of the girls entering schools of nursing are immature physically, intellectually, and socially. Our aim is to direct their interests and energies so that they will be happy in their work of shouldering new responsibilities, yet eager to participate in the recreational activities of the group. Man's greatest asset is his plasticity: with the proper guidance and with much patience and effort the above aim can be accomplished.

As we go about each day's activities we are building habits, thoughts, and attitudes: sometimes these are of much greater import than the procedure we are trying to teach. We learn only what we are willing to accept so let us choose with discernment. We need educated nurses not merely trained nurses--nurses who can think and whose actions are based upon intelligent thinking rather than mechanical action. Various kinds of experiences must be provided so that students will have the opportunity to "think through" situations helping them to grow into professional maturity.

The objects of a curriculum are two-fold: first, to provide a well-planned, well-directed program of learning experience; and secondly, to facilitate an integration of class room teaching to life situations, not merely those found in the hospital but those found outside the hospital as well.

The curriculum is but a small part of the organization albeit a most important part. It can not be put into effective operation without suitable personnel, resources, and machinery to run it. Since nursing is gaining a surer and firmer foothold as a profession the nursing curriculum should be based on at least one to two years of general education beyond high school. With this requirement the students will have greater maturity, stability, and a broader educational outlook and background.

The nursing curriculum will cover the basic requirements for general nursing practice in the main fields of nursing: private nursing, hospital nursing, and public health nursing. The curriculum will be broad and sound enough to permit any student to continue her studies so that she may specialize in a definite field of work. It should be more than a mastery of technical skills; it should give to each student an understanding of effectively conserving and preserving health, of the social and economic factors that aid an individual to maintain good health, and of the social relationships as they affect health problems.

Theory and practice should be well-balanced, and should not exceed more than eight hours daily. Regular periods for rest and



recreation must be provided if the student is to successfully complete her period of nursing education. There should be a period for rest during each day, one day of each week, and if possible, three to four weeks of vacation each year.

## II. THE FACULTY

The term 'faculty' is often interpreted as those individuals who have the supervision of the theoretical part of nursing education--namely the superintendent of nurses, the assistant superintendent, and the instructor of nurses. The faculty in a modern up-to-the-minute school of nursing includes all of the above plus the floor supervisors, the department supervisors, and the ward supervisors and even the graduates of the school. Each one of these individuals helps the student nurse to make her adjustments to her new environment and to become a happy and competent nurse.

Members of the faculty must possess the qualities of teacher-ship and leadership; for it is under their direction that the thoughts and actions of the young student nurses are guided toward the achievement of definite purposes. Teaching supervision is essential for the education of the students, and for the proper nursing care of the patients. "It is stated that much of the success of any school system depends upon the quality of supervision; and that expert constructive supervision is a most potent force which acts as a pressure on everyone to go forward and to become stronger, more useful and efficient." Conferences and discussions should be a regular part of their program in order to attain greater unity of effort. Practice assignments made by the floor supervisor and by the department supervisor could be arranged so that a better learning sequence and a more unified course of study would be provided.

The most successful member of the faculty is usually the one who always possesses and expresses a thoughtful consideration of people as persons. She never loses sight of the fact that girls have certain rights as individuals, never assumes an autocratic attitude, but inspires in the girls a real friendliness and desire to do their best. She is a big person--one who is not bound by pettiness--one who is always reaching out for new experiences,--one interested in various fields of living, seeking new experiences,--one who has a wholesome philosophy of life.

The greatest responsibility of the faculty is teaching in all of its forms. This covers a very broad field. It includes everything we do which influences the young nurse's development--the atmosphere and environment we help to build up around her; the examples we set before them. It also includes seeing the possibilities in the students so that they may be directed and guided to their highest endeavor, and capable of overcoming obstacles, of solving problems, and of sharing the responsibility of giving the best possible nursing care to the patients: in this way contributing to their own learning and development.

### III. THE STUDENTS

The chief aims in nursing education are: first, better education of nurses; and secondly, better nursing care of patients. In order to achieve these objectives we must consider the essential qualities that a student nurse should possess.

Among these qualities we find good health, both physical and mental; she must be mentally alert, efficient, dependable, considerate of others, and one who inspires confidence. She should be very co-operative, willing to learn, cultured and agreeable, possessing a sense of social and professional responsibility.

