

SYLLABUS OF COURSE FOR SISTER-TUTORS AT LEEDS UNIVERSITY.

This course will be open to fully-trained Nurses who have taken, or are prepared to take, the Diploma in Nursing of the Leeds University. The course will extend over a session (three terms) of thirty-two weeks. The proposed course will be very comprehensive, and will include the following subjects:—General Science; Anatomy, Physiology and Pathology; Theoretical and Practical Teaching; Visits to Maternity and Infant Welfare Centres; Hygiene Excursions; &c., &c.

During the first term there will not be so many lectures to attend in order that the student may have time in which she can prepare for the Diploma in Nursing Examination, which can be taken in December or June, if she has not already taken it.

The fees for this course will be £35, plus £10 10s (ten guineas) for the Diploma in Nursing, Registration and Examination fees, and £3 for the course in Social Economics required for the Diploma in Nursing. This sum will include Students' Union fees.

Fees for residence in the University Halls are from £56 to £65 per Session.

PROPOSED SYLLABUS.

Part 1.—General Elementary Science. The elementary facts of Chemistry, Physics, Zoology, and Botany, in relation to vital phenomena. First and third terms, one half-day per week; second, two half-days per week.

Part 2.—Anatomy, Physiology, Pathology.

Practical work and demonstrations in the second and third terms at hours to be arranged.

Part 3.—Education—Courses of instruction in:—

(a) The History of Education—1 hour per week during session.

(b) Educational Psychology (theory of the work)—1 hour per week during session.

(c) Experimental Education (with practice in laboratory)—1 hour lecture a week; 1½ hours laboratory (experimental psychology laboratory).

(d) Principles of Education—40 hours during session on principles; 20 hours on special method in teaching, cookery, general elementary science.

(e) Practical Teaching—1 half-day per week during session (including demonstration or criticism lesson, and practice in giving lessons, and visits to special Schools and Institutions).

First term, practice not so great owing to Diploma work; more concentration in second and third terms.

OVERHEARD AT A V.A.D. CLUB.

V.A.D. 1: Just like their cheek! Here's a private nurse got a month for wearing "a colourable imitation" of *our* uniform—buttons, badges and ribbons all complete."

V.A.D. 2: Serve her right. It's coming to something if these creatures are to be confused in the public mind with *us*.

V.A.D. 1: Just filled in my application for State Registration. Took care to get it in in time.

V.A.D. 2: So have I. Dr. Snobbery says it will save explanations with his private patients if we wear Registered Nurses' Uniform and Badge and write S.R.N. after our names.

The Editor will be pleased to receive dried lavender for distribution to hospitals, if kind people can spare any.

INTERNATIONAL COURSE OF TRAINING FOR PUBLIC HEALTH NURSES.

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PRESENTATION OF CERTIFICATES AT BEDFORD COLLEGE.

ADDRESS BY MISS ELIZABETH FOX.

Miss Fox, who addressed herself to "My Colleagues in Public Health Nursing," said they could not begin to appreciate how provincial they were until they got outside their own country. She herself had travelled much in America, but she did not begin to understand how provincial she was until she crossed the Atlantic. "Students," she said, "you have much to teach us as we you." There were many varieties of Public Health Nursing. She would speak of that with which she was acquainted—the American concept of the Public Health Nurse; and the education she required. If she spoke with a bias in favour of the system in her own country, it was because she knew it.

The other day, speaking in the House of Commons, Mr. Neville Chamberlain said that considerable progress had been made in public health work, but he said also that there was much still to be done, and that it would be a mistake to slacken effort. What was true in England was true also in the United States of America. It was not reassuring that we should have the high death-rate which we did have. We had, however, made enormous strides in the field of nursing, and we had in our possession knowledge enough to reduce the death-rate considerably and to raise the standard of health provided that knowledge were applied, and not locked in text-books, laboratories, &c., until our knowledge was in the possession of the man in the street, the mother in the home, and the little child. What was needed was an agent to take this knowledge individually to the homes of the people, and in the United States of America they felt they had found her in the Public Health Nurse, The Public Health Nurse as she conceived her to be was the Family Health Nurse, to whom were assigned three tasks:—

1. *Health Education* (Teaching Health).—They had passed out of the first phase—the campaign of instruction in sanitation—of popular education *en masse*. A certain amount of work could be carried on by means of lectures to large groups, but to impress upon people how to live according to the practices of hygiene was a different matter. If she asked each person in that room who was well grounded in the principles of hygiene how much she practised them she doubted whether any one of them would pass.

It was necessary to have individual workers in homes to bring abstract hygiene within the comprehension of the community and to translate knowledge into practice. The task of the Public Health Nurse was to carry to homes and workshops those things which those living or working there ought to know. It meant everlastingly teaching elementary hygiene and applying the principles taught in a practical way.

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