

learned, however, that wide deviation has been an all too frequent custom. Many probationers are accepted who have had a scant public school training, supplemented by instruction in a night school, business or correspondence school. Undergraduates are accepted whose scholastic attainments run all the way from this low standard to that of the graduate in Arts. It is obvious that when we accept such wide variety of mental training in the probationers entering our nursing schools, we must expect a variegated product to emerge in our graduating classes. Here, then, reconstruction should begin. It is not that a high standard should be insisted upon now, but rather that a fair standard be adopted, with a curriculum carefully worked out in conjunction with our secondary schools, so that the preliminary training will be that most suited to a young woman about to enter the nursing profession. Having done this, make it the absolute minimum, a minimum from which, as circumstances permit, you can raise your standard of matriculation until it is on a plane comparable with that of other professions. I think I am correct when I say that along such lines education in most Canadian provinces has developed.

When students leave our high schools they do so, either to enter commercial or industrial life, or to pursue their studies in one of our universities. These students can select one of many equally recognised colleges wherein the instruction compares favourably with the best in other countries. But when the potential nurse looks about to decide where she will proceed with her education, she finds a very wide difference in the standards of training maintained by the scores of nursing schools throughout Canada. The Report indicates that at the top of the list are many that compare favourably with the best anywhere. It also points out that we have a great number that are nursing schools in name only. There are hospitals in which a young woman some-

what blindly apprentices herself, and in return for doing all the work is given some doubtful medical and nursing instruction. At the end of three years she receives a diploma showing that she has complied with the educational requirements of her Alma Mater. The tragedy of this is that in my own province, until recently, over 95 per cent. of all these graduates, applying through examination for the seal of official approval, were accepted and permitted to write R.N. after their names. So we have the efficient, well-trained nurse competing, oftentimes at a serious disadvantage, with the very poorly educated one. The public has no way of judging the difference. They are all Registered Nurses. And so the inefficient bring discredit upon the whole profession. Here, then, is a defect that should receive careful remedial treatment. Some plan of uniform curriculum ought to be accepted by all schools. Minimum requirements, at least, should prevail throughout the various provinces respecting the size of the hospital, the average number of beds occupied, and the number and qualifications of the teaching staff, if a uniform standard of excellence in the graduates is to obtain. All these points are fully discussed in the Report. Many helpful suggestions are offered, based upon a careful analysis of the various kinds of hospitals and nursing schools in Canada.

The suggested minimum size of a hospital suitable for teaching purposes is seventy-five beds, with an average occupancy of fifty patients. Ample variety of clinical material is an essential. One might just as well try to instruct a medical student in the science and art of his profession with a few patients as to endeavour to teach nursing without an adequate number of occupied beds.

If the seventy-five bed hospital is accepted as the minimum for a nursing school, it is obvious that many hospitals now training nurses will be compelled to abandon the practice