Good health, both physical and mental, is indeed a vital necessity to the nurse. She would then have good posture, good resistance to infection, and would be emotionally mature. If she were mentally alert she would be observant, would have a good memory, and would try to use good judgment at all times. To be efficient one must be able to put into practice what one is taught in the classroom or in the lecture period when the opportunity presents itself. A thorough, conscientious, accurate and punctual person is truly dependable. If you are considerate of others you will be tactful, intelligently sympathetic and courteous. She inspires confidence by her quiet, efficient manner and her sincere interest in the welfare of her patients. Then let us also add that the student possess a keen sense of humor for it makes life brighter and gayer for herself and for those about her.

At least one year and preferably two years of education beyond high school is now being made a prerequisite for many schools of nursing. These added years bring with them a greater degree of maturity, greater experience, and better understanding. One gains a broader perspective of life, develops greater appreciations, better judgment, and better powers of observation and memory. Such a person is more likely to be successful as a nurse because of an increased ability to meet people with ease, and to converse intelligently upon subjects that will divert the patient's attention from his illness.

How these students are to be selected is another problem. Hundreds of girls enter the nursing profession with just one thought--- 'I should like to be a nurse'. There was no study or inquiry made concerning the qualifications of a successful nurse, of the strict discipline, or of the hard work and study involved if one is to be a competent nurse. Therefore much can be done in the way of vocational guidance in high schools. Many principals and teachers have a false conception of nursing: they recommend nursing as a profession to students 'who just cannot learn' or to those who passed their examinations by the narrowest of margins. They stated that they were so sympathetic that they would surely make good nurses. Of what value is sympathy if not wisely directed? It might be wise for the hospitals to mail to the high schools a list of their respective students who failed in their hospital work or in the state board examinations. The students must be teachable to make good nurses.

To determine the physical health of the prospective nurse a thorough physical examination should be given by the staff doctors. This should be a complete and thorough examination in order to determine whether the student has the healthy body she should have to carry her through her period of nursing education. Then, too, this examination should be repeated each year to find out whether or not



the student is holding up under the strain of her daily work; and if not, so that measures may be taken to restore her health to normalcy. Vaccination for smallpox, inoculation for typhoid and diphtheria should be required before the student enters the hospital. She should be in the best of health when she enters.

Now, how are we to find out the mental ability of these students? They should be able to do work of college grade. There are at the present time many valid tests which can be used. They can be used to test intelligence, or as a measure of personality traits, of mechanical ability, of scholastic aptitude, and of achievement and general intelligence. While we cannot judge the applicant solely upon the results of these tests there is some predictive value to each. If through these tests, we would eliminate those who would in all probability not make competent nurses, it would be a big step forward. This procedure would be a boon to the student and to the nursing school. To the student, for she would not spend time and money preparing for a profession for which she is not fitted--new fields of work could be suggested to her. Then, to the nursing school, it would be of benefit for valuable time, money, and equipment would not be wasted on some one who would prove to be an incompetent nurse, or who would have to drop out of the field due to failure to meet some of the requirements of the nursing profession.

Another suggestion would be to invite the students to the hospital for a week's visit before entering the school. They would live the routine life of the nurses, and would be guided and directed through the various departments of the hospital, giving them an opportunity to get a fairly accurate idea of hospital life and the work of the nurse in general. In the evening, some form of recreation should be provided to enable the 'would be nurses' to mingle and converse with the girls already in the nursing school. Some time during the week, the director of nurses would have found an opportunity to have had a personal interview with each girl. This interview would reveal so much more than pages of references would. After a week's visit, those who did not possess the stamina to see it through would not appear on registration day. This would help to reduce the 'student nurse mortality'.

Then after having made the wisest selection of students, they should be given the best of opportunity to develop their talents under the best of supervision, direction, and teachers so they will be able to achieve the goals toward which they strive.

#### IV. TEACHING NURSING PRINCIPLES AND PRACTICES

It is as essential to have objectives in nursing as it is to have a purpose in life. For if we have an objective in view, we are interested in whatever leads toward it. It becomes a goal or guiding purpose: it acts as a magnet that draws everything useful in our studies toward it.

