

The witness drew attention to the fact that under the Midwives' Act £1 ls. is defined as the maximum to be paid by a midwife for examination and registration, and that it seems probable that part of the expenses of the Administration of the Act will fall on the County Rate.

In regard to the suggestion that to enforce a course of three years' hospital training would be to restrict the output of nurses, Mrs. Fenwick gave the following summary of the periods at present adopted by General Hospitals in the United Kingdom of 100 beds or over :—

	Total number of hospitals.	Maintaining three years' standard or over.	Under the three years' standard.
London	17	16	1
Provinces	55	48	1 four years' training and service. 3 two or three years' cert. 3 two years' cert.
Wales	2	2	None.
Scotland	14	14	None.
Ireland	13	11	2 (four years' engagement)

The three years standard had been in force for years, and she confidently asserted there was no shortage of certificated nurses where the position was congenial and the remuneration adequate.

Lastly, she drew attention to the fact that the Bill specially provides that no injury shall be done to existing nurses, or to persons nursing the sick for hire who do not assume to be registered nurses.

MISS L. L. DOCK'S EVIDENCE.

Miss Dock first mentioned the figures of the last United States census to show the increase in training-schools and nurses from 1873, when the first three schools were established, to 1903, when 13,779 nurses were in training in 552 training-schools. After mentioning the details of what was regarded in America as a model training, as exemplified in the Johns Hopkins Hospital, she read various figures from the last report of the Bureau of Education, showing variations from the best model, and emphasising the need of a minimum standard. She then gave facts and figures from the latest American reports, showing that the effect of the laws recently passed was already proving most wholesome, and said :—

In New York State the administration of laws regulating the examination and registration of professions is placed in the hands of the Regents of the University of New York, and, before the individual can be examined, the school must be examined and registered as maintaining a satisfactory standard. Thus the Regents register universities and colleges, high schools, professional, technical, and other special schools, and administer all matters pertaining to degrees or licences, in co-operation with the representation of the profession in question.

As persons from all over the world come to New York State to work, it follows that educational institutions of many kinds all over the world are registered by the Regents as being of satisfactory standards. For example, among the different credentials submitted to the Regents in 1904 were credentials from twenty-nine foreign countries and from forty-three political divisions of the Union. The graduates of medical, law, dental, and veterinary schools, as well as teachers and State accountants, have long been subject to Regents' examination for licence to practise. Nurses' schools are now added to these, and as nurses from

the whole country and Canada come to New York, many will wish to take the title of Registered Nurse, and thus schools in every part of the country are feeling the influence of the New York law.

Up to May 1st, 1905, 145 nurse-training schools* and 1,200 individuals have been examined and passed; seventy-one applications of schools are pending, of which six are in Canada.

In Virginia, 400 nurses had been registered up to October 1st, 1904; no records have been forwarded to me since that date.

The experience of our State Boards so far seems to show that Registration takes effect slowly and without any sudden disturbance; that the details, though numerous, are not unmanageable, and the difficulties, which must inevitably arise, are not insurmountable.

On broad general principles the effect of the State Registration movement has been to stimulate training-schools almost universally and to directly elevate the standards of theoretical and practical teaching, in a way that has brought the realisation of a uniform minimum standard, in two years, nearer than voluntary efforts have brought it in the last ten.

One of the members of the New York Board reports that among 150 Superintendents of the schools in all parts of the country who were written to for statistical purposes, forty-six had made changes in their curriculum *because of the New York law*; twenty-six of these were in the State itself, twenty were in other States and in Canada, so it must be noted that the Canadian schools are also affected by our legislation. Among these 150 schools mentioned, three have discontinued private duty; six have added instruction in materia medica; seven have provided practical work in care of sick children, either by enlarging or co-operation; ten have added instruction in massage; thirteen have added obstetrics by co-operation with special hospitals; thirteen have extended from two to three years; sixteen have added preliminary instruction, either in their own buildings or in connection with special schools of technology; twenty-seven have increased their courses of instruction; thirty-one have added courses in cooking and domestic science.

Some of these Superintendents state that applications from probationers are fewer but of better quality. Others write that medical lecturers are giving much more attention to their subjects than formerly, and that their lectures are given with greater regularity. Also that pupils show a desire to do better work. The Regents of New York State are now receiving from training-schools many requests for a plan of work and study, and the Nurse Examining Board has been requested to prepare this.

Then, too, the Regents tell us that the requirements in cooking and domestic science for the nurses are promising to have a most wholesome and stimulating effect upon the high schools and technical schools for girls, so that the improved training of the nurse is not limited to her, but reacts beneficially upon the practical training of the school girl.

In answer to questions, Miss Dock said that the good effect of the laws was greater than they had ventured to hope in so short a time. They had hoped for it eventually. That they had not gotten all they wanted in any Bill, but she had never heard of Bills in the interest of educational reform where the promoters

* The whole number of schools in New York State is eighty-three nearly all New York schools are registered.

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