

hand is taught to do, the eye to see, and the ear to hear. We used to hear much of the qualities of the natural physician, the natural musician, the born artist, and the born nurse. Unquestionably many people have a special aptitude for special employments, but no one can make aptitude a substitute for mental training. A natural qualification of the eye and of the hand, and of every sense, is most desirable in any calling, but an acquired qualification of the mind is equally essential, because it renders possible a proper co-ordination of every faculty.

In the admirable little book of Professor Allbutt, he utters words in reference to medical education which may with equal force be applied to all education. He says: "In the minds of academical teachers the notion still survives that the theoretical or university form and the practical or technical form of a profession, or, rather, calling, may not only be regarded separately and taught in some distinction—which may be true—but in independence of each other; nay, that the intrusion of a technical quality by materialising tends to degrade the purity or liberality of the theoretical; that, indeed, if he have not to get his daily bread, the high-minded student may do well to let the shop severely alone. Thus the university is prone to make of education thought without hands; the technical school, hands without thought; each fighting shy of the other. But if in a liberal training the sciences must be taught whereby the crafts are interpreted, economised, and developed, no less do the crafts by finding ever new problems and tests of science inseminate and inform them, as in our day physics have been informed and fertilised by the fine craft of such men as Helmholtz, Cornu, and Stokes; or biology by that of Darwin, Virchow, Pasteur, and Lister." He says further: "There exists, no doubt, the opposite danger of reducing education to the narrow ideas and stationary habits of the mere artisan. By stereotyped methods, the shop-master who does not see beyond his nose may cramp the prentice; and the prentice becomes shop-master in turn. If in the feudal times, and times like them in this respect, manual craft was despised and the whole reason of man was driven into the attenuated spray of abstract ingenuity, in other times or parts of society a heavy plod of manual habit had so thickened 'the nimble spirits in the arteries,' that man was little better than a beaver; on the one side matter, gross and blockish; on the other, speculation, vacuous of all touch of nature. We need, sorely the elevation, the breadth, the

disinterestedness, the imagination, which universities create and maintain; but in universities we need bridges in every parish between the provinces of craft and thought. Our purpose must be to obtain the blend of craft and thought which on the one hand delivers us from a creeping empiricism, on the other from exorbitant ratiocinations."

There still exists a survival of archaic ideas in regard to nursing. Nursing the sick in this country at least owed its origin to the humane impulses which lead the well to care for the sick. In country places or pioneer life the duty of sitting up with the sick at night had always been regarded a sacred one, and friends and neighbours had ever been prompt to respond to the call. When the immediate family became worn out by the care of a case of prolonged illness, the same persons responded to the summons by night and by day, even to the neglect of their own daily avocations. The mother also at all times was the natural nurse of the family. As she did not engage in the exhausting toil of the field or of the farm, she was often able to combine the care of the sick with her household duties. Hence, as was natural, the early theory of nursing contemplated that an individual should perfect herself in the work by practice, and there was little thought of the need of any higher education. For this reason, when training schools were established the period of training was comparatively brief. The first training schools, in fact, had periods of training of less than a year, and even then the instruction afforded was primitive and meagre. With the advent, however, of antiseptic surgery, due to a knowledge of the germ theory of disease, the discoveries of bacteriology, and the advances in the field of preventive medicine, it became apparent to all that nursing could no longer continue to be a handicraft and a merely practical service. It was essential that the nurse should understand the principles which were enlightening her work; that she should know why certain procedures had been adopted, and why they were absolutely essential. The rule of thumb could no longer be practised in nursing. The nurse must become a thinking, reasoning person, able not only to follow precedent, but fully equipped to reason from established principles and resourceful to meet emergencies. This necessitated an extension of the period of study, a systematic course of instruction, and a greater complexity and thoroughness of training. The period of study, which had been less than one year, grew to two years, and finally in the best training schools it has been extended to three years. It also

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