The teachers aims may be listed as follows: I. To help the students to help themselves by: a, explaining to them the curriculum and the purposes and problems of the school; b, teaching students the underlying principles and giving them practice in applying them to many problems and procedures; c, teaching and giving them a technique of study and work; d, developing and fostering in the student mind, the attitude of the research worker or the public health and social service worker; e, developing in students thoughtfulness, initiative,



resourcefulness, a constructively critical attitude toward their own work, a personal responsibility for the welfare and care of patients, and for their own advancement of knowledge and skill. 2. To insure sympathetic, intelligent, and skilled nursing care of patients, and a sound basic education for nurses. 3. To render the best possible service to the patient, the family and to the community.

There must also be aims in learning. The student nurse's goals may be as follows: 1. The promotion of health. 2. The prevention of disease. 3. The cure of disease and the restoration to health. 4. To be an intelligent, efficient, and successful nurse.

As the different units of work are presented, the student is conscious in a measure as to how each may contribute to the above aims. Objectives act as stimuli and urge a student onward to greater efforts. They will make her study and evaluate the relation of a part to the whole, they will develop her powers of discrimination so that the non-essentials will be put aside and the essentials will receive more attention. They are yardsticks by which one can measure his progress.

The material to be taught may be selected from a job analysis of, 1. The duties, difficulties, and problems which the students will meet in their practical experience both in the hospital and in the community. 2. The insight, knowledge, understanding, and ability to use the facts and underlying principles which will make experience intelligent and valuable. 3. The habits of thought, feeling, and conduct which develop attitudes, appreciations, and character and make for success of the students.

To make a valid analysis will require much time: a list of duties with their type, frequency, difficulty of performance, and relative importance to the patient will have to be made. Then, too, a check up will have to be made of the professional courses and the fundamental science courses in order to select the facts and principles which will needfully be emphasized in order to give the student the information necessary to carry out her duties and activities intelligently. Then, finally, all of this material must be organized so that it can be presented in a coherent and appropriate form for teaching.

The morbidity list is also of value in determining what to teach. However, on the morbidity list one will find many diseases that do not receive nursing care, but a knowledge of that care is essential to her.

The outpatient department and Children's Hospital are excellent sources for the selection of teaching material. Those conditions should be stressed that have much learning value. In order to have a well-rounded curriculum the student nurse should be given instruction in the medical, surgical, orthopedic, obstetrical, pediatric phases of nursing, and if possible in the communicable diseases, nervous and mental diseases and public health instruction.

The object of nursing education is adjustment. To aid the student to adjust we must aid her in becoming a well-integrated person. To be well-integrated, she must reorganize her thoughts, feelings, and emotions in terms of worthwhile situations. She approaches problems with confidence and organizes her knowledge and skill to solve them. Her actions are directed by careful thinking and she assumes responsibility for her results. She reacts to the situation as a whole.

The lessons should be arranged according to the interests and needs of the students as difficulties, problems, and opportunities for practical experience arise. Those situations should be selected which afford the best opportunity for the nurse to organize her knowledge and skills, and after careful deliberation select the appro-



priate solutions and judge her results. We should try to advance from the simple to the more complex. It must not be too difficult either to comprehend or to do satisfactorily. It is essential that the student have opportunity to test her thinking in application.

No one method of teaching can be said to be the best method. It is necessary to have pupil activity in a wide variety of life situations so that she may use her knowledge and skill in meeting problems. So perhaps better results will be obtained if a variety of methods of teaching are employed.

The recitation method includes the drill, the quiz, the oral and written review, and the usual repetition of what the student has read. The teacher dominates through her questions and her plan of work. Nevertheless, if the assignment were made by topic and not page by page, it would be of greater worth to the pupil. It would then give her an opportunity to systematize her knowledge and to present it in an orderly way, in this using the textbook to the best advantage, otherwise its use in integration would be of little value due to inactivity of pupil participation.

The lecture method is used more advantageously in more mature student groups. It may be used to stimulate interest and curiosity in a new subject. It is especially valuable as a device to cover a great deal of material in a short period of time, and to formulate conclusions. The lecture method does not challenge the thought processes of the student, it thinks for her and therefore loses some of its desirability as a teaching method.

