

XIII. THESIS ON LIVING

Mary Sander

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THESIS

ON

L I V I N G

Thesis on Living

Introduction

Living - just living, has always been of the most vital interest to me. As a child, I said to my mother, "Some day, I'm going to live". Mother, busy with eight of us, far too busy to realize what it meant to me, said, "Foolish girl, you are living".

"I'm not. I'm just growing up", I replied; and, indeed, I had to grow up to realize I was living then, far more than I have lived many times since then.

The birds were my example of living, so much so, that mother learned to look for me in the tops of the trees far more often than on the ground. Only the Hand of Providence kept my body intact when I'd try with all my young ambitions to live by perching in the most perilous position and sing at the top of my voice.

Here again, I had to grow up to learn that bird-life was not so simple as it appeared. Early in the morning they sing with the joy of living, a preparatory song for the day. All day they are busy little fellows, searching for food, building nests, and bathing, interspersed many times with songs of joy. In the dusk of the evening, resting on their limbs, they give great bursts of song for a well lived day, late twitterings of comfort and quiet. When I look back, I cannot remember hearing a lazy bird

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sing; blue jays and camp robbers do not sing, only scold. To labor and to love, joyous labor, seems to be a part of real living.

We mortals, arranged on a far more complex pattern than our friends, the birds, may yet learn some real lessons of living from them.

Were we to start our day right, as the bird, with song, were we to work for the pure joy of work, neither grind nor duty, were we to stop occasionally and drink in the joy of existence, or to remember the beauty prepared for our pleasure, then we, as the birds, could rest at dusk with a joyous sense of having lived.

Man, however, is too prone to forget the very things that usually help him to success, and in his busy world, leave undone those things that give us a physical and mental balance.

The subject of living, itself, is far greater than either my time or ability can cope with, and through necessity, it must be narrowed down to a bird's eye view of living as seen by a nurse. Naturally, the health part of living will be my vantage point; from here I'll undoubtedly ramble from physician to nurse, punctuated with psychology, interspersed with psychiatry and sociology. From all these must come my own view point of living.

The only excuse I have, if indeed an excuse is

permitted, for attempting such a paper, is not because a paper itself is required, nor because I deem myself capable, but because I have wanted for so long to learn how to live and it is only now that I realize, previous years I have lived without knowing, living is, we ourselves, living within.

With the keenest pleasure, we look back on childhood pranks and if they have not been varied and many, we wonder if we have had a normal childhood and if not, why. A few years ago, a good child, one who never caused any disturbance, but was placid, sweet and quiet, was considered, by all but children, a superior child. Now, however, this type of child is taken to a psychiatrist to find out why he is too good and what will put a little life in him. A bad child, on the other hand, goes the same round to see how he can be made good. A circle, yet somewhere within the center of this circle is the normal healthy child. The steps of these children are to be discussed, not the abnormal only, as he must be viewed to give a better concept of the living of the normal child.

From childhood, we step to youth's age of cognition. This is the only time in life when one can assume such a superior knowledge with such utter self-confidence and be forgiven. True, no one else has confidence in him, but this matters little at this period of life. There isn't a topic upon which youth is not well versed. This is one of the most important steps in growth and seems to be

the one most often misunderstood by parents. Following closely upon this, comes young manhood's and womanhood's age of adjustment, the slow seeping erudition of much to learn in middle life, then glad ripe old age of past experiences. These stages or rather steps of life each take a different mode of living and understanding.

Chapter I

The Aspects of Living

In debating, one is taught to be certain and know the meaning of the words, both applied and literal, that are used, especially, in the title of the debate. The word around which this paper is written is "Living" ; with it, life is coupled so closely and so often mixed in its use, that it necessitates giving a definition of both in order to gain a clear one of living.

In Nuttall's Standard Dictionary of 1886, "life" is defined as "the union of soul and body; the state or states of animal and plant in which it is capable of performing its natural functions". In contrast to this, it gives "living" as "something alive, on fire, ignited, and vivid". "Life" is the time from birth to death and "living" is that self which enjoys life. The quotation commonly used, "This is the life", should be changed to "This is living".

Webster's Standard Dictionary of today varies little when it gives "life" as "the quality of character which distinguishes organic from inorganic bodies, especially manifested by metabolism, growth, reproduction, and internal power of adaption to environment" and "living", as characterizing the life "full of vigor, energetic activity or alert interest". Then how many are living as Webster would have us live? In what lies our power, and where is our vital energy? Again, we are only at the beginning. There is much to be done and much to be left undone in order to have

our living meet the definition of the word. Perhaps, never again, will we live as we did in our joyous, unhampered youth.

There are two views of living, first, living of the normal, and, second, living of the abnormal. In dealing with normal, one deals with the regular, the rule, or average. The flawless person is not normal; he is abnormally superior; neither is the mentally ill normal. He is the opposite extreme. The normal person is the in-between, the rest of us are neither flawless nor mentally ill, but are on an average scale. The abnormal varies up and down the scale but on either side, extend outside the boundary of the average. It is from these two aspects of normal and abnormal that the sciences enter our field of living.

The sciences, dealing with life and living are so interwoven, so dependent upon each other, that it is difficult to segregate and give each a definite meaning. The chemist pictures the human body as consisting of electrons, protons, and neurons. Physics and chemistry are regarded as the foundation of all other sciences. From chemistry came the physical sciences and the electrons and protons combined into molecules, then organs, and the human structure. The exact complexity of a molecule before the appearance of life is not known. It is certain, however, that complexity is necessary to life; yet man is even more complex than a collection, and combining of protons and electrons into molecules. He must have living cells. The physiologist

studies the structure of this human body of living cells, and gives us the correlation and interaction of the different organs and systems which make up this integrated life of man. His idea of living is on the basis of the physical.

The physician does his utmost to keep the systems and organs functioning in perfect harmony with each other, so that growth from time of birth down to death will leave the physical in as perfect condition as medical and surgical aid can accomplish. The mechanical machine action of the body is the living part of us which medical men take in hand; learning what effect the damage to one has to the entire whole. For a long time physicians have recognized the power of body over mind. An ill body, some metabolic disturbance, shock and other conditions will cause a mental disturbance, but it has only been in recent years they have begun to understand the power of mind over body.

Mental disturbance is a disease and should be cared for as such. We view, with awe, the power of the surgeon's knife or advanced treatment of the medical man. We feel secure with our babies in the hands of the pediatrician. We read with grateful hearts, the work of men like Pasteur in the finding of organism and the creation of preventative medicines, saving the people from plagues of smallpox, diphtheria epidemics, and others.

