

pressure of time and a diversity of seemingly urgent duties is one of the lessons which only experience teaches.)

If from the standpoint of those who have been making the experiment and are responsible for its results, the outcome of establishing preliminary instruction in training-schools is benefit to the pupil and benefit to the patient, and if this is so great as to fully justify any reasonable increase of expenses, there is no apparent reason why this step should not be urged upon all schools without delay. Pleased, however, as one may be with this interesting record, I cannot feel that we have yet passed the stage of experiment, and even though we may have fully and unreservedly accepted the idea, I hardly think we can be satisfied with its present development or outlook. Those who have approved of it, but felt that its introduction into the hospital training-school as a part of the course was too great a tax upon the capacity and resources of the institution, have urged its establishment in technical schools. In the regular courses of instruction offered in good technical schools there is much that covers the identical ground, which has been marked out for preparatory instruction, and one must admit that it saves the hospital training-school much trouble and some expense if this important matter can be satisfactorily handled by them.

The results of this method can only be obtained through the hospital training-schools into which the students pass on completion of the preparatory course in the technical. As no training-school has so far made this an absolute requirement, one may find in the same training-school pupils who have been so prepared and those who entered in the ordinary way. It should be easy to institute a comparison between a nurse at the end of a year of the usual hospital training, and the nurse who has had six months in the technical schools and six months in the hospital following. It is hardly possible to make a just estimate of the comparative merits of the two systems at a much earlier stage; and the observations should extend over a considerable period in order to make allowances for individual differences. The results of their work and its value as a means of preparation compared with that which may be given within the hospital training-school should be a matter of continuous and careful study and comparison.

The disadvantages so far recognised in this course in a technical school are that there is little opportunity to judge of the fitness of the candidate for the special requirements of the work of nursing, and a further probation is a necessity. The personality and certain other characteristics which count so greatly for or against a candidate and come out in the daily life of a student in residence under constant supervision cannot readily be discovered in a few hours of school work, especially when the instructors are not accustomed to look-

ing for them, unfamiliar as they are with the needs of hospital and nursing work. This necessity of having young pupils under personal care and observation during the preparatory period is evidently very keenly felt. It is referred to by almost everyone who has given either study or experiment to this subject, and the statement is repeatedly made that it is a disadvantage to a pupil not to have her where she is under the influences which will shape her directly for her further work. Everything which she is taught in a preparatory school has a bearing upon the next stage of her career, and she is better carried forward if those who are teaching her are familiar with the practical application of most, at least, of those principles in which she is being grounded. I think I am right in saying as the result of close observation of the tendencies in this important work that, while the hospital training-school lacks means and facilities for giving some of this instruction satisfactorily, the technical school is equally lacking in ability to handle in any way a very important part of it, and I am not sure that it would not be easier for the hospital to provide suitable instruction in the subjects taken over by the technical school than for the latter to bring itself into direct line with subsequent training-school work.

Economy is one of the shining virtues. Its value, its necessity, had never greater need of being taught—proclaimed, in fact, from the housetops—than in this country at the present moment. I recognise to the fullest degree its importance to the individual, to the institution, to the nation. It is the text of my most frequent sermons and the subject of unceasing anxiety, but in institutions I would not have it begin and end with the education of nurses. The lavish expenditure which we daily see in many of our great and some of our lesser hospitals for costly and elaborate buildings, for finishings, furnishings, and equipment of the most expensive kind possible to obtain, and often quite unnecessary, is not a salutary lesson nor calculated to bring forth the best efforts of those who in these same institutions are often struggling to obtain the services of a sorely-needed additional teacher or assistant, a few books for the training-school library, or certain appliances for teaching which would be recognised as essential features of any system of instruction anywhere else. Those hospitals in the stage of transition from the early system of paying an allowance of ten or twelve dollars per month, to what is called the non-payment system, will have no difficulty from the standpoint of expense in giving good preliminary instruction if the money released in this way can be applied for the benefit of the pupil in other ways. It seems altogether inconceivable that there should be any real difficulty in appropriating for suitable instruction for nurses what has been willingly paid them for personal uses. It should be very clearly

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