

EDITORIAL



One often speculates how papers come into being. After having had a vivid experience, one may think how a paper could logically develop. Sometimes such exercises prove to be a stimulating beginning. When members of faculty test nursing theories and concepts, this process provokes questions and ideas to be explored further. The need to respond to this thinking in a concrete form arises and those involved write a process of their reactions. From this, there may develop what is seen as the framework for a paper. Many worthwhile efforts begin in this way. It seems to me that the reason for the research-teaching component in nursing practice is to develop this skill that precedes the research report. This may well be one of the best sources from which articles on nursing practice arise.

To write, one may need certain incentives. One requires enough time to mull over writings, develop further the thoughts that have arisen from this, do more library research and then add concepts that when tested will bring forth a new combination of ideas. If at this point a paper is written and submitted to a periodical it may be accepted. This depends on the needs of that issue for that subject material and the focus of the paper as it is related to current trends. Some writers do well to have an audience to try out their ideas. This gives needed encouragement. Others, born out of their experience, know their own needs and work best alone. Writers cognizant of their own needs and their own work habits capitalize on these themselves to produce the desired results of quality for a publication. Whatever the case is, the writer is well advised in his initial endeavors to allow sufficient time to explore the ways in which he works best.

There are, of course, other factors that move writers into action. Besides the desire to capture and express ideas, there is the sincere commitment to share with others. The less attractive motivating factor is that of the printer's deadline date. Whether most of us like it or not, with that date on the horizon most writers function with increased efficiency and speed. Some are helped by reading further afield and enjoying periods of reflection following practice. Others find it fruitful to let materials settle before finalizing the work. This latter step yields necessary polish to the paper.

Faculty members realize the human tendency to file writings away in the desk drawer for further perusal when other pressures and commitments give this endeavor less priority. That is a self imposed choice. Since this situation exists, one wonders about the hidden fruits of such labors that lie in files and in desk drawers across Canada. Readers need the thinking of their colleagues and the stimulus this brings.

As *Nursing Papers* begins to receive more manuscripts from its newly appointed ambassadors in University Faculties of Nursing, authors will be encouraged to write and to share. The ambassadors might be well advised to look into facilities available on their campuses this summer that will be supporting structure for their faculty efforts. What are the facilities for typing manuscripts, for editing, for taking courses that could assist the writers of papers that should be published here?

This group of papers from The University of Western Ontario represents a component in nursing, teaching and research. We at The University of Western Ontario have come this far in 1971-1972. Take up the challenge! It's your turn!

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