The demonstration method of teaching enables the instructor to present to the students the carrying out of practical procedures before they put them into practice in the care of the patient. This type of teaching requires careful preparation. Every element entering into a demonstration should be made clear to the student so that she will have a clear-cut well-defined conception of what is expected of her. To function in the life of the student nurse, the demonstration lesson must be motivated, purposeful, and meaningful. It must be undertaken in answer to a felt need, a real and personal interest which makes a strong appeal for mastery. This method is a means of teaching scientific principles and teaches one to be economical of time and equipment. The integration is dependent upon the activity which follows the demonstration. The floor supervisors should cooperate with the instructor and endeavor to give the student ample opportunity to carry to completion at the bedside of the patient the work begun in the demonstration room.

The case method may be used as an integrating device if used properly. The patient is the center of study and the student learns to select and organize all the pertinent information relative to the patient. It enables the nurse to see him as a person and not merely as a case. It is a means of integrating the subjects she has studied: bacteriology, pathology, materia medica, physiology, dietetics, and sociology are all woven together around one human being. She uses this information to develop an insight and understanding of the nursing care given. The case method stimulates interest and aids in the ability to adjust through a better understanding of patients and their problems. It provides pupil activity under teacher guidance, and best of all, it is an opportunity to see a problem in all of its relationships and so forms a connecting link between classwork and ward service.

The project method is a teacher-pupil co-operative plan. It is really education by application to a life situation of the truths being taught. The students learn by doing. Real life situations which



are suited to the project method are situations such as: 1. A study of a number of patients all suffering from the same disease, such as carcinoma, cardiac disease, gastric ulcers, or diabetes, in order to formulate the principles of nursing care for such diseases. 2. Planning, preparing, and serving diets based on the nutritional needs of patients. 3. Preparation for an operation. 4. Preparation for a home delivery. 5. A system for working out the assignments for a day or a week in order to give the best care to the patients and the best experience for the students. 6. A complaint from the laundry that stained linen, pillows, and instruments are sent down far too frequently. A group may undertake to solve this problem. 7. A demonstration by an older group before a preliminary group of certain procedures as they would carry them out at the bedside of the patient. 8. Review demonstrations of previous procedures.

The project method is usually a group activity and it develops cooperative ability, initiative, resourcefulness, and the ability to adjust to individuals. The teacher stands by and is ready to help with suggestions, directions, and motivation if necessary for the successful completion of the project. A project depends for its success upon previous instruction in fundamental facts, and is chiefly of value as an integrating device to classroom instruction.

The unit method of teaching is a more recent method. It divides the material into blocks of subject matter around a core or central idea. All activity centers around the solution of the central idea. This method emphasizes the fact that students learn with objectives in mind, and in the unit it is the solution of the central idea. Anything which does not contribute toward that end must be omitted, only those things that will unify the activity of the student in accomplishing the objectives of the unit are included. In this, as in the other methods, you must begin with the simple and advance toward the more complex. The giving of good morning care may be taken as an example of a simple unit, and how to be a good dressing room nurse as an example of a very complex unit.

To use the unit method of teaching, certain definite steps must be taken in preparation; 1. You must formulate your main objective clearly and then list your contributory objectives. 2. Give a pre-test to the students to determine just how much of a background they possess so that repetition will not dim their interest. This pre-test may be in the form of a discussion, a conference or an examination. It will reveal the points that need to be emphasized. 3. The presentation is very important. It must be worked out clearly and cleverly so as to sell the idea to the students. The presentation will make the student sense the worth whileness of the objective and will stimulate within her a desire to solve the problems involved. 4. Then, too, the instructor must be careful to select only those activities and procedures that will develop the objectives set up and to omit those which do not. 5. Testing- to see whether the objectives were achieved. Some of the contributing objectives may be very well grounded-yet they have not been coordinated well enough to produce a unified whole.

The seminar method is a form of group discussion in which the discussion is planned and carried out by the students. It develops an ability to see a problem as an entirety, an ability to see one's own problems, and an ability to select and organize the solution to those problems. The seminar "is an integrating center where knowledge and skills from all other experiences are organized for application".



The symposium is another method of teaching of the discussion type. The patient-as-a-whole is considered from many points of view. For example the physician will discuss the patient from the medical aspect, the nutritionist from the dietary standpoint, and the supervisor from the nursing care angle. This is very good as it gives a clear-cut picture of the patient-as-a-whole. This method could be used effectively in clinic courses.

