

especially of the large schools, as the question at once arises, how will we ever secure the full complement of probationers necessary to make up our classes and do the work?

Well, if it comes to that, don't have them do the work; have them do the nursing, and make them responsible for the character of the work done under their supervision. But that we have small grounds to hope for so agreeable an innovation we have only to "hark back" to the early days of training-schools to hear the echo of the same cry, when the difference between the requirements for entrance to a training-school and the qualifications of the rather intelligent but illiterate hospital nurse was far more pronounced, to have our fears set at rest on that score.

While recognising the merits of the preliminary course in hospitals, in support of my ideas of an entrance standard, I am obliged to oppose it.

First, because few hospitals in their physical construction are capable of accommodating one-third their nursing staff on a purely academic basis, or financially able to furnish tuition, board, and laundry where "future expectations" are the only indemnity.

At varying periods a number of these people will be found unsuitable for the profession, though abundantly able to acquire the technique, and they go out by so much the debtors of the hospital, diverting its funds from legitimate channels, giving colour to the otherwise unjust criticism that nurses' education is purely charitable and consequently defective.

Second, in establishing courses in the few which have adequate facilities we are discriminating against the majority and bidding fair to defeat our own aims.

What are our aims? Ours has most emphatically been the improvement and advancement of the "body professional." If the preliminary course cannot be successfully introduced into all the training-schools, we might as well abandon our plans for a uniform curriculum, from the adoption of which we anticipated so much that would be of advantage to the nursing world.

Another is State Registration. What ghost of a chance will the graduate from the indigent training-school coming up before the State board for examination stand, when we are so fortunate as to obtain legislation?

I say nothing of the already overworked superintendent of nurses, who must plan and direct, or is at least responsible for, all this additional theoretical education since it is a part of the curriculum, who simply shifts the burden from one shoulder to the other and goes more serenely on sacrificing herself and resignedly breaking down at a much earlier stage of her career. The pity of it is its needless-

The hospital is the place *par excellence* to teach the art of nursing and to practise the science, but it is not the best place, or even a good place, to teach the concomitants.

If we are convinced of this, where is then the best place?

Ah! there's the rub.

There are a number of technical institutes throughout the land and schools galore where all and special branches are taught. We might think at first glance they were just the places we were in search of, but we have learned that they do not fill the long-felt want.

I have not looked into the matter very closely, but so far I have not been able to discover that any of them have in any appreciable degree arranged a course looking exclusively to this end, and I have yet to meet with the applicant who in preparation for the work has taken such a course.

Realising that the methods in these schools are pedagogies, or towards school honours rather than utility, and that the time consumed and the money expended are items of consideration to the expectant probationer, also that from ignorance of her special needs she would be unable to select the desired subjects and plan a course for herself, much less be able or allowed to dictate the method of procedure, even if she knew what she wanted, it becomes imperative that special schools for this preparatory work be established in or near all the great training-school centres, and that all who are criticising the product of the present methods—and their name is legion—or clamouring for better educated nurses, or a better system of nursing education, embrace the opportunity thus presented to put their shoulders to the wheel and do their part towards bringing about the desired result. This is purely an educational scheme and no one need feel the least hesitation in calling upon the public—who will be largely the recipient of its own benefactions—or philanthropists whose aims are "the greatest good to the greatest number," or owners of superfluous wealth seeking worthy objects on which to expend it, to give it financial backing.

It is all that is necessary to place it on the broadest basis, limited only by the personal deficiencies of the applicant. A well-paid corps of teachers and demonstrators will ensure good results, and while every subject purely medical or nursing will be excluded from the curriculum, "everything that a nurse should know," exclusive of those subjects, will be planned and arranged for by an efficient committee and the school supervised by one eminently fitted by long intimate acquaintance with the methods, limitations and defects of the present system, the needs, demands and aims of the future, to make it of the utmost utility.

Herein is the strongest argument in favour of the preliminary course in the hospital, that the whole

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