Diets are weighed in the nutrition's balance. Our mechanically constructed bodies need to be fed as any other engine. To over-supply or give insufficient feed,

is injurious to man. The body needs protein for growth, but protein alone is of no value if unable to utilize carbohydrates for heat and energy. On the other hand, carbohydrates in excess, put on weight and lessen our physical and, often, mental energy. Life insurance experience has clearly shown that weight, especially in relation to age, is an important factor in influencing longevity. Overweight is more unfavorable than underweight. *"Constant vigilance is necessary in keeping the diet balanced. Yet it is worth while when one considers the inconvenience as well as the menace to obesity". Therefore, nutritional habits should be formed that will keep the weight down automatically. Dr. Manville, in his lectures, gives the definition of a well balanced diet as one that contains all the constituents that are necessary for growth and repair. To preserve health, one must avoid all diet fads. If in need of dietary help, a doctor should be visited, as many times the loss or gain in weight is due to some endocrin disturbance or different types of disease. There are diseases due to improper diets. A few years ago, rickets in children was one of the most common child diseases known; now it is hardly ever found. Other diseases are treated by diets alone, in which the physician prescribes the diet according to the physical. A quotation from the "Smart Column" in a nursing magazine would be aptly quoted here, "He who doctors himself has a fool for a doctor".

*How to Live, by Fisher and Fish. Authorized by the Hygiene Reference Board of Life Extension Institute. Published by Funk and Wagnalls Company, New York, 1915.

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The balanced diets of vitamins, proteins, carbohydrates, minerals and water, is the nutrition's gift to society and so he does his part in keeping the body energetic, quick, healthy, and fit for living. *Our American's ideals, though improving, are inferior to those of ancient Greece, still preserved for our admiration in imperishable marble". With our superior scientific knowledge, our health ideals ought to excel those of any other age. The tendency of all normal individuals, rich or poor, is to be indifferent to the subject of health until rapped into attention by the handicaps of some defect, either personal, or of some individual with whom they are concerned. Health ideals should not stop with mere negation of disease, but should be positive and progressive, should include the love of perfect muscular development, of integrity, and of mental and moral fibre.

The hygienist feels that thoroughly carried out, individual hygiene implies high ideals of health, strength, endurance, symmetry and beauty; it enormously increases our capacity to work, to be happy and useful; it develops, not only the body, but the mind and the heart, it ennobles the man as a whole.

Physical fitness is one of the foundation stones of living; only in good health can we enjoy life to the fullest. Good health gives us vigor, energetic activity and alert interest. Not all, however, who are in apparent good health are living, nor do they enjoy life. Many

*How to Live, by Fisher and Fish. Written in 1916. Authorized by the Hygiene Reference Board of Life Extension Institute, Inc.

children taken to a physician and found to be in perfect physical health, prove not to be happy children.

Something beyond a perfect body enters into living. First the discovery was made that a child is, after all, not just a mere miniture adult, but that he presents features and problems altogether his own, simply due to the fact that he is a child. Therefore, the child offered a new and exceedingly fertile field for research, so he was placed under the scientist's microscope and found what caused his emotional reactions. Why was each an individual to be dealt with as such and not in a group as a whole? Psychology and psychiatry shows the correlation of mind and body. The psychologist would be interested in what affect digestion has upon the efficiency of writing or thinking, and how the state of emotion or depressed mood affects digestion. He is interested in the larger relationships between parts of the individual and the efficiency of performance as an individual. The boundary line between these two fields cannot be sharply drawn; both study the nervous system and its relation to other parts of the body. Psychology refers to mental activity as the relation between an individual and his environment, the child's response to his environment, and the affect it has upon him; the surrounding conditions of child and adult and their mode of responding to these conditions.

If we recall, Webster gives living as an internal

power of adaption to environment, facing reality of life. Out of our dreams and mazes we move into the truth of living as it really is. There is a normal healthy way of response to all issues. We, today, with our knowledge of physical fitness and health living, should be able to meet conditions with a free and open mind, facing our problems and adjustments in a way to give true happiness, happiness in a sense of security and satisfaction, and thus keep ourselves free from mental conflicts.

The environment surrounding the child usually builds the road to its future. No longer can we discharge our responsibility to society with careless indifference; no longer can we blame evil spirits and thus relieve ourselves of the burden. Today, we are informed that we must measure the influence of inheritance or environment upon the children, for society is involved in his creation and development.

It is accepted that environment is a more potent factor in the individual life than heredity and that ineradicable impressions are stamped upon the mind in the early months, even weeks, of the child's existence.

To acquire a scientific viewpoint in any degree, is to consider and weigh social customs, community enterprises, or personal habits that formerly would have passed unnoticed or been accepted as natural and meritable expressions of everyday life.

Economics is a social factor not to be dealt with lightly. The child, finding himself in economic surroundings above his own, becomes a self conscious individual

using diverse methods of proving himself superior. If he uses studying and becoming a superior student as an outlet, his adjustment may be to his benefit; if, on the other hand, he turns to lying, stealing, boasting, excessive dreaming or other form of mal-adjustment, he becomes a community problem.

Soloman said, "The destruction of the poor is their poverty". You can be poor, however, without being poor indeed. The child's first social contacts are in the home. If the home environment gives this child love, security, understanding with cleanliness and neatness, it can give to the child a self respect which will carry it through, and become its leaning post for life. Clinics of today provide means for the physical care of child and adult; now it is necessary to teach the public. Many of the extremely poor are also extremely ignorant and thus the teaching problem is quite complicated.

There is a middle class who find it very difficult to receive proper medical care. There is a proverb, "The rich have it; they can buy it; the poor have it; to them it is given; but we must do without". The "we" that must do without are often best fitted to meet life. The rich may have it because they buy it, but often they are in poor health and unhappy because they buy too much. The poor may have it because it is given to them, but due to this very fact and to ignorance, they neglect and do not see the value of what they get, and again we find ill

health and unhappiness. We who must work for what we get, learn the value of things and find joy and pleasure in meeting conditions. After all, is this not real living? Fisher and Fish state, "Real living, if it is to mean the nourishing, sustaining and developing of existence, demands work, play, and love, and so much of the material and spiritual conditions of existence as to make these possible".

In summarizing, mental and physical health with environment give us the corner stones for living. We must not evade the fact, however, that many who do not have good physical health must learn to live. There are, also, those of lowered mentalities who demand the same opportunities. The above summary is ideal living. Each, whether with defects or without, must learn living as suited to his own ability, so that the living process itself is joyous and powerful. Not any one scientist carries the recipe for living. They must work hand in hand, each leaning on the other for support.

A prescription to the public from the combined efforts of the sciences could be:

Name - - Society as a whole.

Rx Real Life.

1. Work (favorite, enjoyable)
2. Recreation (through play, art or natural beauty)
3. Rest (sufficient to individual needs)
4. Nourishment (sufficient for balanced diet)
5. Security (the balancing wheel)

6. Affections (rational and normal)
7. Worship (for the health of the soul)

Sig. Mix all thoroughly with proper environment,
seal in a bottle of culture. Take a full
dose as often as required, with a refill
on request.

Chapter II.

