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PROGRAMME
OF
SUMMER SCHOOL



LEAGUE OF RED CROSS SOCIETIES
2, Avenue Velasquez
PARIS

LEAGUE OF RED CROSS SOCIETIES

SUMMER SCHOOL
FOR
PAST STUDENTS
OF THE
INTERNATIONAL COURSES

held at

BEDFORD COLLEGE

University of London

in conjunction with

THE COLLEGE OF NURSING

London

JULY 16th TO AUGUST 4th, 1928

PROGRAMME OF SUMMER SCHOOL

EDUCATION COMMITTEE

- Miss M. J. Tuke, Med. and Mod. Lang. Tripos, Cantab., M. A.,
Dublin, Principal of Bedford College, *Chairman*.
Miss Olive Baggallay, S. R. N., Bedford College.
J. A. H. Brincker, B. A., M. B., D. P. H., Cantab., Lecturer in
Hygiene.
Mrs. Cecil Carter, A. R. R. C., S. R. N., Chief, Nursing Division,
League of Red Cross Societies.
Miss Cowlin, A. R. R. C., S. R. N., College of Nursing.
Miss R. E. Darbyshire, R. R. C., Matron, University College
Hospital, Education Committee, College of Nursing.
Miss Nan Dorsey, R. N., Superintendent, 15, Manchester Square.
Miss Edgell, D. Litt., Wales, Ph. D., University Professor in
Psychology.
J. E. Edkins, M. A., M. B., D. Sc., Cantab., University Professor
in Physiology.
Miss A. Lloyd Still, C. B. E., R. R. C., Matron, St. Thomas's Hos-
pital, Chairman, Education Committee, College of Nursing.
Miss Olive Monkhouse, Secretary, Bedford College.
Mrs. Reid, M. A., Cantab., Director of Social Studies, Bedford
College.
Mrs. Williams, B. A., Manchester, Lecturer in Economics.

ENTERTAINMENT COMMITTEE

The social arrangements for the Summer School are in the hands of the Old Internationals' Association which has appointed an Entertainment Committee consisting of the Executive Committee of the Old Internationals' Association and the British students in or near London. The following persons have very kindly consented to serve as well :

Sir Arthur Stanley, Chairman of the Executive Committee,
British Red Cross, *Honorary Chairman*.
Miss M. J. Tuke, Principal of Bedford College.
Dame Beryl Oliver, British Red Cross.
Dame Sarah Swift, Chairman, Nursing Advisory Committee,
British Red Cross.
Miss Gill, President, College of Nursing.
Miss A. Lloyd Still, Matron, St. Thomas's Hospital.
Dame Maud McCarthy, Nursing Advisory Committee, British
Red Cross.
Mrs. Williams, Bedford College.
Miss Leggatt, Member, House Committee, 15, Manchester
Square.
Mr. Day, Metropolitan Property Insurance Co.
Miss Saul, President, Union Society of Bedford College.
Miss Wellman, Forest House.

CURRICULUM

1. Principles of Education (5 lectures).

Miss Melhuish, Final History Honours, Oxon., M.A. (Vict.), Late University Reader in Education at Bedford College.

2. Ethical Principles and Practical Problems (7 lectures).

Professor Beatrice Edgell, D.Litt, Wales, Ph.D. Würzburg. University Professor in Psychology at Bedford College.

3. Principles of Teaching Applied to Schools of Nursing (8 lectures).

Miss Gertrude Hodgman, R.N., M.A., Assistant Professor, School of Nursing, Yale University.

4. Principles of Teaching Applied to Health Education (8 lectures).

Miss Jean Browne, R.N., Director, Junior Section, Canadian Red Cross.

5. Mental Hygiene (3 lectures).

Auguste Ley, M.D., Professor of Psychiatry, University of Brussels.

In connexion with these lectures, discussion classes are being held which will be led by experts in their own particular branches. Miss Christiane Reimann, R.N., M.A., Secretary, International Council of Nurses, has kindly consented to lead the discussions on Nursing Legislation and Nursing Associations. Three lectures will be held on propaganda and publicity. There will also be a discussion, with lantern slides, on the Junior Red Cross. In addition, demonstrations are being arranged by the Sister-Tutor Section and the Public Health Section of the College of Nursing. There is an exhibit which will include samples of the students' work and teaching material in general.

