Early traces of such co-operation appear in the efforts years ago to secure for student nurses some elementary instruction in the sciences, as a foundation for the later hospital training. The early "Preliminary Courses" were provided in institutions entirely unconnected with hospitals. But the first strong impetus in this direction came from an effort some years ago by a group of superintendents of nursing schools to prepare themselves for their educational responsibilities. Though they were all teaching or directly teaching, few of them had any preparation for such work, and they sought and obtained opportunities for the needed further study, in a well-known College for Teachers of a great university.

A few years later another great forward stride was made and a School of Nursing was established in an important State University, on the same basis as other professional schools, with the creation of a special degree for its graduates.

These mark the first stages of the new movement in the education of nurses, which has brought it within the realm of university activity and is awakening much general educational interest. It has opened up for nurses the wealth of intellectual opportunity long freely open to students of many other professions and occupations.

My discussion this evening has been centred upon one issue—the need for providing for the nursing of the future an educational foundation, of different character from that upon which nursing in the present is built. We lay that foundation when we ensure, as far as we are able, that those who follow us shall be women who can bring to the changing problems of the future a good measure of intellectual capacity, and that the schools in which they are trained shall be given freedom and resources to strengthen and develop such capacities. The need for intelligently educated nurses will not diminish in any future of which we can conceive, but there can be no final conception of the right education for them; this must be a steady evolutionary process.

No one of us knows what the future may hold. It is beyond any reckoning of ours. But living as we do in an era when scientific discovery is transforming the world, when "the elements are changing visibly before our eyes," we can hardly fail to see that nursing, so intimately bound up with the deepest necessities of human beings, must share the changes which affect them. The systems, methods and institutions we cherish to-day may fade and pass, but the developed mind and imagination of future nurses must be equal to the task of creating new ways, new ideas. I know but one foundation upon which the nursing of the future with all its inspiring possibilities can be safely built, and that is the educated minds and spirits of those whose work it will be.

Wednesday, July 10th.
GENERAL SESSION, 2 p.m.

UNIVERSITY SCHOOLS OF NURSING.

On Wednesday, September 10th, in the Forum at Montreal, at 2 p.m., Professor A. W. Goodrich, Dean of the School of Nursing, Yale University, Newhaven, United States, spoke on "University Schools of Nursing." She said in part:—

Retrospectively considered, nursing falls into three rather clearly defined periods, which in the cause of brevity I shall designate as the emotional, the technical and the creative, each successive period sublimating the intrinsic values of the preceding to produce a finer and fuller expression of this pre-eminently woman's part in the stupendous drama called life.

Fortunate it is that the history of nursing is not only already available through more than one historian, but that the subject now finds so universal a place in the curriculum as to avert the necessity of the usual historical setting—the first period so imaginatively intriguing with its crudities mellowed by age and its suffering transmitted into beauty through the pageantry of a colourful past. The second period with its long arid stretches of unremitting toil that boldly and persistently attacked at their base the sores of humanity and laid the foundation for the present dynamic programme—a vivid conception of both imperative to grasp in any measure the significance or implication of the development of the third, which I have ventured to designate as the creative period, and the key note of which is expressed in the title of this paper.

The processes through which nursing education may or will proceed in other countries it is not the part of this paper to portray. I can only venture to present, and that in merest outline, the educational trend in the United States of a profession which is at the moment a strategic branch of the ever-expanding health forces and an entirely consistent expression of emerging womanhood in a political state designated as a democracy and thereby committed to the application for the best ends of the people all available goods, a commitment which implies, for reasons too obvious to rehearse to an audience such as this, the fullest possible knowledge by women of the findings of science bearing upon nature and pre-eminently human nature.

Educational Opportunities.

However failing the United States may be in her interpretation of the demands imposed by a democratic state, she has not failed in opening the windows of educational opportunity to her children, nor have the children failed to respond.

The creation of state universities, implicit in which is the provision for the development of any individual to the highest capacity, the almost phenomenal increase in student enrolment, are indisputable evidence of educational opportunity, however open to criticism such generous provision and eager response may be.

If 1860 saw through the creation of St. Thomas's School, London, the establishment of the first educational programme of nursing, and 1873 the first schools of nursing in the United States, history ascribes the first attempt to establish the university relationship to the year 1893 when the Royal Infirmary, Glasgow, required of the students entering the School preliminary instruction in the sciences in St. Mungo's Medical College, under the usual University requirement of the payment of tuition fees, examination, etc.

Professor Goodrich stated that in the United States the connection appears to have been first achieved through the initiative of Miss McMillan, by the Presbyterian Hospital School of Nursing in Chicago with the Rush Medical College in 1903, while to Dr. Richard Olding Beard, professor of physiological chemistry in the University of Minnesota, the profession must always be indebted for the establishment in 1910 of the first School of Nursing on a recognised university basis.

Professor Goodrich then referred to the efforts of the early leaders in nursing education, pre-eminently Isabel Hampton Robb and Adelaide Nutting, through whose efforts James E. Russell, dean of the then recently opened Teachers' College of Columbia University, established some courses in hospital economics. These courses led in 1910 to an endowment by Mrs. Helen Hartly Jenkins, a Trustee of Teachers' College, which made possible the creation of a Department of Nursing and Health, the first provision for graduate courses of administrators and teachers of nursing and the various branches of Public Health Nursing in the world. Under the able leadership of Miss Adelaide Nutting the influence of this department has extended from continent to continent, strengthening the courses in nursing, and establishing connection with university

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