The Beginning of Living

Science has never been able to trace man back to the very beginning. He traces him back to the layman's "missing link", the gap, the unknown, the undiscovered between men walking in an upright position and the so-called tree man, since not one of us cares to say there is monkey blood in our veins. The Bible states, "God created man after His own likeness". Scientists do not believe this but state that the Bible is the work of the creative imagination of a gifted, but pre-scientific people. Therefore, the beginning of man must be left to the individual's own decision; to the people who know God, the Bible satisfies; to the scientist, continued research is necessary, and thus each, in his own decision finds security.

The beginning of man is seemingly necessary for scientists to find because of natural curiosity.. Our inquisitive minds refuse to leave a thing undone which might satisfy us concerning the origin of our ancestors; yet this is not nearly so important as how they were living. What is the background of our morals, folkways and laws, culture and group living, family and community life? These play an important part in real living.

Origin of culture, like life, can only be found by analysis and inference, and only a conception of the "beginning" which we are so eager to find, is available to us. The archaeologist, the excavator, or human mole, digs up relics of the

material culture of civilization now extinct, and from these, draws inferences as to the way life was lived in ancient days. His is a gathering of facts from a dead past where the ethnologist deals with the living past. This scientific hermit buries himself in obscure, out of the way colonies which no civilization has contacted. Living with the primitives simple folk, months at a time, he learns their way of living. These scientific moles and hermits placed before us their rich findings and thus culture is traced, and as far as we have culture traced, we find the family group. These family groups might consist of one master and one wife or one master and many wives. Polygamy is wide spread among the primitive tribes, though often confined to the wealthier classes.

The fatherly care and protection of child occurred only as incidental to the defense of the wives; maternal tendencies were, however, strong in all primitive mothers. Since the infant is helpless, and unable to care for himself for a relatively long period, the mother-child relationship becomes fundamental in group life. The demand for security, protection, and food, bind the family units into larger groups and societies are formed. Family and social groups of today are undoubtedly a heritage from our ancestors handed down through some type of communication, either by signs, sounds or language.

Tools were found, to begin with, the wooden club, followed by stone, then metals, up to present day inventions.

Perhaps, in no way can the tremendous growth in material culture be noticed more at the present time, than by comparing the implements of warfare, from the wooden club to present day devices. As material culture has changed, so have our living standards changed. Youth had to learn self support at an exceedingly early age. We need not go back far into history to verify this statement. In early American life, we find boys of fourteen and fifteen holding positions, working for a living, small children in factories and many boys in the mines. Today, our lads of fifteen would not only find it difficult to obtain work, but more difficult to hold a position. Youth is living as youth ought to live, free and happy. Only too soon, the years pass and they must face the issue of self support.

Ancestral family life has shifted and changed down through the ages, for looking at our home environment, only in the last century, is sufficient. Indeed, most of us can remember homes with mothers always in them. A working mother was rather an unusual factor; she was to be pitied. Today, we have almost reached the place of pitying those who do not work. What has this done for our child security in the home? Surely this is not on the same basis as before. In order to meet this need, to give the security and protection to the children rightfully theirs, other influences had to step in. School and communities give much that used to come from the home. If it were only possible to take from the people, living as a point of existence, such as clothing, food, and shelter, and give

to them living in the true sense of the word, yet we must all have the material things. They do play an important part in proper adjustments.

New inventions changed the entire working world, leaving us with one of our major problems of today in social adjustment. With the easy methods of communication, cultures became mixed, until only a few races can be assigned a true culture of their own.

In this paper, we are only interested in these advancements because they have changed our living standards. Today, we would find it practically impossible to step back and live entirely from the soil or by hunting; just as different as it would have been for those of that day to be transplanted with one bound into our method of today.

Our grandmothers and grandfathers consider the youth of today as living too fast. What would our early ancestors have thought had they been able to view us as through a glass? Grandmother and grandfather lived on an even keel. Their whole life plans were centered around their homes. Every act of today was to lay in store for tomorrow. A meal was a whole year's work, plowing, planting, feeding and storing. Compare that with a meal of today consisting of a visit to the meat market, grocery store, and the bakery, which, if well planned, should only take about one half hour or even better, a five minute telephone call, gives us all we need for a perfect dinner.

Grandma's kitchen was a grand place, kitchen, dining

room and sitting room, all in one. There were other rooms but none so cheery as this. Here the family gathered, not only at meal time, but at night, around the old kitchen stove and discussed the day's problems. When grandmother's kitchen changed to one more convenient, there wasn't room for any of this; when the home was put aside for the apartment, the social life of the family was stored in the attic along with all the other family relics.

There is no room in the modern plan for unexpected guests, one or a dozen neighbors. The hospitality of the age was swept away. Not only no room, but interests have changed. There are no home tasks for son or daughter. The hours of work with father or mother, or the responsibility of home, farm or business, left to the older children if father or mother must be gone, were all taken from us. Broken were these methods of contact with the parents. The close relationship disappeared. A day's work well done cannot be discussed with the children now, nor the plans for the morrow. Discussions today are merely a few remarks on the latest pictures, or just a request of the child's for money to go to the show. It is simply unbelievable the time consumed in discussing this one factor. Why? Because the parent and child have drifted apart. Each lives in a world of it's own.

This is not all that our new and modern methods have accomplished for us. Running the home on such a minute scale leaves no place for John or Martha to entertain their

friends. There was a time, even though it doesn't seem possible to us, when Martha's friend was practically one of the family, well known and usually enjoyed by the parents. Now where does she meet her friends? There isn't the old home kitchen for the rest of the family to drift to. All she can do, if she is going to be a real individual, is meet him away from home and thus her friends are lost to father and mother, the ones who ought to be most vitally interested. So, we find our home environments completely changed.

Easier methods of housekeeping, which should have given mother more time with her children, did just the opposite. It has given her more time to follow her own pursuits and pleasures, but took from our children the family social life so needful to them. This rapidly advancing culture didn't stop here. It crept into the community and destroyed close community life.

Two years ago, while home on a visit, mother happened to mention that a combined lodge social of the Oddfellows and Rebeckas was to be held. "Oh, goody, mother. Let's go" I said, thinking of them as I had known them. Mother shook her head. I noticed she seemed a little sad and I wondered. Pretty soon she said "No, I don't go any more. It has changed, not like it used to be. Every one is too much interested in themselves. They aren't so friendly and nice as you knew them. It's all different. I don't even go to their regular meetings." It seemed

unbelievable the few years I had been away could make such a difference, yet it had. The beautiful interest each had in the other was gone; people were too busy for this, and so the grand social community life was taken from our youth. If we take something from them should we not supply something of equal value? If we do not, they have a right to form their own groups or "gangs", no matter how rough; they have a right to meet outside the home, to entertain and be entertained. To take everything away and give nothing in return leaves an empty void which must be filled with good or bad and every child will do this after the dictates of his own mind if it is not directed.

It is only in the last few years that a real interest has been taken and attempts made to catch up with our present day culture, which has moved ahead with such rapidity, either catching parents in the tide and carrying them along or leaving them so far behind that the child has lost its feeling of safety, due to lack of time and understanding on the part of the parents.

