

(c) Neither sound education nor good training. This class is largely sorted out on making application for training by:—

- (a) Being judged on their personal appearance, mode of speech, etc.
- (b) Having a small examination in General Knowledge.

However, there are always a limited number of the above who manage to get into a Training School, and if they are not discovered during their probationary term, become a trial for the rest of their training days, and at the end of them are often not a great credit.

Here again co-operation and a study of human nature will help to sort them out in the early days, but it must be remembered that in some cases, strict training will often make quite a good nurse, who although not fitted for institution life, would yet be very useful in perhaps private nursing, or some other branch which requires a general training.

In closing, I wish to emphasise the fact that the question of co-operation in nursing education is still in its infancy, and that it is much easier to put it on paper or even discuss it than to carry it out in practice. It will only be by perseverance and a gradual sorting out of the non-progressive that co-operation will become what it should be.

During that period it will be subject to criticism, for the most part destructive, which must only be regarded as a pernicious habit, resorted to principally by the materialist, and the non-progressive, who by drifting into a rut, has become so narrow-minded that change of any sort can never be right or useful in her mind. On the other hand, constructive criticism should be encouraged, those interested will welcome it as one of their chief means to success.

Christchurch Hospital.

CO-OPERATION WITH THE CLASS-ROOM TEACHER.

It is a generally accepted fact that in whatever line of life a number of people are associated in working for the achievement of any particular objective,

the best results can be obtained only through united effort or co-operation, whether it be international, national, civic affairs, school or home life, and this is none the less true in the world of nursing. The end we have in view, is the thorough equipping of our young nurses for the skilful practice of modern nursing with its ever-widening field of scientific service.

We seek:—

(1) To enable the young and still developing mind of the student to attain to the highest individual character to which she is capable.

(2) To enable her to render the best skill possible to each patient coming under her care.

(3) To enable her by living example, and by suitable advice, to patients, and to others whom she may meet in her professional capacity; to act, so to speak, as a missionary in the most modern field of Preventive Medicine.

How are these objects to be attained? To answer this, let us consider what lies at the basis of co-operation and why it should be made so important a subject for our discussion.

Does it not, in effect, really mean our ethical relations to members of our own professional circle?

The degree of co-operation which we may hope to attain, will be determined by our interpretation of our professional duties and responsibilities, as Sisters, in the institution for which we work, just as international relationships are dependent on the various interpretations of ethical standards held by different countries.

The realisation of this then, should lead us to self-examination and the seeking of those things which are to be for the highest development of the individual and the group with whom we are associated—often to the total disregard of personal likes and dislikes.

We are led here, briefly to survey the spirit of youth, in the age in which we live. This generation of nurses come from homes in which, very largely, the