

In order to fit into this modern program the nurse should be a mature, intelligent woman, capable of dealing with the individual in the light of his mental and social, as well as his physical history. Where the physician spends minutes in contact with the patient, the nurse spends hours, and if she is simply an unthinking technician she will have little positive value and may even completely undo the work of the doctor.

Furthermore, the nurse must be looked upon as an important means of disseminating scientific information to the general public. The knowledge that is being gained regarding human health and well-being can have value only as it is put into practice. The nurse should serve as an intermediary between the scientist and the public, putting into the language of the people the wisdom of the specialist. Unless, for instance, the nurse can leave with the sick mother some added understanding of how to protect and promote the health of her children, she is not performing her full duty. The modern nurse, whatever her special field, must be able to see the patient in his larger setting and to deal with him from the viewpoint not only of his present comfort but also of his future welfare and the best interests of the community as well.

The Yale School of Nursing was established in 1923 for the purpose of contributing to the progress of nursing education along lines consistent with the newer conceptions of the functions of nursing. Requirements for admission are similar to those of medical, law, and engineering schools. The courses are selected with a view to giving the nurse a broad understanding of individual and group behavior. The laboratory work consists of experience in all of the services of the hospital, under close supervision. Bedside technique is taught not as an end in itself, but as a means to the larger service of the nurse. Courses in both practice and theory are cut to