

Handed round also was a very interesting sample of dried mint, from a consignment which was found to contain 40 per cent. of leaves foreign to genuine mint; these foreign leaves mostly had the characteristics of the *ailanthus* leaf. This consignment was re-exported.

It is impossible in a short article to do justice to the multifarious activities of the Port of London Sanitary Authority to safeguard the health of the community, and the following, quoted from the Annual Report of the Medical Officer of Health, is truly the case:

"The men who have thus made more and better food available for the people of this country have played a more prominent part in the improvement of the public health than is generally recognised. We hear a great deal of what has been achieved by sanitation, improved housing, tuberculosis schemes, the medical inspection of school children, maternity and child welfare work and the National Health Insurance Act, but unless the people are properly fed all this is as the sounding brass and the tinkling cymbal. The two things of primary importance to life are good food and good water, a fact which is such a commonplace that we are apt to forget it in our enthusiasm for social improvements in other directions. We should take care not to divert into other channels money which ought to be spent on food, and I think we should endeavour to keep constantly before the public the fact that at all ages adequate nutrition is the first essential to health, and to educate the public in the choice and preparation of food according to their means. Being well fed does not merely mean that hunger is appeased or that the palate is pleasurably tickled, but that the needs of the body are fully supplied. The efficiency of a diet is therefore not to be measured by either the sense of repletion of the stomach or depletion of the pocket which it engenders."

The British College of Nurses is greatly indebted to the Authority, Dr. Charles White and the staff for the extraordinary skill with which our tour of the Port of London was conducted, which rendered such valuable and varied instruction deeply interesting.

The members of the Administration Class expressed, with acclamation, their appreciation and gratitude for the great courtesy and kindness extended to them on this most enjoyable afternoon.

Alice Stewart Bryson.

The Domiciliary Nursing Services Bill which, it will be remembered was introduced into the House of Commons on July 10th of this year by Sir Gerald Hurst, is to be brought in again, we understand, in a redrafted form. The purpose of the Bill is "to enable local and county authorities to provide for domiciliary nursing services" for the sick inhabitants of their districts. In its present form the scope of the Bill is not limited to State Registered Nurses and we hope that it will be amended in this respect. Nurses whose salaries are paid out of public funds should conform to the requirements defined in the Nurses' Registration Act.

The Public Assistance Committee of the Essex County Council has adopted a scheme to establish in its institutions a type of attendant to deal exclusively with chronic cases. It is proposed that "Assistant nurses" shall have a two years' course of training and be paid £30 the first year and £35 the second. They are to be trained by a Sister Tutor, and after passing an examination, and agreeing to remain in the service of the Council for at least a year they are to be awarded special certificates and appointed to pensionable posts. The scheme has been submitted to the Ministry of Health, and the Ministry has stated that the question of a certificate will not be subject to its approval but to that of the General Nursing Council for England and Wales.

PRINCIPLES AND IDEALS IN EDUCATION.

THEIR APPLICATION TO NURSING EDUCATION.*

By Sœur Pierre, University of Louvain.

Before commencing to discuss the question of principles in education, it may perhaps be well to recall to mind the meaning of the word.

Education may be defined as the art of training and developing man in all his aspects, or, more fully, as the combination of all systematic efforts by which it is sought to lead human nature to the development and perfection of all its qualities.

Education aims at an ideal, and this ideal, in turn, necessarily depends on the conception of man and his ultimate purpose.

The different points of view held by thinkers in regard to human destiny naturally influence the aim they ascribe to education. The principal theories generally put forward in this connection are as follows:—

Naturalism.—This school considers the human being merely from the biological point of view. It does not regard man as a whole, and does not go deeper than the physical body. Education conceived in this manner, therefore, is nothing more than adaptation. Life depends on the circumstances of time and place. In the words of De Hovre: "Education in this sense can be prescribed for other people's offspring; for one's own children, the parental heart is allowed to speak."

Intellectualism.—Man is a thinking machine, and science is the sum total of life. But, as De Hovre points out in his "Essay on Pedagogic Philosophy," facts go to prove that science is unable to tell us the purpose of life, and is still less able to constitute this purpose. Science may fill up a part of our existence, but compared to the whole it remains simply a means, and not an end.

Socialism regards man as a social being (De Hovre). Society is the great reality; it alone has life, phenomena and laws. Individual man is merely an abstract idea. Man, it is true, is a social being, but he is more than that: he is a human personality, having an independent life, laws and destiny. The unfolding of the human personality is the aim of education; society, though indispensable, is only a means to an end.

Individualism considers the individual as the essential factor, the centre of all life. This theory is, however, mistaken, because it detaches the individual from his social surroundings. The individual and society are interdependent: the former lives by and for the latter, but society also lives no less by and for its components. Consequently, education should be both individual, not individualist, and social, not socialist.

Nationalism and positivism lay down the priority of the nation and the state over the individual. According to these theories, the nation and the state should dominate every individual existence, and everything must be subordinate to them. Education, therefore, should aim at the training of citizens, and the enhancing of its own force and greatness. Education is a concern of the state; its object is the state, which must manage it.

This principle is wrong. The state is neither God nor a personality; it must therefore acknowledge a superior power, because reason and conscience rank higher than the state. They are the very corner-stone of the state itself.

These different theories involve no precise and complete ideal of education. This, according to Foerster, should take account of all the demands of life, of all the moral and intellectual qualities according to their worth, and

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