

Een van die doelstellings van 'n professionele tydskrif is om bespreking en selfs argumente oor beroepsvraagstukke te stimuleer. Dit is noodsaaklik vir die ontplooiing van die wetenskap en vir professionele ontwikkeling van die beroepspraktisyns.

Om hierdie rede is besluit om 'n briewerubriek in *Curationis* te begin. Lesers wat nie met die menings of bevindings van skrywers saamstem nie of wat verdere aspekte ter ondersteuning wil byvoeg word genooi om daaroor te skryf. Enigeen kan ook kontroversiële vraagstukke in verpleegpraktyk deur middel van die briewekolom aanraak.

In haar openingsrede by die Maart vergadering van die SA Raad op Verpleging het mej C I Röscher, President van die Raad, gewaarsku dat die nuwe verpleegkursus nie ingestel moet word voordat al die nodige voorbereidings getref is nie. Kurrikulumhervorming moet met die nuwe vierjaar kursus saamgaan, het sy gesê. Hiervoor is dit noodsaaklik dat prioriteite bepaal moet word, feite noukeurig geïdentifiseer word en die wyse waarop die veranderinge teweeggebring moet word krities geëvalueer word.

In die artikel *Kurrikulering vir die Omvattende Generiese Verpleegkundeprogram* toon die skrywer hoe hierdie kurrikulumhervorming aangepak kan word. Dit is 'n uitstekende riglyn vir dosente en ander betrokke by die implementering van die vernuwing.

Met die nuwe klem op plaaslike kurrikulumontwikkeling en die uitfasering van nasionale eksamens word daar meer as ooit geleentheid gegee vir aanpassing van die verpleegkurrikulum by die behoeftes van die studente, die gesondheidsdienste en die gemeenskap wat die verpleegskool bedien. Dit is waarskynlik een van die opwindendste uitdagings van die vernuwings in die verpleegonderwysstelsel en die rede waarom deeglike en wetenskaplik gefundeerde situasie-analises so noodsaaklik is.

Ook op die gebied van verpleegonderwys is die artikel *Nursing Education as Adult Education* baie stimulerend. Die skrywer neem standpunt in teen die beskouing van sommige verpleegopvoeders dat basiese verpleegonderwys deel van pedagogie is. Volgens haar moet verpleegstudente as volwasse leerders beskou

One of the objects of a professional journal is to stimulate discussion and even arguments about professional issues. This is essential for the evolution of the science and for the professional development of the practitioners. For this reason it has been decided to start a letter column in *Curationis*. Readers who do not agree with the findings or opinions of the authors or who would like to add aspects in support are invited to write. Anyone is also welcome to open discussion on controversial issues in nursing practice through the letter column.

In her opening address at the March meeting of the SA Nursing Council Miss C I Röscher, President of the Council, warned that the new nursing course must not be introduced before the scene is properly set. Curriculum renewal must be associated with the new four year course, she said. For this priorities must be determined, facts carefully identified and the way changes are to be effected critically evaluated.

In the article *Kurrikulering vir die Omvattende Generiese Verpleegkundeprogram* the author shows how this curriculum renewal can be approached. It is an excellent guideline for tutors and others involved in implementing the changes.

With the new emphasis on local curriculum development and the phasing out of national examinations more opportunity than ever is provided for adapting the nursing curriculum to the needs of the students, the health services and the community served by the nursing school. It is probably one of the most exciting challenges of the renewals in the system of nursing education and the reason why thorough and scientifically sound situational analyses are so essential.

Also in the field of nursing education the article *Nursing Education as Adult Education* is very stimulating. The author argues against the view of some nurse educators that basic nursing education is part of pedagogies. According to her nursing students must be seen as adult learners and the andragogic approach

word en 'n androgogiese benadering gevolg word. Sodoende sal praktisyns gevorm word wat verantwoordelikheid vir lewenslange selfgerigte leer aanvaar.

In die artikel *Information is Power* word 'n futuristiese beskouing van die gebruik van rekenaars in verpleging gegee wat 'n mens tot nadenke stem. Rekenaars word al hoe meer 'n deel van die lewe en behoort ook deur verpleegkundiges benut te word. Dit sal egter van verpleegkundes met gespesialiseerde kennis oor rekenaars afhang of hulle tot die grootste voordeel van pasiënte aangewend word en nie verder tot die despersonalisasie van pasiëntsorg weens tegnologiese ontwikkeling bydra nie.

In die artikel *Lets help the breastfeeding revival* is daar standpunte wat sommige verpleegkundiges en vroedvroue moontlik sal bevraagteken. Byvoorbeeld dat geen water of byvoedings aan die pasgeborene gegee behoort te word nie en dat dit normaal is vir die borsgevoede baba om elke 2-3 uur of selfs meer dikwels te wil voed. Indien hierdie standpunte egter na die natuur teruggevoer word — die diereryk of nie-Westerse kulture — kan hulle nie summier verwerp word nie. Die wetenskap vind vandag gereeld bykomende redes waarom die meer *natuurlike* vir die mens voordeliger is as moderne praktyke.

followed. In this way future practitioners will accept the responsibility of life-long self-directed learning.

In the article *Information is Power* a thought-provoking futuristic view of the use of computers in nursing is provided. Computers are playing an ever-increasing role in our lives and should also be utilised by nurses. It will however depend on nurses with specialised knowledge of computers to ensure that they are used to the maximum advantage of patients and not contribute further to the de-personalisation of patient care as a result of technological advancement.

The article *Lets help the breastfeeding revival* contains opinions which some nurses and midwives may question. For example that no water or supplementary feeds should be given to newborns and that it is natural for a breastfed baby also to be hungry every 2-3 hours or even more often. Should these opinions however be compared to nature — the animal kingdom or non-Western cultures — they cannot be rejected summarily. Science today is regularly finding new reasons why the more *natural* is more beneficial to man than modern practices.