

cultural development, and as a result a much more efficient nurse graduated, to do honour to her school and to her profession. All this sounds formidable, particularly when the expense is considered. I submit, however, that investigation by those competent to express an opinion will show that many of these facilities can be secured at a relatively small cost. In some instances—a library, by the way—could be developed year by year, over an indefinite period of time. In fact, this is the usual method adopted in many institutions.

On the other hand, how are we going to instruct these young women if we do not provide the means? We go on, year after year, providing bigger and better schools wherein our public and secondary teachers are trained. These young men and women, the product of these splendid institutions, are so prepared that they may train the minds of our children, and prepare them for the realities of life. Are we not just as vitally interested in the health of our children and that of our friends? Is it not just as necessary to consider the proper education of those who minister to our physical infirmities as it is to stress the training of those to whom we commit the mental development of our citizens?

If we accept the argument in favour of such nursing schools, how should the cost of organisation and maintenance be met? So far, little thought has been given to this question because it is only the very few hospitals, speaking relatively, that have considered the maintenance of their school apart from the general expenditure upon the whole institution. What is the annual cost of a student nurse to the hospital? What is her nursing value to the hospital in terms of the graduate nurse? These are questions about which there is little or no information available, and one is led to believe that a great deal of the confused thinking about whether a school or a staff of graduate nurses is the more expensive for a hospital to maintain is due to the

absence of any real information on the subject. The Survey has endeavoured to answer these questions, and we suggest that careful consideration be given to the facts presented.

Should the hospital meet the total expense of maintaining the school? This is another question that has received very little attention because, up to the present, in most quarters, the undergraduate nurse has been looked upon more in the light of an apprentice who traded her work in the hospital for certain instruction which she was supposed to receive. The thought of it being primarily an educational problem has had little consideration by most people. That being the case, very few have looked upon the nursing school as a school in the generally accepted sense of the term. If, in the future, the nurse is to be educated along lines similar to those adopted by the public and secondary schools, subject to government supervision, is there any good reason why schools of nursing should not be treated by our governments in precisely the same manner as they treat other public educational institutions? Large sums of money are contributed annually by governments for the maintenance of public and high schools, normal schools, technical schools, and your Report believes and, we think, rightly so, that the properly organised and equipped school of nursing should be treated in exactly the same manner as our provincial schools.

The Report divides itself naturally into two divisions: the forepart has to do with the education and preparation of the nurse for her profession; the latter part deals with the various aspects of her professional life. We have spent considerable time discussing the first part, as we think it is of great importance. You are asking the public to change its present attitude toward our nursing schools. It may be your hope that the school of the future will occupy some place in the general educational development of the country. Time and