

been established in each of these technical schools on a different basis, which may be briefly outlined here. At the Drexel Institute the course of instruction covers a school year, during which time the pupil lives at her own expense, paying tuition of sixty dollars per year. At the close of that period she receives the certificate of the institute, and in applying for admission to the training-schools of Philadelphia is given preference above other candidates, and in some training-schools one half-year's credit in the full course. At the Pratt Institute, in Brooklyn, the conditions are somewhat similar, the length of course about the same, the subjects, methods, and expenses differing slightly. The course at the Toronto Technical School is of six months' duration, the student paying for tuition, board, and lodging. It, or its equivalent in instruction, is apparently made a requirement for admission to the Toronto General Training-School for Nurses. The preliminary course at Simmons College is offered to the students of two training-schools—those of the Massachusetts General Hospital and of the Children's. It consists of one term of four-months' duration, and during this period the students live in the hospital training-schools and are provided with board, lodging, and transportation to the college. They pay a tuition fee to the hospital.

This covers preliminary instruction in technical schools in so far as we have been able to get information.

To proceed with preliminary work as a part of the regular course within the training-school, one finds that tuition fees are required in seven schools out of twenty-four recorded, and the fee may be twenty-five, thirty, fifty, or 100 dollars for the course of study of apparently the same length and scope.

*Uniforms* are in some instances supplied by the hospital; in others the pupil supplies them herself in accordance with certain regulations; in other schools she wears no distinctive uniform.

*Text-books* are in some schools provided, and in others they are not.

Uniformity has been attained to a marked degree in the following essential points—viz., the *hours* of practical and theoretical work and the *subjects* selected for preparatory teaching. No matter whether the field for practical work has been the ward or the Nurses' Home, the hours for such duty have been almost unvaryingly set at six hours daily, while the theoretical instruction has averaged two to three hours. The subjects selected are practically the same in all schools.

*Practically* the students are taught the care of the household, the preparation of foods, the handling of drugs, the construction and uses of ordinary hospital apparatus and supplies and nursing appliances.

*Theoretically* they have instruction in such principles as underlie the practical application of

the above subjects, and in anatomy, physiology, and hygiene.

It will be seen at once that an important and far-reaching step towards uniformity has been made when subjects which have hitherto been so distributed that they have been found upon the curricula of some schools in the first year, upon others in the second, and upon still others in the third, are now brought finally into the first year, and into the first part of that year. It is remembered that a few years ago even so fundamental a subject as anatomy and physiology, concerning which one would suppose there could not be two opinions as to its place in the course of study, was found taught in several schools in the third year. The properties and uses or effects of drugs—also one of the subjects which is fundamental, and about which a student certainly needs to know before administering them to her patients, if ever she is to know them—came almost anywhere in the course of study. The teaching of the preparation and values of foods also came along in a haphazard sort of way in many of our schools (frequently within a few months of the time before the pupil graduated). I can remember seeing somewhere lecture schedules in which the junior year led off with instruction in the nursing of diseases of the eye and ear, and have heard of another in which obstetrics was one of the earliest subjects taught. When it is clearly acknowledged by thirty or more among our best schools that there are certain subjects which have an undisputed place in the scheme of instruction, in which it is absolutely necessary for the pupil to be prepared before she can either understand the subsequent processes of her work or perform them with benefit to herself or her patient, we have made a good stride towards obtaining that degree of uniformity which is so greatly desired for our schools. I am not a worshipper at the shrine of uniformity, nor a believer in any system which is directed solely towards averaging up the capacities and powers of human beings, but in our education of nurses we have gone so far in the other direction, have had and still have so many and such wide diversities of opinion and method, that it has not only been difficult to say what our common standards really are, but in certain matters the only conclusion we could logically reach was that we had no standards at all.

Where uniformity should be found is in the selection of subjects, allotment of time to each and method of teaching, and in suitable tests of the student's knowledge.

Now, so far as preparatory work is concerned, it is evident that there is much harmony of view as to the subjects which must be pursued. Such slight variations as are found take the form of a course in chemistry in some schools, of biology in another, of physical culture elsewhere, and, if I

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