been carried on in connection with their work in the wards and has resulted in the all but universal custom prevalent in training schools of mixing theory and practice indiscriminately together with little regard to methods, standards or logical sequence of subjects and with a totally inadequate provision of time for study. We have, therefore, pupils entering wards and finding there a combination of domestic duties of a somewhat laborious and unfamiliar nature and duties and responsibilities of almost every kind in the care of the sick about them. In addition to this, they should begin at once the study of anatomy, physiology, the properties and effects of drugs, and other matters, so that, in fact, it has been found necessary to crowd the instruction of the first year greatly in order to prepare the pupil to proceed with any advantage whatsoever with her professional education.

It has, therefore, gradually become evident that schools for nurses have before them the necessity of considering some better methods of teaching, something more thorough, systematic, and progressive, something which really considers the needs of the pupil in the same way in which similar needs are considered in other educational institutions, and the teaching and training adjusted to the ultimate end. Were it possible now to place the requirements of admission at such a point as would ensure in our pupils a definite knowledge of certain prescribed subjects before entrance to the schools of nursing, it is manifest that our work of education might be greatly facilitated. That it is not possible at present will be seen at once when we stop to consider what means are now available for providing candidates for admission with such instruction. We say that any scheme for preparatory instruction should include:

1. A thorough practical training in the care of the household and in the properties and preparation of foods.
2. A definite prescribed course of instruction in anatomy and physiology.
3. A study of the properties and effects of drugs.
4. Classes in and demonstrations of the simple and elementary forms of practical nursing work.

It requires little knowledge of existing facilities for acquiring such instruction to realise that at present there is no known school or institution of any kind where a candidate might go to fitly prepare herself in these subjects for entrance to the hospital school of nursing. Certain well-known institutions, such as the Drexel in Philadelphia, the Pratt in Brooklyn, the School of Housekeeping in Boston, and some others cover the ground of the domestic sciences admirably, and upon them we depend for our instructors in these branches; but the subjects of anatomy and physiology and materia medica are not taught in these schools, nor does there seem to be any feasible way by which a student could carry on these studies simultaneously with her course of instruction in domestic science. The instruction in the latter subject is, moreover, largely occupied with the subject of foods and cookery—great essentials, but not all that we mean when we say that a pupil should have a knowledge of housekeeping before entering the hospitals wards for her training as a nurse. Such a knowledge includes the practical handling of the things and affairs of the home, and is taught in no schools and in few homes at the present day. Spencer says truly, "That which our school courses leave almost entirely out, we thus find to be that which most nearly concerns the business of life."

But even should it prove possible at some later date to provide instruction such as has been outlined, either in existing institutions or schools established solely for the purpose, there may be some reasonable doubt as to how far this would supply what we are trying to bring into preparatory teaching, and what is perhaps one of its vital features. Not more important than the amount of knowledge gained or the number of facts acquired is the way in which things are taught, the way in which the life of the student is ordered, the constant training in habits of neatness, accuracy, precision, keenness of observation, forethought, the cultivation of self-control, self-reliance, and ability to bear responsibility and to meet the emergencies of life. These are things which we need to teach from the very beginning, or, what is even more important, to find out to what degree it will be possible to teach and develop these qualities in any given student. Our whole system of training is based upon military ideals, rather than the scholastic, and how greatly our efforts are directed towards that moral discipline which forms and determines character and makes it beyond any other thing whatsoever the force in life upon which we as nurses have to reckon, we hardly realise until called upon to consider or apply other methods of education. It will be observed that in our preparatory teaching every step in any direction is governed by the order, method, system, to absolute correctness and precision, and obedience to orders which we have found so excellent when applied to the training of pupils in our hospital wards. It would seem, therefore, that in considering constantly, as we do, the question of the establishment of preparatory schools, we should aim at securing a *kind* of teaching and training which is in some conformity with our existing methods and in accordance with the ideals and standards by which we are at present governed. As a matter of fact, the writer is so far from clear on the subject of preparatory schools that she is somewhat inclined to believe at present that we should drop the phrase "preliminary education," and include in our large schools this instruction in the general scheme of nursing education,

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