

status and salary in the way he had done, would not encourage the right type of woman to enter the Nursing Profession, or prevent those who were already in it from seeking other means of earning a livelihood.

MAUDE MACCALLUM,
Hon. Secretary.

NURSING AND NURSING EDUCATION IN THE UNITED STATES.

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Having declared their belief (1) (*Conclusion 3*) "That, for the care of persons suffering from serious and acute disease, the safety of the patient and the responsibility of the medical and nursing professions demand the maintenance of the standards of educational attainment now generally accepted by the best sentiment of both professions, and embodied in the legislation of the more progressive States; and that any attempt to lower these standards would be fraught with real danger to the public"; and (2) having recommended (*Conclusion 4*) the definition and licensure of a subsidiary grade of nursing service in the care of mild and chronic illness, the Rockefeller Committee state that their survey has led them to the conclusion that the good of the community demands the recruiting for public health nursing, hospital nursing, and the care of the acutely ill, of a larger number of young women of good natural capacity, and the provision for such women of a sound and effective education. They agree that so far as the trained nurse is concerned, whether she is to function in private duty, in public health, or in institutional service, it is clear that her basic professional education must be acquired in the hospital training school, and they have devoted a major part of the investigation to a somewhat detailed study of existing conditions and future possibilities in hospital training.

THE HOSPITAL TRAINING SCHOOL.

"The development of the hospital training school for nurses constitutes a unique chapter in the history of education. In almost all fields of professional life education has begun on a basis of apprentice training. The first law schools and the first medical schools were the outgrowth of the lawyer's and the physician's office. In nearly all other fields than that of nursing, however, even in such relatively new professions as journalism and business advertising, education has outgrown the apprentice stage, and leadership has passed into the hands of independent institutions, organised and endowed for a specifically educational purpose. The training of nurses, on the other hand, is still in the main actually, if not technically, directed by organisations created and maintained for the care of disease, rather than for professional education.

"The progress which has been accomplished in nursing education, under such anomalous conditions, is such as to reflect high credit under both

hospital administrators and the leaders of the nursing profession. The hospitals have in many instances been inspired by a broad and constructive vision of training school possibilities; while the devotion with which nursing directors have laboured for high standards, often against almost insuperable obstacles, calls for the warmest admiration. Yet the conflict of interests between a policy of hospital administration which properly aims to care for the sick at a minimum cost, and a policy of nursing education which, with equal propriety, aims to concentrate a maximum of rewarding training into a minimum time, is a real and vital one.

"The fact that a field so tempting as that of modern nursing, with its remarkable possibilities of service in public health, in institutional management, and in teaching, fails to attract students in the number, and of the quality we should desire, strongly suggests that there is some shortcoming in the established avenues of approach to the nursing profession."

The conditions revealed by a detailed study of typical hospital training schools by two types of investigators—one a practical expert in nursing education and the other an experienced educator from outside the nursing field—will, the Committee believes, prove highly enlightening to the student of this problem.

"The training of the nurse involves a certain basic knowledge of the fundamental chemical and biological sciences, theoretical instruction in the principles of nursing, and, above all, supervised practical training in actual nursing procedures. In all three phases of this work, Miss Goldmark's report reveals conspicuous successes, and equally conspicuous failures; and the remarkable thing is that successes and failures so often appear side by side in the same institution.

"Thus we may find in a training school with a good ward service that the fundamental science courses fail because of wholly inadequate laboratory equipment. In another school, the theoretical instructor may show a hopeless lack of teaching ability, or she may be so handicapped by other duties as to leave no proper time for the conduct of her classes. Lectures by physicians may be informative and inspiring in one department of a hospital; irregular in delivery, careless, and dull in content in another. Ward assignments are in many cases largely dictated by the need for hospital service rather than by the educational requirements of the students.

"The supervision of work in the wards was in certain instances notably inadequate. In only a few brilliantly exceptional cases was the ward work purposefully correlated with theoretical instruction. The lack of an intelligently planned progressive training was obvious in a large number of the hospitals studied, first year students often being found in positions of responsibility for which they were wholly unprepared; while seniors in another ward were repeating an educationally idle and profitless routine. Most striking of all was the factor of time wasted in procedures

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