This gulf must be bridged somehow. The following chapter will be an attempt to give a synopsis of what the schools, institutions, Public Health nurses, visiting teachers, school nurses and other social workers have done and are doing at the present time to build this bridge. As old family relics are being brought back from the attic as things of value, so the family social life must somehow be adjusted, either by regaining the

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old or by supplying something of equal power.

The social pendulum is gradually swinging back to real homes. More and more people are moving back to the farms, and from apartments to homes with room for the social activities of the children.

Chapter III

To glimpse but faintly through what has been achieved the things that may be is to retain in fullest measure those graces that were the stronghold of our ancestors. "Faith", however differing the desideratum, the accepted definition is still unchanged, "The substance of things hoped for, the evidence of things not seen". "Hope", abounding faith in ultimate good. "Charity", following into universal beauty, beauty of perfect organism and its environment.

Standing at the gateway of life, the nurse needs, and must demand, the fullest understanding of all that pertains to the creative task to which she has aspired; each life is an inextinguishable ray, strengthened or dimmed by every contact. Rigorous analysis, close association with scientific findings, fine perceptions, enduring tolerance born of understanding, with a thorough education, these are the qualities of a good nurse. There should be a signpost for every young girl to read before taking up nursing; "Stop, have you the vision?" Before deciding, look well to the qualities within you. Sound your heart and tap your mind. Read over again the story of the Good Samaritan, then answer; Are you quality or are you quantity? If quantity, take up the maids work, if quality, become a nurse. Know all religions but to your own hold fast, lest you become insecure. Keep your emotions well in hand, joyous but not exuberant. You must instill into your saddest patients and their families a comfort through your attitude.

It has been written by an English writer, "Whether there

be theories, they shall pass, whether there be systems, they shall fail, the true epoch maker in the history of the human soul is the man who induces from this bewildering universe a new and elevated joy". Working in the different levels of the social structure, in touch with the fundamentals of human experience, the nurse is given a unique opportunity to instill into those with whom she comes in contact a little of her own security. You owe your patient, the family and all with whom you come in contact, a debt, because you are a nurse.

A group of ministers were once discussing what they owed their profession. One young man, becoming quite distressed, wanted to know why so much more was expected of them than of anyone else. Why should their standards be so high, anyway? Why couldn't they just live as any other people lived? Never to be forgotten was the reply of the dear old white headed pastor as he leaned over, placed his gentle old hand on the young man's and said, "Son, you owe them a debt because you are a minister of the gospel. Both you and I know what our congregations expect of us, and, son, the only way to get ahead of them is to be a little better at our job than they expected us to be. Preach a little harder, be a little kinder, pray a little more, lift a bigger load, and you'll win, son, every time you'll win".

Like the old pastor, we can only win with ourselves and with the people, if we go beyond what they expect of us. Did not we ourselves lay sound foundations by our

educational preparation? Is not all scientific knowledge available to us? Have we not the extraordinary opportunity to interpret to the people in simple language, and by practical examples, the life giving message of the age? Have we not prepared ourselves to give light and air to the depressed, the stormtossed, the anxious and the fearful? Have we the ability to not only show others how but to be able to carry part of their load? If not, ought we to continue in our profession? For we have given to us the knowledge of the intelligent correlation of mind and body; the effect of physical illness upon the mind and the effect of mental illness upon the physical. We should have wisdom and understanding, but it must be sympathetic understanding. Therefore, ought we not go far beyond what the general community expects of us?

The nurse is the high priestess of a religion that proclaims the sacredness of humanity. It is her function to conserve for the little child in all its perfection, its beauty of mind and body and the joy of its youth, to strengthen for the world the power of its manhood and womanhood, and to lead tenderly the steps of the old. "The greatest evil is that which deprives a little child of the garden of youth and, most pitiful and despicable of all, that filches from it its power to laugh". There are literally thousands of children today who have never laughed and who will have no memories of the joy of youth.

The nurse, in her different activities, has an unequalled opportunity, for all doors are open to her. All nursing is

Public Health nursing, and every nurse is or should be rendering social service, but all social service workers are not nurses.

Part Played In Living By Hospital Nurse.

Nursing falls into the following three groups: (1) "to nourish", "to cherish", "to protect", "to support"; it means "to sustain", "to conserve energy", "to keep in good health", and "to avoid injury"; (2) it means "to train", "to cultivate", "to educate" and "to supply with whatever promotes growth, development or progress"; (3) "to give curative care and treatment to the sick and infirm". It may be defined as that service to the individual that helps him to attain or maintain a healthy state of mind or body, or, where a return to health is not possible, the relief of pain and discomfort.

Nursing today is not what it was twenty years ago nor what it will be twenty years hence. Nursing must advance as science advances, consequently methods, techniques and education of a nurse is changing rapidly. The practice of nursing is an art, therefore, the nurses personality is of utmost importance. All nursing involves cooperation with the patient, his family, and other persons concerned with his welfare. She must be able to guide not only the patient, but the entire family in matters relating to mental and physical health. It is her duty to observe and record both physical and mental manifestations of health and disease and alter environmental conditions affecting the patients well being. Her plans and management must give the patient a sense of security and order. During an illness the nurse, as a rule, is the patients most constant

companion, hence her attitude and personal interest in the patient have a great deal to do with his recovery. This attitude is a natural outgrowth of the nurse's personality. Her feeling toward the patient must always be free from blame or censure and personal grievances. To show intelligent consideration for all sorts of people, regardless of their race, religion, or nationality, she must have some knowledge of the beliefs and customs of different groups. To have a sense of social and professional responsibility and act intelligently in response to it, it is necessary to understand social conditions.

There is much more to nursing than just caring for the physical. That and nothing more leaves many a human derelict which might have been prevented with understanding on the part of the nurse. The nurse should know her patient well, the worries and fears of the patient becoming hers to solve. Not only must she give her patient an incentive to live but also the knowledge of how to live. She must teach the cardiac how to live with his heart; the diabetic harmony between his diabetes and insulin, eradicating excessive emotion; the tuberculin a new protective method both to himself and others; the man who has lost an arm or leg the lesson of living with what he has; and the cancer patient the ability of facing the last few years of his life. Into each must be instilled a personality that will assist him to live above his infirmities and that simply to live, breathe and move should be a delight.

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If either you or I were told we had a cancer could we, with our gathered knowledge, face it with any degree of adjustment? I doubt it. Yet it can be done. Mr. X went to surgery and was returned with a diagnosis of inoperable cancer. After he began setting up again the doctor, at the request of the family, told him what they had found. He was very quiet for the rest of that day and slept little that night. The next morning, when the doctor went in to see him, he met the doctor with "Its alright, doctor. What time I have left I'm going to do all the things I've wanted to do, read all the books that I've wanted to read and I'm going to live as I never lived before". In speaking to the same doctor one day about this patient and his ability to face it, the doctor said, "Say, he's really doing it, too. I saw him over at the clinic. He said he was having the grandest time". It can be done, but it takes a strong personality and a facing of reality. Facing reality is the thing that keeps the nurse on her toes. To get her patients to meet the issue, accept it and learn to live with it is one of the main tasks of nursing, but only one of her many duties.

