dreams for an explorer's career, that convinced her of the mission she sought, of how best to help rural children to grow up to healthy men and women, which was to evolve from a small beginning into what is today the famous Frontier Nursing Service.

In preparation for her great work, Mary Breckinridge took a course at Teachers College, Columbia University, in Public Health Nursing and Allied Subjects. Then to Kentucky, so that she might learn at first hand the conditions prevailing—she rode approximately 650 miles through the Kentucky mountains. Then over to England was her next step, to take her midwifery training at the British Hospital for Mothers and Babies, Woolwich Dockyard Section of South-east London, where she became a certified midwife. August, 1924, saw her touring the Scottish Highlands to make a study of the Highlands and Islands Medical Nursing Service. Of this system she tells us the Frontier Nursing Service is an adaptation, in her words: "The way in which the Highlands and Islands Medical and Nursing Service was financed and operated was characteristic of the British philanthropic genius of that day." Readers, especially those of the Scottish race, acquainted with Scotland, will find interwoven with most valuable information an arresting description of the inner and outer Hebrides and people. To study District Nursing she visited in Edinburg and Perth the Scottish Branch of the Queen's Jubilee Institute for Nurses, the Queen Victoria's Jubilee Institute for Nurses in England and Wales, in London. At this time while in London Mary Breckinridge refers to the many friends she meets, among whom is Lady Hermione Blackwood and Miss du Santoy—acquaintances of days in France—Mrs. Bedford Fenwick, Founder of the International Council of Nurses—"with whom I dined in an enchanting old house in Westminster. Her interest in the Frontier Nursing Service remained keen throughout her life. When Florence Nightingale's house at 10, South Street was torn down, she sent us one of the bricks. In 1949-50, when we built the Margaret Voorhies Haggin Quarters for Nurses at our Hyden Hospital, this brick was placed in the stone chimney of the sitting room, above the buckeye mantel." Then early in 1925, so well prepared, the narrator began to build the Frontier Nursing Service on the highest nursing educational standards of Nurse-Midwives. An amazing story! The erection from their very foundations to completion of the first house and the six outpost nursing centres of the Frontier Nursing Service during the years 1927-30—with Nurse-Midwives stationed in all of them, providing bedside nursing, midwifery and public health for nearly 10,000 people. In this astounding achievement, innumerable problems arose which had to be solved: Water supply (sinking and resinking of wells), sewage, road building, electricity, the scourge of worms in children, terrible floods, a year of drought, to be followed by fear of starvation, and the risk of getting bonded liquor for medicinal purposes past bootleggers—in prohibition days. It was by the sound judgment of the pioneer's intrepid spirit that problems of such magnitude were surmounted!

In following the story of endurance and devotion to duty of those in the Frontier Nursing Service, it is realised "that they need and have a deeper motive than a search for adventure . . . and that a willingness to accept misadventure must be a part of their mental equipment."

The hazards the nurses must face when the only means of transport to and from their patients is on horseback, where there are no roads, just rocky flooded creek beds across mountain gaps, and of the necessity of facing the forces of nature alone, these are profoundly moving stories of hardship and heroism.

Of a magnetic personality she formed and attended many meetings beyond the mountains, travelling great distances to address men's and women's clubs, churches and schools. On one such tour of less than a month she spoke 26 times in 14 cities! Her eloquence inspired the devotion of many thousands of people to her cause.

Such was her indefatigable labour that she could spend "half the night writing orders and letters after a day in the saddle." In the midst of her great work, despite a riding accident in which she sustained a broken back, after only a year's respite—she was again in the saddle.

In the written word of her life's work, Mary Breckinridge gives, interwoven with humour and glimpses of the poetess, the battle for and realisation of her dream to cherish little children, a fullness of purpose far to exceed the imagination.

We cannot close this story without quoting Mary Breckinridge's suggested scheme for meeting the increasing need of trained nurses:—

"Our first nursing need in America today is for more nurses to take care of the patients in hospitals and in homes, in cities and in rural areas alike. My suggestion for meeting this need is to try out again the two-year course of training for nurses which gave us our early leaders. Only applicants with high school diplomas or an equivalent in private tutoring, should be accepted for this two-year course. After they had completed it, they should be well qualified to nurse patients in hospitals and in homes, rural and urban. I suggest that they then take Part One of their state examinations and be given the title of G.N.—for Graduate Nurse. If they needed money to continue with their nursing studies they could earn it, and at the same time meet a desperate national need, before taking a third year of training which should lead to Part Two of their state examinations and the title of R.N.—for Registered Nurse. In this third year they could gain an insight into such specialisations as mental hygiene, public health, district nursing, communicable disease, et cetera—which now take up approximately a year of the three-year course of training. During both the two-year period and the third-year period their lectures, laboratory work, classroom instruction, should all be at the college level, so that those Registered Nurses who wished to do so could take a fourth year, in affiliation with a university, and earn a Bachelor's degree. Such a plan might be tried out experimentally in one or two states to discover whether it were workable or not. Its advantages should be: First, more girls undoubtedly would be attracted to nursing; second, the need of more nurses to take care of patients could be met in two years; third, small hospital schools, many of which give excellent basic training to nurses, could carry the two-year course, leaving the third year to larger institutions; fourth, the system is one suited to a democracy in that no door is closed to anyone. Any nurse could move on, at her own pace and as her financial circumstances allowed, up the scale. ***No secondary class of attendants is created to whom all future doors are closed. . . .***"

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