tionally characterized by a low mean energy intake (6988 kJ), being non-smokers, lean and very active physically. In these respects, some will collect an African study of 1925, on the Masai in Kenya—a pastoral population with a high intake of fat, which supplied 40%–45% energy.19 However, as noted subsequently, they have a low occurrence of atherosclerotic lesions, attributed in large measure to their low energy intake and their high level of activity. In South Africa, two generations ago, in urban Africans in Johannesburg, the low extent of atherosclerosis lesions in the aorta of elderly Africans resembled those of young White adults20 and they had a relatively low mean serum cholesterol level (4.5 mmol/L).21 At that time, coronary heart disease (CHD) still had a low occurrence,20 which continued to be so until quite recently.22 This relative rarity of CHD in town-dwellers is puzzling. However, the disease was very uncommon in African Americans as late as the 1970s.23 Also, in London during the same period, Caribbean Africans had a tenth of the heart attack rate compared to the White population.24 Currently, in the USA, such has been the increase that the mortality rate of African American women from CHD exceeds that of White American women.25

REFERENCES
tions of values formed a negligible portion. Little or nothing was being done to help nurses to reason critically on whether their attitudes and actions were ethically sound. Ms Collins points out that nurses are involved with and intervene in the lives of those under their care, often when these patients are at their most vulnerable. Since nursing is a caring profession and has, from its origins, been promoted as a moral endeavour, it is imperative that positive values and the means for conforming to them be taught in the nursing curriculum.

While working for her Master’s degree, Ms Collins analysed the contents of the nursing curriculum and found that the inculcation of values formed a negligible portion. Little or nothing was being done to help nurses to reason critically on whether their attitudes and actions were ethically sound. Ms Collins points out that nurses are involved with and intervene in the lives of those under their care, often when these patients are at their most vulnerable. Since nursing is a caring profession and has, from its origins, been promoted as a moral endeavour, it is imperative that positive values and the means for conforming to them be taught in a formal, well-planned manner.

Her study is aimed, in part, at developing teaching modules on