The different age groups require different understanding. To the infant the nurse needs to be a mother. Perhaps for the first time it is away from home and love, in an entirely new surrounding. It's natural way of meeting this is with fear and crying. To be left to face its entire hospital experience with this fear is more than likely to give an insecurity which it will carry through life. The tiny infant needs feeding, bathing and changing,

and, surely, good nursing care is all that is required. But, no, each nurse must remember the infant will react to her own mental condition and personality. Handle your infant with fear and it will react to that fear. If the nurse is nervous and irritable, so will the infant be. An intelligent baby is very sensitive to moods of those around him. The atmosphere surrounding him should be quiet, clean, comforting and comfortable. After all this, the nurse has'nt given of the best of herself for her little charge. She has only done what any ordinarily good nurse would do, but has shown no superior knowledge in dealing with her patient. Has she interested herself at all in it's parents or home environment? True, the hospital nurse doesn't make as intimate nor as frequent contacts with the parents as the special duty nurse would, yet, if she can instill confidence in the parents by her personality she can assist them in many of their home problems.

In the maternity department, working with the convalescent mother, the nurse is given every opportunity to teach health and the necessity of proper home environment, especially the new mother, to whom the care of the infant seems such a tremendous problem. She finds herself practically in a new world, that of adjusting herself to the baby and to an old yet completely new environment. Little talks over the morning care or at odd times can do so much, not only in assisting the mother to adjust herself in the proper manner, but also in assisting to give the

baby a proper home.

The group from four to twelve and from twelve to eighteen give both increased and varied amounts of work for the nurse to do. During the severely ill days not much teaching can be done to the patient. There is nothing quite so difficult in childhood as to feel absolutely well as far as feeling go, and not be permitted to be up. Now is the time for occupational therapy and hygienic training. To keep the little hands and minds busy is just as important as the care in the first lap of the child's illness. Each must be given the things to do that he is capable of performing from the standpoint of age and also strength.

The occupational therapy of the sick is a large open field for work. It is enough here to merely touch it as the duty of every nurse with patients, both young and old, to keep them properly busy between rest hours, giving the patients confidence, security, and independence, all so needful in our plan of living.

Every nurse must be a teacher. She must constantly teach health. To every patient she owes the teaching of preventative measures, cleanliness, hygiene, and proper food intake, and last, but most important, she must do her utmost to remove the mental strain, the worries of economic situations and home conditions, and to each she must teach, to the best of her ability, the facing of reality. All this she can only accomplish if she, herself, is secure, dealing with facts, and being all that is implied by the term, nurse.

The special duty nurse has a large field for personal work. Eight hours a day she spends with her patient. When in the home she becomes practically a member of the family. The home is open to her as it is to no other professional person. Each special duty nurse takes upon herself a tremendous responsibility. The entire home atmosphere may be changed by her attitude and ability in handling the case. It is important that she acquaint herself with the home duties and be able to participate in them. If the patient is the mother, the nurse, by looking after the household duties, is able to relieve the mental strain and give her patient an opportunity to rest. Again, these household duties are entering wedges she can use to do health teaching, and many a practical lesson can be left in the home. Always tactful, always careful, always truthful, she first wins their confidence, then gives mental and physical aid, and leaves behind instructions and practical lessons in cleanliness, health, hygiene and improved environment. Neither are her duties lessened if her patient is in the hospital. She owes the same duty to patient and family.

Each nurse, whether private duty or special, must stand between the doctor and the patient. The busy doctor depends much on the nurse for the more personal contacts that place the patient on a friendly basis. The minor complaints and worries which seem so much to the patient are too much to add to the doctor's already heavy load.

He prescribes for the body and leaves the orders for the nurse. She must face the complaints and worries, and, out of all the chaos bring quiet, efficiency, rest, relief and security.

The Public Health Nurse.

(1) Public health nursing includes all nursing services organized by a community or an agency to assist in carrying out any or all phases of the public health program. It is part of the whole community health, medical, educational, and social welfare program. Her work with the health problems is incomplete unless she is able to recognize the related social problems of families and individuals.

She doesn't make their plans for them, but assists them to form their own plans, then helps in carrying them through. She is not an ideal public health nurse whose families use her as a support instead of an advisor. Having them form their own method for protection and promotion of health is educating the communities. By teaching dependence more harm is done than can ever be counteracted with the small good that is done. Dependence brings security in the presence of another, and what each needs is a personality of their own, a security in themselves, an independent feeling.

(2) In every service the public health nurse helps to secure early diagnosis and treatment of the sick. Early diagnosis prevents months and maybe years of suffering. Watch the suffering of the cancer patient who could have been helped if it had only been on time; the cardiac, whose

- (1) Manual of Public Health Nursing by National Organization for Public Health Nursing.
- (2) "Functions in Public Health Nursing", National Organization for Public Health Nursing, Public Health Nursing, November 1936, p. 732.

trouble began in early childhood due to rheumatic fever; the tuberculosis patient who waited too long, these are only a few of the ones who might have been saved had they only known.

Not all who are sick can go to a hospital, neither can they afford a nurse, so friends or relatives give the care, but what type of care, without supervision, and here again the public health nurse renders a service in teaching by demonstration and supervision. Here is a field of constant training, "Here a little and there a great deal".

Her relation to the family is that of nurse, teacher, counselor and friend. Her guide is her interest in the family and desire to give aid; aid to the sick; aid for making social adjustments; aid in emotional attitudes affecting patient and family; aid in community activities for the development of public health facilities consisting of maternity clinics, child guidance clinics and others.

Her approach to the family can only be successful if she has the right attitude and love for her work. In approaching the family she must be courteous, considerate and tactful; she must have interest, understanding and insight, with respect for individuality and for the point of view of others.

Here is an unusual opportunity for improving family health through education. She so frequently comes in contact with the family when they are in trouble and seeking advice. In doing bed side nursing in the home she wins the confidence of the family and opens the door for

giving real aid, not only in teaching healthy living, keeping the body fit, but teaching living as abounding, joyous and powerful. She knows the environment of home and community through her close association and whether it makes or breaks those who live in this environment.

Miss Thomson has stated her Principal and Organization Class should be called "Facing Reality". This same facing reality that she teaches, every public health nurse should take with her and give to every man, woman or child that comes to her guiding hand. A greater part of the problem is solved when it is faced with open, honest understanding. Nothing is so difficult to overcome as the things we imagine or the fact as they might be.

To every child, we - not just its parents - but all the rest of us, owe the opportunity of living. Every contact the public health nurse makes gives her another responsibility either accepted and undertaken to the best of her learned and applied ability, or settled to her account as work incomplete due to neglect or lack of knowledge. In either case, should she continue? No public health nurse of today need go into this field without sufficient knowledge, and if she is careless and neglectful, she does not belong there since she destroys so much of the quality of living. To what extent can the public health nurse, (or any nurse, for that matter) be held accountable? To the extent of the knowledge and understanding that she could gain if she would.