CALENDAR

First Week — July 16th-21st.

Monday, July 16th.

Arrival at Bedford College. Registration.

8.30 p. m. — Informal Reception for Old Internationals and Lecturers.

Chairman: Miss Lloyd Still, Matron of St. Thomas's Hospital.

Address: "Spirit of Service":

Mrs. John M. Glenn, President, American Association for Organizing Family Social Work.

Tuesday, July 17th.

10-11 a. m. — Principles of Education. Miss Melhuish.

11-12 noon. — Ethical Principles and Practical Problems. Professor Edgell.

3.30 p. m. — Presentation of Certificates by the Lady Mayoress and Formal Opening of the Summer School by Lady Barrett, Dean, (Royal Free Hospital) School of Medicine for Women, University of London.

4.30 p. m. — Reception.

Wednesday, July 18th.

10-11 a. m. — Principles of Education. Miss Melhuish.

11-12 noon. — Ethical Principles and Practical Problems. Professor Edgell.

5 p. m. — Reception at Mansion House by Lord Mayor and Lady Mayoress.

8 p. m. — Open Lecture.

Chairman : Miss M. J. Tuke, Principal of Bedford College.

Speaker : Dr. Gertrude Bäumer, Ministerial Councillor to the Federal Ministry of the Interior, Germany.

Thursday, July 19th.

9-10 a.m. — Principles of Education. Miss Melhuish.

10-11 noon. — Ethical Principles and Practical Problems. Professor Edgell.

11-15 a. m. — Luncheon and garden party by Lady Cowdray at Paddockhurst, Sussex.

Friday, July 20th.

9-10 a. m. — Principles of Teaching applied to Health Education.

Miss Browne.

10-11 a. m. — Principles of Education. Miss Melhuish.

11-12 noon. — Ethical Principles and Practical Problems.
Professor Edgell.

2-3.30 p. m. — Discussion classes will be arranged if desired.

8 p. m. — Swimming Gala at Automobile Club.

Saturday, July 21st.

9-10 a. m. — Principles of Teaching applied to Schools of Nursing.

Miss Hodgman.

10-11 a. m. — Principles of Education, Miss Melhuish.

11-12 noon. — Ethical Principles and Practical Problems.
Professor Edgell.

Rest of day free.

Second Week — July 23rd-28th.

Each day the lectures are the same.

10-11 a. m. — Principles of Teaching applied to Schools of Nursing.

Miss Hodgman.

11-12 noon. — Principles of Teaching applied to Health Education.

Miss Browne.

2-3.30 p. m. — Discussion, two groups, or Visit of Observation or Demonstration arranged by the College of Nursing.

Wednesday, July 25th.

4 p. m. — Old Internationals' Association Annual Meeting.

Thursday, July 26th.

Visit to Whitely Village Almshouses followed by garden party given by Lady Beeton.

Saturday, July 28th.

Free all day.

Third Week — July 30th-August 4th.

Monday, July 30th.

10-11 a. m. — Principles of Teaching applied to Schools of Nursing.

Miss Hodgman.

11-12 noon. — Principles of Teaching applied to Health Education.

Miss Browne.

2.30 p. m. — Lecture on Publicity (P. H. Group). Miss Smith. Discussion, or Visit of Observation or Demonstration for Hospital Group.

Tuesday, July 31st.

10-11 a. m. — Principles of Teaching applied to Schools of Nursing.

Miss Hodgman.

11-12 noon. — Principles of Teaching applied to Health Education.

Miss Browne.

2.30 p. m. — Lecture on Publicity (P. H. Group). Miss Smith. Discussion, or Visit of Observation or Demonstration for Hospital Group.

Wednesday, August 1st.

9-10 a. m. — Lecture on Publicity. (P. H. Group). Miss Smith.

10-12 noon. — Discussion : Nursing Legislation. Miss Reimann.

2-3 p. m. — Mental Hygiene. Dr. Auguste Ley.

8.30 p. m. — Open Lecture.

Chairman: Dame Beryl Oliver.

Speaker: Dr. René Sand, Technical Counsellor, League of Red Cross Societies.

Thursday, August 2nd.

10-11 a. m. — Mental Hygiene. Dr. Auguste Ley.

