

This brings us to the contention that it is impossible for us to have taught, in the ordinary schools, such practical applied anatomy, physiology and hygiene as are needful for the education of nurses. These subjects are *very vast*, and at the best we can only hope to take from each the knowledge required to meet the demands of our own profession; even that means a great deal. But there is something more that will inevitably be lost, to some extent, if we hand over the teaching of these kindred sciences to another profession and that is the standpoint now adopted towards these sciences by the nurses, an extraordinarily subtle but none the less important thing. The human body is really a sort of lyre of Apollo, and it is from this point of view that we should face it when we seek, through the art of nursing, to bring all its parts into tune, into harmony. Taught by some other profession, this standpoint would alter considerably, and it is to this largely that we refer when we say that the subjects under discussion would not be taught as *applied* anatomy and physiology; rather they would be approached in a purely intellectualistic although entirely scientific way. And so the nurses would establish between themselves and these sciences quite different relationships and feelings to those which grow out of their own profession and the teaching given in that profession. This is not said in any spirit of disparagement. One may take a photograph, from every point of the compass, of, say, a tree, and every photograph will be different but it will still be the same tree; when the artist comes to choose which photograph he will make use of for the creation he has in view, he will choose the one which suits his purpose. So in the line of approach to, and the impressions gathered from a study of anatomy and physiology by two or more people, the results gathered by each may be considerably different, yet all may be perfectly correct; the aspects from which the knowledge is taken and absorbed will be in accordance with the respective requirements of their professions. We consider, therefore, that it would be a sad day for nursing if anatomy and physiology came to be taught by others than those whose life work lies in the healing of disease; indeed we question whether the same "artistic" feeling with (*i.e.* sympathy with) the human body would maintain its hold on the nurses if taught by those who have not

behind their teaching a great knowledge, not merely of anatomical and physiological facts as they *should be*, but also of anatomical and physiological facts *as*, sadly enough, they all too often *are*, if their teachers were not those whose business in life it is to tune up the notes of the human lyres so that it may respond harmoniously to the will of its owner. These differences in the way of approach to a subject are extremely subtle, but none the less important when they bear relationships to an art such as nursing; we might elaborate arguments to an unlimited

extent, but must content ourselves by asking our Members to be alive to any danger signals and to be jealous in safeguarding for the profession a great principle, a great privilege and a great responsibility, a responsibility which we owe, not to ourselves, but to the future—the right *and the proper qualification* (for that is what it amounts to in fact) to teach and to examine (strictly within the operations of a one portal system to the State Register) *sciences* which at all times go hand in hand with the *art* of nursing. It would be nothing short of tragedy were such sciences divorced to any extent whatever from our ordinary curriculum of *nursing* education; they would be if taught by members of another profession, however learned. Strongly as people may repudiate any desire to break up the one portal system, this is not to the point, for they *cannot* be responsible for those who will carry their ideas still further, nor can they calculate with the law of inertia. Once a ball is set rolling, be the impetus ever so slight, there is no saying where it will land. "What I have I hold" is a better attitude than drifting, slowly or otherwise, we know not whither and, from the start, we should combat all efforts at handing over our educational privileges to others, to the prejudice of the self-determination, individuality and prestige of our own profession.



H.R.H. PRINCESS ARTHUR OF GONNAUGHT, S.R.N.  
Setting out for University College Hospital to perform nursing duties.

#### THE BIRTHDAY PARTY AND SALE OF WORK.

Just as we go to press the Birthday Party and the Sale of Work have taken place. It was a very gay gathering and perhaps, by having the Sale of Work on the same day, we added to the festive feelings of those present.

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ISABEL MACDONALD,  
Secretary to the Corporation.

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