Public health nursing is not a single unit but one of the strong threads in the pattern. Her work appears to overlap, yet it does not but dovetails into that of other organizations. So closely does it fit that she must be well acquainted with the work of each in order to work in perfect harmony with them. It has been properly said, "She must have the ability to work in many fields but to the eyes of others stay within her own. Hand in hand with the visiting teacher, school nurse and social worker, she carries the problems of the community. Herself she must forget in serving the people. With a good personality, her ability far out measuring her stature, her kindness, understanding and sympathy unending, she gives to the communities in which she works the light for health and living".

Ideal Living By Age Groups.

Most of us study the period of the Renaissance and thank God for the reform that freed man, yet always we wish there were something in which we too could play the hero or heroine, when, as a matter of fact, we live in a time that is carrying on a reform that calls out the best that is in us; a world-wide campaign for the understanding and betterment of children. We are in the very midst of a battle for the rights of youth. The welfare of the world hinges on the habit and mind training of our children. The importance of childhood has been realized long before but it is only in the present century that world-wide interest was shown in the pre-school child.

The care and interest of the child begins before conception. When the home is planned and the foundation of the future laid, the environment of the child is planned. The infant's first abode is the mother room. This room should be built as strong as healthy living can make it with good outdoor life, exercise, sunshine, fresh air and proper diet. The mother, after the seed has been planted, cannot give her child more intellect by studying or musical talent by applying herself to music, but she can have prepared a room for the growth of a good physical body and a well mind. The chromosomes in our germ cells are not affected by any change that takes place within our body cells. Whether we are injured, sick, old or exceedingly young; whether through some misfortune our minds are affected;

whether father or mother, none of these will effect the child, only as it would possibly cause a less favorable intra-uterine environment.

In the sperm are twenty-four chromosomes. These chromosomes comprise all the hereditary material contributed by the father. The sperm enters the ovum, breaks up its nucleus and releases twenty-four similar chromosomes, the contribution of the mother to the child's heredity. These chromosomes, when under the microscope, reveal bead like structures of varied colors and shapes. It is these genes which are the ultimate factors of heredity. Each child is born with the germ cells containing chromosomes. They do not develop after birth but are a part of birth. Nothing that happened to the body cells of the parents throughout their lives can be communicated to these germ cells so as to alter the genes, or hereditary factors, which their child would receive. This does not mean a gene can never change, for it can, through some outside influence or spontaneously, but nothing we ourselves do can change the make up of our germ cells.

When nature creates an individual she hands over to him thousands of body cells to do with as he wishes, and in addition, wrapped separately, a small number of special germ cells whose contents are to be passed on to the next generation. And, apparently because nature cannot trust man, she protects the hereditary factors in these germ cells, sealing them so that they cannot be tampered with or altered in the slightest degree.

Men, from the very beginning, have delighted in the thought that they could pass on to their children the physical and mental attributes they had developed, but no change we make in ourselves for better or for worse can be passed on to our children through physical heredity. It is discouraging to abandon the belief that what we accomplish in one generation cannot be passed, through inheritance, to the next. On the other hand, there is comfort in realizing that neither are our defects transferred to our children. If we cannot pass on the good, likewise, we cannot pass on the bad. From the first instant of the fertilization of the egg, the individual, with all its inherent capacities, is mapped out, so far as heredity can decide. The blue or brown eyes, dark or blond hair, number of fingers and toes, and inherent tendencies to diseases such as diabetis have already been predetermined by the genes in its particular chromosomes.

The child, from the earliest stage until birth is as distinct an individual as if it were developing outside of the mother's body. There is no direct connection anywhere at any time between mother and child. A distinct wall is between the two and nothing reaches the child except by osmosis. The mother is the nurse who is inseparably linked with the child. If her physical condition is bad she may do it great injury. A great shock, severe chill or strong emotional reaction may put out the life of the potential child. Then it may receive lasting injury through lack of food supply if the mother is not properly

nourished. Prenatal training is necessary to insure health to both mother and child.

The care of the infant begins before conception. Both parents should have physical examinations, with proper treatment, thus preventing offspring of poor health, disease and malformations. A normal, healthy and happy child is an asset to society. The parents owe it to themselves, the community and the child, to have healthy offspring and to develop them into healthy and honorable citizens to carry on the work of living. To accomplish this type of citizen the baby must receive good prenatal, intranatal, and neonatal care, with good mental and physical environment during infancy and childhood. The adult's personality has been molded in the child by the parents.

Every woman, on learning she is pregnant, immediately changes her whole life for the baby. Her world revolves around her expectations and she is constantly making sacrifices to have a healthy normal child. In this world, revolving around the same sphere, is the father; both are looking forward to a happy event in their lives. Everything is done to safeguard and protect the life of their baby so that he may be perfect. Ideal care insures good health, growth and proper development. All prospective mothers should demand this type of care so that neither her's nor the baby's lives will be endangered. Mothers not physically and mentally well are unable to properly care for the child after birth. Each expectant mother

should place herself in the hands of a good competent physician.

The greatest asset to a community are good healthy children. To supply adequate care to mother and child the community must be educated to demand good preconceptive, prenatal, intranatal and post partum care. This need must be met with a good, well-trained personnel consisting of physicians, dentists, obstetrical nurses, midwives, public health nurses and social workers.

The patients can be divided into four groups: the clinic patient - poor in larger cities; the rural group - reached by public health nurse; the great middle class - those who find it most difficult to receive proper care; and the well-to-do patients who have every opportunity to receive good care if they but knew what is best. All these need the same care and teaching, the same opportunity for health and normal living to mother and child. The future of the child and family depends to a great extent on the start received in early life.

The child during delivery makes a great sudden change. First a tremendous force rudely disturbs him, driving him from his home of comfort and ease. With terrific power he is pushed into a small canal which must be entered with care if he expects to get through. Using his little head as a ramrod, he is forced by this same tremendous power to pound against the opening door. Then he is dropped into the world, an exhausted little morsel whose food and oxygen

have been completely taken from him. He must immediately begin a new life, with sudden and rapid adjustments. With gentle but firm hands he is helped to meet the first problems of his entrance into this new atmosphere as he is picked up by his feet and spanked unmercifully until he cries out in distress. He, who hasn't known what it was to cry, now cries and takes his first deep breath and then snuggles down for sleep and rest. The first factor in living has been met and overcome. Satisfied with himself, he pays no heed to his surroundings, but all too soon his surroundings pay heed to him as he is bathed, dressed and again returned to his warm bed. Next he is awakened from his sleep by a peculiar distressing feeling. In no way is he able to tell what it is, but it makes him uncomfortable and unhappy. As he met his first problem, so now he faces the second, and with a good lusty cry lets those around him know he is in need of something.