11 a. m.-12.30 p. m. — Discussion : Nursing Legislation. Miss Reimann.

2.30-4.30 p. m. — Discussion : Junior Red Cross.

Friday, August 3rd.

10-11 a. m. — Mental Hygiene. Dr. Auguste Ley.

11 a. m.-12.30 p. m. — Discussion : Nurses' Associations. Miss Reimann.

8 p. m. — Annual Dinner of Old Internationals' Association.

Saturday, August 4th.

Summer School Closes.

OUTLINE OF LECTURES

PRINCIPLES OF EDUCATION

Considered in connexion with problems of group instruction.

Miss Melhuish, Final History Honours, Oxon., M. A. (Vict.),
Late University Reader in Education at Bedford College.

The lectures will deal with the practical difficulties which arise in presenting subject matter and helping the individuals of the group to assimilate it. The two problems overlap inevitably but they will be treated roughly in the following order:

1. Control which subject matter exercises over order and method of exposition; compare, e.g. treatment of a science and an art. Consideration of topics treated under "Social Studies". How common ground may be found for teachers and learners in these studies; hints to be got from historical evolution of subject and from special experience of students.
 2. Development of subject must work towards general principles; how to decide on best method of approach and on stage at which they should be introduced? Compare use of "dogmatic" and "heuristic" methods, of formal and informal instruction. All have their pitfalls, e. g. ambiguity, vagueness, technical terms, definitions, descriptions, illustrative material. Why is listening to a continuous discourse sometimes so difficult?
 3. Some analysis of the different modes of learning to be found among the individuals of any group; variety of mental types, of native endowment, of experience. How can difficulties due to these individual "backgrounds" be met?
- By what tests shall we decide that the knowledge gained is "live" knowledge?

4. Supposing instruction to have "got home", how can learner be helped to retain and recall it? General characteristics of a good memory considered; how far can it be "trained" or improved? Various devices by which teachers try to impress facts; constant repetition (but this has drawbacks); presenting knowledge in "tabloid" form; advising learning by heart.

Forgetting not all loss. Some theories as to "forgetting and remembering" considered.

5. Central problem of teaching to secure right kind of reaction by learners; futility of passive acceptance; value in this connexion of "unsolved problem" and of suggestions for experimental work. Need that director of studies should still be learner. Importance of linking up interests for students who are unaccustomed to sustained mental effort. Suggestions as to different lines of work and different levels of attainment, etc. "No impression without expression", good rule to work by. Characteristics of the ideal teacher. How far will modern mechanical devices for conveying instruction to very large groups of listeners or "watchers" take the place of the individual teacher?

ETHICAL PRINCIPLES AND PRACTICAL PROBLEMS

Professor Beatrice Edgell, D. Litt., Wales, Ph. D. Würzburg, University Professor in Psychology at Bedford College.

1. Society and Social Relations.
Obligations and rights; the relation of the nurse to the patient, to the doctor, to some association (hospital or nursing sisterhood).
2. The Meaning of the Moral Judgment.
"This is right", "This is good".
(1) What is it that is judged? Is it an action and all its consequences? Is it what someone intended to do, as distinguished from what actually happened? Is it the motives which moved the person to act?
3. The Meaning of the Moral Judgment (cont.).
(2) The objectivity of the moral judgment. What the moral judgment means. "This is right", "This is good", does *not* mean "I like this".

It does *not* mean: "Society at large approves of this".
It does *not* mean: "This is enjoined by my religion".
It does *not* mean: "This is expedient", or "This is harmless".

The authority of moral law and the ultimate character of intrinsic good.

4. Methods of Ethics.

How does one determine what is right, what is good?

- (a) the standard of hedonism.
- (b) the application of a moral ideal.
- (c) intuitive judgment. Recognized virtues and vices; moral and social progress.

5. Problems of Conflicting Duties.

Conflicting loyalties; loyalty to a professional code, to a patient; loyalty to principles, to authority.

Conflict of mercy and truth; life and death issues; betrayal of trust; present suffering and the loss of good will.

Conflict of justice and benevolence: equality in distribution and in retribution weighed against good fellowship (unfairness and favouritism).

Conflict of gratitude and sympathy with self-respect; receipt of gifts, favours, services, and confidences.

6. Problems of Community Life.

Toleration and respect for others; live and let live; clash of aims and opinions. The extremes of aggressiveness and servility, the mean of personal independence.

