

seem that a person with so many and such varied duties as is the Superintendent of a Training School should find herself without many limitations, but we find this is not the case. It is true, I think, that there are cases where the limitations rest largely with the woman herself, and we find that the young superintendent for the first time taking charge of a school finds herself more troubled with limitations than the woman who has been longer at the work. There are two reasons for this—first, the public does not trust us in our first efforts as it does after we have proven that we are successful; secondly, the same limitations do not trouble the woman of years of experience as they do the ambitious young superintendent with her first school. But limitations there are, shut our eyes upon them as we may. We know of schools where the superintendent has very little voice in the accepting or rejecting of applicants. Schools with boards, not one member of which has had a day's training, but who consider themselves quite equal to judging whether or not applicants shall be accepted or rejected; and these boards accept and reject pupils at their own will. These boards also attend largely to the disciplining of the nurses, for instance: the superintendent assigns some nurse a duty which is not pleasant to her, instead of performing it she puts on her hat and goes to a member of the committee who excuses her from the duty, and writes a polite little note to the superintendent requesting her to allow the nurse to do something more agreeable. The effect of this upon the discipline of the school can easily be seen. That just such schools do exist to-day is only too true. That they are growing less we are very happy to say, that they will soon be among the things of the past we sincerely hope. It is a pleasure to be able to say at the end of nearly a quarter of a century of work, as a Superintendent of Training Schools, and experience varied, and with many boards, that most committees have been to me a comfort, and true help. A thing many superintendents of schools are unable to say however. There are hospitals in which we find training schools where the superintendent of the school has no dealings with the committee at all. The hospital has a superintendent, who is also by name head of the school. He is a layman, a good business man usually, of course he has no knowledge of training schools, how should he have, nearly all his knowledge of hospitals he has gained in being superintendent of the one he now has charge of. Yet; this man interviews, accepts or rejects all applicants, and this often without consulting the superintendent of the school, and the superintendent of the school, a trained nurse, who is quite equal to governing the school, has no voice in matters of which she should have entire control. These schools, we are very thankful to say, are also

becoming less. Some schools, which were formerly governed in this way, recognizing the faultiness of the method, have changed, giving the school into the hands of the Superintendent of Nurses, and making her directly responsible to the committee, and the change has in all cases within my knowledge, proved beneficial to the advancement of the school. This seems to me a very reasonable change to make, and I hope that, in time, we shall see it in all hospitals. How can we expect an ordinary business man or woman to be a competent judge in Training School matters? If they can be and are, what is the use of taking all the time and trouble called training? And if untrained people are not capable of deciding the fitness of candidates for other professions, and of training them in those professions, why should they be chosen to do it in this? And yet men with very little knowledge of hospital work, and no knowledge of training schools, have told me what they used to have done in their training schools, and this, without mention of the superintendent of the school, and in some instances I have known her to be a very competent woman. Schools in hospitals governed like the above-named must fail to be what they ought, and would, under different circumstances, become. Because I happen to know a little something of hospitals, does it prove that I could successfully manage a hotel? Why then should men and women untrained in this special profession be so thoroughly capable of governing training schools? Do we find a man unlearned in all matters pertaining to navigation directing the trained sea captain how to best take his steamer across the ocean? Do we see railroad companies placing untrained men in charge of their trained engineers to insure safe passage for the thousands who travel by rail? And down in our schoolrooms do we find men and women, who know nothing of the present methods of teaching, giving instruction to the teachers of the best methods of instructing the young? Most assuredly not. Then why must good women, who have spent years in being trained, and who thoroughly know their work, be so hedged in by limitations that the work suffers as a result? Those questions we find ourselves unable to answer.

#### HOW CAN THESE LIMITATIONS BE OVERCOME?

This is not an easy question to answer, but that time, with a better educated public will remove some I fully believe. That Superintendents of training schools will themselves remove many, I am very sure. First of all, no trying place should have a weak woman at its head, strong characters should be found for difficult work, and these women must be a law

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