

## A GLANCE THROUGH THE REVIEWS

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**The Philosophy of the Preliminary School**, by Janet Gumbrell. *The New Zealand Nursing Journal*, Wellington, 1963

Nursing education as a whole endeavours to mould characteristics of skill, enthusiasm and love of mankind into a nurse who is able to care for her patient in every sense of the word. The total sum of nursing education will not balance if the qualities of enthusiasm, sensitivity and reliability are not laid down in the early stages of a nurse's training.

The Preliminary School has a programme of educational objectives, a body of subject matter, a list of learning experiences, and a method of evaluation at the end of the course to determine whether or not the student has acquired the objectives placed before her during twelve weeks in the school. Preliminary School must do more for the student than achieve this programme. It is during the initial period when enthusiasm tends to be ephemeral that her vision of her career must be broadened beyond the glamorous uniform and high ideals that she has, and led quietly to a safer level where her interest and enthusiasm can be made more substantial. The school then, must aim for her students to emerge at the end of the course with sufficient qualifications to make them safe in the wards as well as with an earnest impression of the patient as an individual. During this training period the student must be encouraged to develop the qualities of responsible womanhood which are basic in the practice of nursing; for instance, the qualities of dependency and cleanliness both in her own hygiene and in her work. This basic education also affords the student the opportunity to recognize her function and obligations as a nurse and as a citizen in the community.

A high academic standard is not the ultimate aim of the Preliminary School. Rather the aim is to give the nurse firm foundations on which she may base her future experiences. These foundations must include basic nursing care which must be administered to the patient with safe skill and the earnest desire to improve that skill with practice in her daily work along with the desire to increase her knowledge.

The limit of study in the school should include only basic nursing care and the study of the normal pattern of human life. Detail should be avoided, but rather the basic sciences and skills so explained that future experiences may be related to the earlier knowledge with ease. The student must be given direction in the skill of how to study independently and how to plan her work. To do this successfully, the student must have time available to her throughout the day with which she can plan, study and experiment for herself. Every endeavour must be made to encourage the student to reason for herself and to apply her knowledge

to practical situations. Teaching in the Preliminary School is definitely the art of helping the student to help herself.

Nursing has its roots in fundamental human needs. It is these needs which must be clarified for the Preliminary Nurse, together with the visible practical application of these needs so that future knowledge may rest on sure ground and so give the nurse a greater understanding of her role in the community as a nurse.

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**Croix-Rouge et protection de la nature**, by Eric Descœudres *L'Essor*, Geneva, 1964.

In his book, *Red Cross Principles*, Jean S. Pictet writing in the first place about the principle of humanity, goes further in his definition: "The Red Cross has limited its field of action to the human being; it does not undertake the protection of his belongings, or monuments and other works of art and civilization; nor is it concerned with the protection of animals."<sup>1</sup>

This defines an indisputable state of affairs. No one has certainly ever considered or thought of asking the Red Cross to take the place of organizations whose task it is to protect nature or to preserve historic monuments and works of art.

However . . .

At the Centenary Exhibition in Geneva in 1963 one could see in the "Junior Red Cross" Section, below an enlarged photograph showing young people planting rice somewhere in Asia, the words: *Juniors preserve nature and till the soil*.

At least the Junior Red Cross knows something of the protection of nature . . .

Whilst it is true to say that the Red Cross has only concerned itself until now with human beings, this does not mean to say that it will not eventually be called upon to extend its activity still further. This has in fact already been considerably enlarged during the first hundred years in the life of the International Red Cross . . .

. . . The day may perhaps come when respect for life in its humblest forms and the protection of nature may figure amongst the principles of the Red Cross. This would be desirable, but for this to happen one should now be thinking along such lines.

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<sup>1</sup> Note 2, p. 22.