Honesty, *meum* and *tuum* in personal possessions, charity in the interpretation of the words and deeds of others (scandal and talebearing). Moral courage and tact.

7. The vocation of nursing in relation to the temperament of the individual and the instinctive bases of character. Impetuosity and patience. Emotionality and hard-heartedness. Vision and the practical mind. The maternal instinct. Positive and negative self-feeling.

Habituation and initiative.

PRINCIPLES OF TEACHING APPLIED TO HEALTH EDUCATION

Miss Jean Browne, R. N., Director, Junior Section, Canadian Red Cross.

1. Introduction: Ideal and Practical Aim of Health Education.
Analysis of groups to be taught; concentration on school child; training of Normal students in health education; outline of course for Normal students.
Discussion: It is understood that in France plans are being made for giving public health nurses a period of training in the principles and methods of teaching in Normal Schools and to give students in Normal Schools public health instruction. In Jugoslavia, Normal School students attend child clinics during the afternoons for a period of one month. Representatives of other countries to discuss similar work being done or being planned in their countries.
2. Healthful Conditions in Schools.
Since it is obviously impossible to teach health in any school which breaks all or most of the laws of hygiene, teachers and public health nurses must be conversant with ideal conditions and should work to secure them.
Discussion: School site; building; lighting; ventilation; desks and seats; cleaning; toilets; water supply.
3. Recognition of Physical Defects in Children.
Since it is obviously impossible for a child who has physical defects to attain a full measure of health, it is necessary in order to obtain results in health teaching that remediable defects be treated, and that teacher and public health nurse should have a sympathetic understanding of the handicaps from which such children suffer in school life.
Discussion: The signs and symptoms of the commoner defects and diseases which teachers and public health nurses should be able to detect.
4. Teaching of Health in Elementary and Secondary Schools: What to teach, how to teach it.
Discussion: Outlines of health teaching for children from 5 to 10 years; from 10 to 14; from 14 to 17 years. Demonstration of a Marionette Theatre, a Health Play.

5. Motivation in Health Teaching.
Lantern Slides.
Discussion: The Junior Red Cross as a powerful motive in the practice of the rules of healthy living.
6. Health Instruction of Adolescents Who Have Left School.
Health Instruction of the General Public.
Discussion: Outlines and methods to be used for *a*) adolescents, *b*) the general public. Demonstration of Home Nursing procedures by a group of teenage girls.
7. Instruction in the Home.
Outlines for ante-natal, maternal, infant welfare.
Demonstration of mother-craft teaching.
Discussion of the demonstration.
8. The Health of the Pre-School Child.
Group instruction of mothers; the Nursery School.
Demonstration of health teaching in the homes by visiting nurses (Public Health Nurses who include bedside care in their duties).
Discussion: Habit formation and behaviour problems among pre-school children.

PRINCIPLES OF TEACHING APPLIED TO SCHOOLS OF NURSING

Miss Gertrude Hodgman, R. N., M. A., Assistant Professor,
School of Nursing, Yale University.

1. Introduction: Plan of course; subjects of discussion; assignments; bibliography.

Fundamental problems in nursing education.
Their relation to the historical background of nursing schools; the relation to hospitals; economic situations; apprenticeship methods; demand for nurses; the present enlarged fields of work with diverse aims.
2. Present Aims and Developments in Nursing Education.
Economic independence of schools; sound vocational education; methods; curriculum development in relation to changing needs; the educational background of students of nursing; length of course, etc.; developments in various countries.

3. The Curriculum.

How developed; meaning of "job analysis"; content (nursing education as opposed to medical education); organization and correlation of theory and practice; methods of teaching in general.

4. Theoretical Curriculum.

Qualifications of instructors; relation to practice; nursing courses as such; history of nursing; practical nurse; public health; content and method. Can nursing ethics be taught "theoretically"? Health education through health supervision.

5. Practical Curriculum.

Classroom teaching and demonstration.
Content in practical nursing procedures.

6. Teaching through Practical Experience.

Value as a method of instruction; relation to modern educational ideas; objectives; relation to "ethics"; supervision of practical work; organization of practical work in relation to hospital; problems of teaching in relation to hours of duty.