To his utter disgust he finds himself picked up, cleansed, dried and powdered before what he is really after is offered to him, and so his first lesson in cleanliness is taught. Prior to this time everything was always given to him without effort on his part, now he suddenly feels something put in his mouth which brings forth nothing unless he works for it. He feels so bad, but the first bit gave so much relief that he not only works willingly but joyously at his task until he finds complete relief, then back to sleep until more lessons need to be learned.

So the new born changes to infancy and the infant

developes into babyhood, babyhood to childhood, childhood to youth, and so on. How necessary then to give, from the very beginning, the surroundings needful to healthful growth.

The term newborn applies until about a month old. At least the first two weeks of this period the baby is in the hands of the nurse. To her falls the lot of forming regular hours in the baby's life. From the very beginning it must have regular feedings, regular hours for bathing and changing, and forming habits of sleeping at night. While this is going on the mother can be taught what is being done for her baby and why it is so important, for not only will it make for a less irritable, happier healthy child but the mother must learn to save her own strength. Good undisturbed nights' sleep is necessary to carry the extra burden if she is to keep herself fit to give of her best for the child. Food, sleep, comfort, rest and quiet is practically all the baby requires for the first few months of its life. He should sleep from eighteen to twenty hours a day up to six months of age and so the first month is practically spent in sleeping with only sufficient notice of his surroundings to procure for him the things he wants.

Infancy is from one to four months. Eating and sleeping habits have been established which are carried right through to the third month, when he begins to notice things, showing evidence of intelligence. He notices his bottle, begins to smile and recognizes his

mother, but only as the one who waits on him. He only recognizes living as sensations of pleasure or discomfort. To the one he begins to show his satisfaction by smiling or cooing, to the other by his first learned method, that of crying.

With the growth of the child we have the instability, irritability of a rapidly changing nervous system. This unstable condition makes the child extremely sensitive to its environment and also helps it respond quickly to treatment. How needful then that he be allowed to grow in surroundings of perfect harmony and understanding. How needful then for parents to work together to keep the home at peace. How necessary to bathe the baby in the sunshine of sensible love, not a selfish, self gratifying love, but a sacrificing love that is ready to give up all for the best of the child.

Growth And Living.

The little one grows rapidly now from infancy to babyhood. After the fourth month he begins grasping objects, notices movements about him and holds up his head. He has had some individual characteristics but mostly has followed routine care and growth, but at eight months he becomes more of an individual, showing very definite likes and dislikes. He not only grasps objects but holds on and handles them with more precision. By a year he is walking and he walks right out of babyhood into childhood.

Until about the age of four our baby makes few contacts outside the family. These have been his constant companions. His little life should have been ideal - good hygiene with plenty of fresh air, cleanliness, proper nutrition and rest. His small difficulties should be settled without emotional upsets, the home atmosphere one of harmony and understanding. The forming of his personality is well under way. Now, however, he begins having playmates, begins entering into society. If there have been other children in the family this event will not be so difficult. He must adjust himself to society. He isn't the center anymore, there are others whom he must take into consideration. It is time for him to learn to accept group standards, he can learn habits of sharing, taking turns and taking hard knocks without undue resentment.

It is time to begin untying him from his mother's apron string. His habits of reacting to other persons are being formed. Prejudices, likes and opinions are affected to a

very great degree by the conditions of one's early years. The responsibility for providing conditions making for mental as well as physical health belongs to the parents. A home environment where the child may express his thoughts and feelings and be met with intelligent response is most needful during this and all ages. The child imagining fictitious tales is not intentionally lying. This is simply due to his creative mind and, if properly handled, need not be pushed into the channel of lying.

Parents need to have a knowledge of the developing needs of the child. This fairy story telling imagination is part of the child's development and as it came it will leave as he finds new and richer fields.

Early childhood not only begins adjusting to groups but it is an age of questions. There isn't a thing he doesn't ask about. If answered honestly and frankly he learns to continue to have confidence in parents. How important this is all through the child's life. Fictitious stories of storks and so forth are always truthfully learned, if not before, soon after they enter school. Parents, in heeding the child's questions, can unfold life to the child in a clean, beautiful way, giving him a sense of sacredness without making the body seem something to be whispered about but to be cared for and protected because of the beauty of creation.

No abrupt changes take place at any stage in a child's development. One merges into another, and so he travels from preschool age to school age. If he has been properly

adjusted through his early childhood he will not find it difficult here. His companionship with others is carried on now away from home environment. From now to maturity the changes in his life are exceedingly rapid. From now to adolescence he takes slight interest in the opposite sex. He is too busy with the process of growing, with mental and physical adjustments with his surroundings, too busy with his play. It is a period of rapid development, both physical and mental. Everything should be done to make for an intelligent, well rounded personality.

The health of the growing school child is of vital importance. He is so busy he often forgets about proper hours for meals. The days are entirely too short for him to complete his play. With his rapid growth there is danger of posture defect. Proper posture involves a correct and pleasing carriage and a healthful relation of the organs and structure of the body.

In both Grecian and modern sculpture we find the perfect physical poise that which places the muscles, organs, circulation, and the brain and nervous systems in harmonious relationship.

Faulty posture may mar the future of the individual by causing spinal curvature and physical deformities that interfere with physical and mental efficiency throughout life, often lowering the resistance to disease.

Sufficient activity should be provided to keep the child busy after school hours. Parks, swimming, tennis and ball

games are part of the child's life. Child organizations such as the Boy Scouts take up their evenings. The child kept busy gets into very little trouble. It is idle hands and mind that invent mischief. Gangs are formed and wrong things planned when there is nothing else to do. An active child must be kept busy. The parents interested in their child sufficiently to give him much of their time can safeguard him against the harm of idleness.

Guided safely through this age we reach adolescence, one of the most dangerous periods of a child's life. Having kept the child's confidence it is easier to guide through this trying period. Now comes an interest in clothes and the opposite sex. The physical and mental changing from childhood to young womanhood or manhood is indeed difficult. They neither know themselves nor anyone else, impressive emotional creatures, who seem so sure of themselves and yet fear the great events ahead of them. The period of helplessness is definitely past. He has developed habits of initiative and independence. Living in a relatively free environment, with opportunities for self-expression of many kinds, he finds in his trial and error searchings abilities in himself that may have been unsuspected before. As shelter and protection were necessary in early years, so finding for himself is necessary to the older child. By guarding carefully mind and body, sufficient and varied interests, liberty to meet issues and make their own decisions, companions, friendships, church life, school life, home environment and group activities of various kinds, form

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the background of living for the adolescent. To really live in maturity you must live as a child. A joyous meeting of reality. Having put all of ourselves into living as children we grow into young men and women ready to face life with free and open minds.

Through school days, including college, there is felt always the security of the home. After college another great step is faced in meeting life. We chose our profession, now the using of the knowledge gained and applying it. The qualities of success are to be bracing, active, alert, fired with enthusiasm, the young men and young women step out into the world. The qualities put into their lives in youth will appear now to sustain them and drive them on. Having been taught from babyhood to face life as it is, they will go out with a mind open and ready to meet life on their own.

