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**Editorial.**

**THE EFFECTS OF EDUCATION.**

Sir Richard C. Jebb, M.P., who presided over the Educational Science Section at the meeting of the British Association at Cape Town last week, in his address on "University Education and National Life," said: "It belongs to the spirit of University teaching that it should nourish and sustain ideals, and a University can do nothing better for its sons than that; a vision of the ideal can guard monotony of work from becoming monotony of life. But there is yet another element of University training which must not be left out of account; it is, indeed, among the most vital of all. I mean that informal education which young men give to each other. Many of us probably in looking back on our undergraduate days could say that the society of our contemporaries was not the least powerful of the educational influences which we experienced. The social life of the colleges at Oxford and Cambridge is a most essential part of the training received there.

"The highest education, when it bears its proper fruit, gives not knowledge only but mental culture. A man may be learned and yet deficient in culture; that fact is implied by the word 'pedantry.' 'Culture,' said Huxley, 'certainly means something quite different from learning or technical skill. It implies the possession of an ideal and the habit of critically estimating the value of things by a theoretic standard.'

"Education consists in organising the resources of the human being; it seeks to give him powers which shall fit him for his social and physical world. One mark of an uneducated person is that he is embarrassed by any situation to which he is not accustomed. The educated person is able to deal with circumstances in which he has never been placed before; he is so, because he has acquired general conceptions; his imagination, his judgment, his powers of intelligent sympathy

have been developed. The mental culture which includes such attributes is of inestimable value in the practical work of life, and especially in work of a pioneer kind. It is precisely in a country which presents new problems, where novel difficulties of all sorts have to be faced, where social and political questions assume complex forms for which experience furnishes no exact parallels, it is precisely there that the largest and best gifts which the higher education can confer are most urgently demanded."

Do not we in the nursing profession realise the truth of these remarks? The details of our work are monotonous; if we have no ideals they are bound to become irksome. But, given ideals, nursing is probably the most interesting and happiest life that a woman can adopt.

Again, do we not know, as Miss Isla Stewart, Matron of St. Bartholomew's Hospital, frequently insists, that a probationer's education consists not only in the instruction and discipline which she receives from her teachers, but also in the intercourse with her contemporaries in the Nurses' Home? The life of a probationer in a large hospital, in fact, approximates to the collegiate life, and those who pass through it are the gainers of something more than technical skill and knowledge.

Lastly, the liberal education, which cultivates the imagination, and enables the educated person to deal with circumstances in which he has never been placed before, is specially essential in a nurse, who has constantly to cope with sudden emergencies and unfamiliar problems. And if this is essential in the rank and file of nurses, more especially is it necessary in those who are placed at the head of schools of nursing, who have to direct the education of others and to take their share in the consideration of questions affecting the nursing profession as a whole. We had never greater need than at the present time—when the duty has fallen upon us of indicating the lines upon which we consider it desirable for our profession to be organised, as well as governed, in the future—of

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