

## The Introduction of Salaried Instruction in the Training-Schools.\*

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Phenomenal numerical increase would be a brief but comprehensive summary of the statistics concerning the schools of nursing issued by the Board of Education during the last twenty years. In 1882, sixteen schools; in 1892, forty-five; in 1902 (the last report published), 545 (this includes fifty schools of nursing connected with insane hospitals), the total number of other schools being 472, and an increase over the preceding year of 100.

Convincing as these statistics are of the need of the public for such schools, it is due not only to the public but to ourselves, in whose hands these schools have been placed, to give statistical evidence of a greater progress than mere growth in numbers represents. The compilation of such evidence was, we believe, the purpose of the schedules recently issued by the Committee on Education, and with which we are all undoubtedly familiar.

Valuable as each one of these schedules is, we question whether any could be of greater importance than the one which treats of the administrative and teaching staff, for we cannot fail to recognise that only when we have placed our hands on these records have we reached the heart of the matter. Not less inaccurate than is usual with statistics, and full of omissions as these papers are, they have, nevertheless, left on our minds a very clear conception of past progress, of existing conditions, and of results to be desired. As I fear the questions on this particular schedule (No. V.) may have slipped your memory, may I beg briefly to enumerate them? They are as follows:—

Title of chief administrative officer.

Staff of assistants in administration and instruction, and salaries.

Order of the introduction of paid instruction.

Especial preparation of instructors for their work.

Concerning gratuitous and non-gratuitous lectures, &c.

When we note that the title of "Superintendent," or in some cases "principal," of the school has almost altogether superseded that of "directress" in the larger institutions, and in the smaller schools the Superintendent of the school is also Superintendent of the hospital, and that in two-thirds of these institutions the head of the school is responsible to a committee of the Governing Board or to the Board directly, we cannot but feel it to be an indication of an increasing desire on the part of these boards to give their administrative officer the

freedom and power of authority, and the support and interest that can only be awakened by a personal knowledge concerning the work. But the value of these items is slight compared to those which directly concern the instruction of the pupils, and which, accurate or inaccurate, are of too much importance to be altogether omitted.

Twenty hospitals having over 100 beds report no assistants (for the sake of brevity we include under this term head nurses and resident instructors who are nurses), eighteen report one, and eighteen two. The largest number of assistants reported is twenty, one hospital only having that number. Of eighty-two hospitals having from fifty to 100 beds thirty-four report no assistants and twenty-four one, the largest number being five, three hospitals reporting that number. Of forty-seven schools connected with hospitals having from twenty-five to fifty beds twenty report no assistants; nine, one; two, three, the latter being the highest number. Fifty-seven schools of the first group report instructors in dietetics, all but four being salaried; and forty-one instructors in massage, all but five being salaried.

In seven schools the general instructors and lecturers are salaried. In schools of the second group, twenty-nine salaried instructors in dietetics, four non-salaried; three general instructors and lecturers salaried. In the last group, nine salaried instructors in dietetics, three in massage, and one in anatomy. In all but seven schools of the 244 the lectures are gratuitous.

Conversant as we are with the conditions and requirements of the modern hospital and school, the picture that confronts us is a very vivid and impressive one. In the small hospitals, with probably no resident staff, in some cases with one assistant, and more frequently none, every detail of arrangement, from the engaging of the servants to the admission of patients, and even the day and night responsibility of the very ill cases; in the larger institutions, with a corps of assistants not proportionately large, the arranging of classes and hours of recreation, the planning for the experience which is each pupil's due in a manner conducive to the smooth running of all departments, the keeping of the necessary records, and the heavy correspondence—days so full, whether in the large or small institutions, that they scarcely allow for the hour for instruction, rarely a moment for preparation. Yet scarcely a schedule fails to report lectures and class work. School after school has adopted the three-years' course, and in many preliminary instruction of some sort has been established. But is the class instruction that is dependent on one overworked woman, and lectures at such hours and on such subjects as very busy men can best arrange, likely to provide the theory that the pupils require to make their work intelligent?

Appreciative as we must be of the assistance so

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