After college comes finding a mate and home building. Everyone is interested in matrimony, for marriage is for the purpose of home building. The home - the family - is the unit of society and the foundation of the state. As the homes are, so is the state. Fitness for marriage is in part determined by tempermental adaption to and training for congenial companionship. The ideal home builder possesses a strong, positive and aggressive character, dominated by positive convictions of ethics, justice, altruism, sympathy, charity and love. Education is an asset in home building only insofar as it is a real training of heart, head and hand for efficiency in the work of the home and of society. Economic fitness consists not in possessing financial resources

but in possessing resources of efficiency. In a man a training for efficiency will enable him to do something worth while and do it well enough to earn a living for himself and the family.

In a woman a training for efficiency will make her a good housekeeper, a competent manager, just, tactful, sympathetic, economical and resourceful.

Seeking a mate is seeking a life partner to rejoice, work and suffer together, to assist each other to meet all issues calmly and sincerely.

After marriage comes motherhood and fatherhood. A mother is a co-worker with God in creation. During the months of pregnancy matter that was "without form and void" is given the shape of a son of man, and substance that was inert and lifeless has "breathed into it the breath of life and becomes a living soul". God laid upon women the carrying on of His great work.

Knowing these great truths lays on parenthood a sacred responsibility. The father-mother attitudes, the environment of the home, the congenial atmosphere, are due to the new creations formed from these bonds of love and understanding. Parenthood develops the highest qualities of character.

The dependence of the infant offspring should develop in the parents self-forgetfulness, loving, thoughtful care given in the finest spirit. What greater power does woman and man need than the power over the helpless little souls entrusted to their keeping. Their education should not

stop but must advance and grow with the growing child.

The father and mother, in working for the family, have found one of the greatest blessings in life. There are few things more necessary to a normal healthful life than to have purposeful work. Work, when done with jist, is a wonderful tonic.

As adolescence is the building of stature and personality for youth, so middle age is the keeping of stature and personality of old age. Middle age needs to watch postures. An erect posture is attractive from an aesthetic point of view. It is closely associated with self respect. Any physical expression of an emotion tends reflexly to produce that emotion, therefore, not only does self respect naturally tend to brace a man's shoulders and straighten his spine, but, conversely, the assumption of such a braced up attitude tends to "brace up" the man's mind also. Tramps and other persons who have lost their self respect almost invariably slouch, while an erect carriage usually accompanies those feeling their respectability.

They should carefully guard their activities of work and play. Too often at this age in life play has been forgotten, yet it is as needful to physical and mental health as food and air. At all times overstrain should be avoided by listening to nature's fatigue signals, so activities must be balanced with inactivities of rest and sleep. A hard-working college president, when asked about the secret of his working power and length of life, replied "My secret is that I never ran when I could walk, never walked when I could stand, never stood when I could set down and never sat down

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when I could lie down". The power of relaxation should be well in hand. Relaxation is only a short vacation between two activities. A complete life must have work, play, rest and sleep in due proportion. On retiring for sleep one should keep from mental worries and sleep on an empty stomach. Sleep is nature's great rejuvenator. It should be sufficient in duration, sufficient in intensity and regular. The health of body and mind act and react on each other. Discontent, melancholy, grumbling and irritability are often due to an over-taxed, tired body.

Exercise of mind, will and emotions must be closely watched from middle age on. One who does not read or think loses some of his ability to read or think. Keep mentally alert and up with the age. Know what is going on around you.

Dress in the middle age is important, as much so as in youth. It gives mental poise, serenity and security. To dress well, neat and clean, is worth more than just a physical health factor. It works for a mental security and ease. Clothes should be such as to give and encourage self respect and be worn with a dignified indifference and with perfect comfort.

Women should be taught to face the change in middle life with clear understanding of the physical changes in mind and body. No woman need go through or approach the menopause with fear of mental disturbances or physical troubles. It was meant to be as easy to step through as adolescence and come out on the other side with good minds,

keener understanding and sound healthy bodies. If one knows what to expect it is easy to face reality without faltering. It is the uncertainty and fear of the change that causes mental disturbances. As in each step of life it was necessary to keep in touch with the family doctor, so the need increases in middle life. Not only is it necessary for every woman to understand her condition but the husband also must know and help her face life.

Cancer and cardiac, the dread of old age, can be prevented to a large degree in middle life. An early diagnosis permits often of treatment. Middle life is not a time to prepare for shelving but a time to prepare for living in old age. To keep young is not dressing in silly girl clothes or using extreme makeup, or keeping dainty girlish figures, or using foolish youth quotations, but keeping young so as to be admired by young and old, to keep young in mind and heart. Dress to the years, trim and neat; act to the years; sensibly and intelligently, but understand youth through the changing years. For the middle aged to try and be eighteen is as artificial as for the flowers on your hat trying to be the real ones you pluck from your garden.

Middle age is an age of understanding of the things you do not know. The desire to learn must be ever with us. Always a stepping and looking ahead. Taking from our past only those things that cheer us on. The joys and experiences that help us move ahead and always our friends. The greatest jewels of life are our friends and as we make new friends, remembering those we have brought down through the years with us.

Middle age is a preparation for old age, mentally, physically and economically. Is there a more pitiful sight than those stepping into old age, friendless, homeless, broken physically and mentally, and with no knowledge of God? They have nothing good to dream about and nothing at all to look forward to.

As middle age is the age of knowledge, of advancing, of laying in store, of increase, so old age is an age of understanding, of wisdom, of dreaming dreams. *"Your young men shall see visions, and your old men shall dream dreams".

Looking back on life, having lived good, clean, wholesome lives, given pleasure to those around us, stinted not ourselves in giving of the best of us to those with whom we have come in contact, we face old age with pleasure and understanding. We take from the last few years the honey collected through life. Next to childhood is beautiful, understanding, rich old age, developed through work, play, rest, sleep, a clear living knowledge of God and an understanding of youth.

To summarize living we would again suggest the rereading of the prescription written earlier in the paper and through it develop a personality that can face life, it's ups and downs, and keeping always in the center of the road.

A thorough knowledge of God and men, a well balanced, wholesome life, a joyous abounding spirit through work or play, a personality vivid and on fire always moving ahead,

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that is living. Always remembering those about us, valuing friends, and never failing to be kind and understanding, that is living. Sympathizing with sorrow but overbalancing it with humor, remembering that if you laugh the world laughs with you but if you cry, you cry alone, that is living. Love and enjoy nature in it's God given beauty, seeing in wind, sun and rain, the growing flowers and trees, that is living. Fishing in the brook, hiking in the mountains, walking the streets of cities or driving on highways, that is living.

Every act of our lives that keeps us secure, well adjusted, happy individuals with the ability to enjoy life is living, and keeping physically fit and mentally alert gives us the ability to live.

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