7. Teaching through Practical Experience (cont.).

Arrangement of experience; organization of work; kind and amount of supervision needed; use of records of experience; case studies, bedside clinics, routines, efficiency reports.

8. Teaching in Out-Patient Clinics and in Public Health Nursing Organizations. Aims, content and method.

MENTAL HYGIENE AND ITS PROBLEMS

Dr. Auguste LEY,
Professor of Psychiatry, University of Brussels.

1. PREVENTION OF MENTAL TROUBLES, THEIR NATURE AND THEIR CAUSES.

Historical survey of insanity.

Toxins and mental hygiene : alcohol, morphine, cocaine.

Delinquency and criminality are often the result of mental anomalies.

Human selection from the mental standpoint : in industry ; in air service and security offices ; in the army ; in the colonies.

Vocational guidance. Elimination of deficient candidates for different trades and professions. Its importance in connexion with the cerebral functions and human efficiency.

Family mental hygiene. Sympathies and conflicts between parents and children. General hygiene of the nervous system.

School mental hygiene. The active school. Classification of children according to their mental aptitudes. Selection of the best fitted subjects.

Psychiatric social service. Social workers and the nurses. Compulsory training in a hospital or mental hygiene dispensary.

The rôle of the nurse in mental hygiene surveys. Lectures, tracts, and pamphlets. Lecture on early detection of nervous and mental diseases in children and adults. Organization of mental hygiene dispensaries in health and prevention centres and in hospitals.

2. ABNORMAL CHILDREN AND MENTAL HYGIENE.

Mental hygiene based on the possibilities of prevention and treatment of psychic troubles. It is most efficient when applied to children. It is based:

1a *On the thorough knowledge of causal factors :*

A. Parental factors:

- a) Identical and similar heredity : parents transmit to children their own neuro-psychic diseases or similar diseases.
- b) Toxic and infectious heredity: parents showing syphilis, tuberculosis, alcoholism or other toxic infections, hand on to children neuro-psychical diseases.

B. Direct factors:

Injuring the child itself: illnesses, traumatism, malnutrition, glandular troubles.

2a *On the knowledge of the main clinical symptoms :*

A. Physical:

- a) abnormal children without physical defects; generally anomalies acquired directly by the child.
- b) abnormal children with physical defects, anomalies often hereditary.

Morphological:

Degeneration symptoms.
Nubinism.
Mongolism, negroids.

Neurological:

Microcephalics.
Hydrocephalics.
Myxoedema, cretinism.

Endocrinological:

Gigantism.
Nanism.
Adiposo-genital syndrome.

B. Psychic:

- a) Several degrees of mental deficiency: idiot, imbecile, feebleminded.
- b) Anomalies of character with definite psychopathic constitution.

3a *On adaptation of the type of help, namely :*

- a) Early detection: the infant, the school - child.
- b) Medical care in schools.
- c) After-care committees.

Progressive evolution of care from:

1. Asylums where children and adults were under a single supervision to
2. Special asylums: medico-pedagogical institutions.
3. Extra-family care: Gheel system.
4. Family care based on:
 - a) schools and classes of special teaching;
 - b) work - rooms with special professional teaching;
 - c) mental hygiene dispensaries for children.

3. CRIMINOLOGY AND MENTAL HYGIENE.

Definition and characteristics of criminology; its relation to psychiatry; the evolution and conception of criminology. Ancient and classical penal law: vengeance. Punishment directly in relation to the degree of delict.

Study of social factors and criminals; Lombroso, the founder of criminal anthropology; Field of study covered by modern criminal anthropology.

Notions of social defence.

Classification of criminals:

Importance of anthropological examination of delinquents in order to:

- 1a) classify scientifically;
- 2a) determine their:
 - a) reclassification (young delinquents, primary delinquents);
 - b) treatment (insane, abnormal, epileptic);
 - c) segregation more or less complete (relapses).

Rôle of psychiatry and mental hygiene.

- a) prevention of crime (struggle against insanity, all factors of mental unbalance, bettering of education and surroundings);
- b) treatment of delinquents:
 - Ia) in prison (study and care of moral and mental prevention of relapse);
 - Ib) survey and tutorship of psychopathic delinquents, not imprisoned.

Rôle of mental hygiene dispensaries.

IMP. UNION, PARIS
13, RUE MÉCHAIN