To secure a well-planned course for each student nurse, there must be a definite plan or schedule of rotation. These assignments should be made to give her a rich and varied experience in the different services. To change too frequently from one service to another will not allow for skill in performance of the duties required in that department.

It is ideal, if from the beginning, there can be perfect correlation between theory, practice, and clinics: medical nursing to be taught when the student nurse is in the medical service etc. Students should rotate through the departments in a systematic way. At no time should this be interrupted by transferring a nurse to another department due to a shortage of nurses in that department or service. The only valid excuse for interruption is illness of the student nurse. Too many student nurses should not be placed in a service at one time, for they will not be able to become familiar with the situations pertinent to that service, and they will not be able to get the proper help and supervision from the supervisors. To gain most from the various services assignments should be equal in time, clinical experience, and correlated instruction. If the nurse is held over her time limit in any one department, her interest will slacken and only when she is transferred to another department will it be renewed.

The experience in the various services can be made more meaningful by a sound system of guidance and supervision. By supervision we mean stimulation, guidance, instruction, and inspection. Tactful stimulation on the part of the ward and floor supervisors will develop self-reliance and initiative. The supervisors may guide and direct the students so that they will not waste time nor materials. She will hold conferences with them and willingly discuss ward problems with them. She will intelligently direct them to proper sources for additional information on problems in which they are interested. She will give praise willingly and frequently where it is deserved. Praise is a big incentive to do a piece of work well. Supervisors should not remain aloof with the air of an autocrat, but should be approachable and friendly, creating a pleasant atmosphere in which to work.

Students are apt to resent supervision, but they should recognize that constant checking up upholds the standards and reputation of the school which they entered. To get the most from ward experience the student needs a teacher to supervise, interpret, explain, direct, and help them to apply the principles they learned in the classroom. Classroom teaching must be followed by teaching supervision in the wards to reap the best results.

The device employed by the majority of schools of nursing to determine the effectiveness of classroom and ward teaching is the state board examination. As a forerunner to the state board examinations a comprehensive examination could well be given. This examination would cover all of the material studied during the nursing course. The examination would be based upon an existing life situation, which the student would be asked to use as her unit of work for that day. It is best to select a patient who would call for a varied list of nursing procedures involving a great many nursing principles. The

student nurse will have to organize all of her knowledge and skill and apply it to the care of this one particular patient from the angles of clinical nursing, the sciences as they pertain to the care of the particular patient, the dietary problems, hygiene and preventive aspects of the disease, and the professional problems involved in the care of the patient.

The student nurse should be notified as to the date of the examination so that she will be able to review the material she has not used recently. The examination is conducted by the instructors of the respective phases involved in the care of the patient. It will cover a period of six to eight hours. If the student fails in a certain phase of the examination she will be given another opportunity. If she fails in the entire examination she will have to repeat the entire examination at a later date.

This type of examination necessitates a review which the student would not make on her own accord; it serves as a fine preliminary review for the state board examinations; and it brings out the weak points in the teaching program.

## V. RECREATION

Persons enjoying good mental health are interested in a great many subjects and people, and enjoy many sorts of occupation including recreation. One of the cardinal aims of education is the worthy use of leisure; with the eight hour day we have much more leisure time than formerly. Every school of nursing should include in its curriculum a recreational program. The purposes of this program would be: 1. To give the students some form of relaxation during their hours off duty--to act as a safety valve for their pent up energies and emotions. 2. To act as a socializing influence, to develop a feeling of ease and poise at the various social functions, and to develop the ability to meet people graciously. 3. To add cultural value in that it enlarges and broadens one's interests and knowledge of activities that make up other happy normal lives. 4. To build up the morale of the school.

There are many activities that can fill our leisure hours so we will feel refreshed and relaxed when we go back on duty. Swimming, tennis, hiking, skating, bicycling, and horseback riding are always popular. Others might prefer less strenuous activities such as book binding, soap sculpturing, quilting, knitting, sewing, embroidering or working with collections of various types.

Another activity that might interest other nurses is the school paper. Those talented in writing could contribute original short stories, poems, essays, or criticisms of recent books. The Student Council, the current events club, the dramatic club or the Journal club may interest others.

Other social events may include informal teas, dinner dances, picnics, 'get togethers', lawn fetes, and parties celebrating the various holidays. At these social functions it would be well to require correct social usage so that the students will develop self-confidence, poise and graciousness of manner.



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