

therapeutic services. These could, depending on local circumstances, also be used for other branches of medicine. First and foremost it is important not to be content with providing aged people with a type of medicine which might be considered inadequate for children and adults. Such an attitude would deprive the hospital of a dynamic character and would jeopardize the quality of care and also of staff recruitment. The geriatrics hospital should give an example of what can be achieved by active and polyvalent therapy applied to the elderly. The traditional distinction between physical and psychiatric illness can hardly be justified in geriatrics. We know that an aged patient may often be suffering from several illnesses, particularly mental afflictions associated with physical ailments. This type of hospital must therefore have a global approach to the elderly patient and his surroundings.

**University Education for Nurses, *The New Zealand Nursing Journal*,
October, 1969.**

. . . University education for nurses is relatively new in Australia and as yet totally integrated programmes have not been established. But as interest grows and enrolments increase and more nurses are prepared to teach in university programmes no doubt new patterns will be tried. Regardless of the general plan to the university programme in nursing, there must be a balance between the arts (those courses that help us to understand man and his works) and the biological sciences on which medical care is based. The former correct "the eye of the mind" and awaken our sense of values and the latter give us the knowledge to improve our techniques. Then, of course, all programmes in nursing must have guided experience in hospital wards and community health centres. Much in the development of university education for nurses depends on the realisation by young people and practising nurses of the importance of higher education to themselves as people, as well as the advancement of the nursing profession for the welfare of others.
