

# Manor House Hospital and the Industrial Orthopaedic Society

How many of you, driving home from Town and turning into Hampstead Way (and giving a sigh of relief - as I used to do - at being back in the Suburb after the stresses and strains of the day and the journey) give a thought to the hospital on our doorstep? As our Editor said, Manor House is better known on the Suburb for its operations rather than its operations!

"Isn't it something to do with trade unions?" "Isn't it very left-wing?" These were the sort of comments I got from friends when I told them I was going into Manor House for an operation in the summer. Until they came to visit me, many friends from the Suburb had never set foot inside the hospital. And yet it has a fascinating history, almost consonant with that of the Suburb itself. I was ashamed not to be able to answer people's questions, so I looked into its origins.

For a start it is what it says it is: a hospital supported by industry - both sides of industry - specialising in the casualties of industry, originally orthopaedic cases but now dealing with a wide range of medical problems.

It began early in the First World War when a number of employers and employees registered "The Allied Hospital Benevolent Society" and organised a hospital for wounded soldiers in France. The Society handed over this hospital to the French authorities in 1916 and turned its attention to rehabilitating disabled British soldiers by orthopaedic treatment. The War Office was persuaded to commandeer "the Manor House, Hampstead" and nine acres of land, on which a model orthopaedic hospital was built. This cost nearly £30,000 which was largely raised by the efforts of industrial workers.

It began to be appreciated that the orthopaedic casualties of industry were very similar to the

orthopaedic casualties of war, and in 1919 the Industrial Orthopaedic Society was set up with industrial worker participation and gifts from prominent industrialists. The industrial worker's contribution was then 1d per week! During the early 1920s the hospital started treating industrial workers, but discharged soldiers still had priority.

The "new" hospital was built during the 1930s and opened by the then Duke of York. By 1939, at the outbreak of World War II, the hospital had 145 beds: 100 of these were put at the disposal of the government for civilian casualties.

In 1948, when the National Health Service was founded, Aneurin Bevan allowed the hospital to remain exempt from the provisions of the new Act because of the special nature of its national characteristics. (And in 1948 the industrial worker's contribution was doubled to 2d!) In 1961 the Queen Mother opened the Women's Hospital, and further expansion of the hospital's work took place until the 1980s, when inflation and industrial decline brought losses in membership and revenue.

Management consultants were brought in during the '80s and made a number of recommendations relating to management, and the introduction of regional facilities including out-patient consultations, physiotherapy services, and Well Women clinics. As readers will know, Inverforth House has recently been put on the market, and money thus raised will hopefully go towards the main hospital and expanding the regional facilities.

I have a large file about the hospital if anyone wants further information. Membership is normally through workplace groups but individuals (between the ages of 15 and 55) can also be considered. EW

# The Most Important Job in the World

**Parent wanted:** Woman (or man) to work 24 hour shifts, 7 day week, no holidays, low status, much criticism, little appreciation Must be flexible, with manual, intellectual, managerial and personnel skills; endless energy and good ideas. Life contract; no grievance procedure. No qualifications required, no training given.

Do you think anyone would apply for such a job? Not likely! . . . but most of us become parents at some stage of our lives and devote ourselves to bringing up our children. And despite the conditions most of us do it well.

At times we may struggle with feelings of exhaustion or frustration or irritation or resentment, yet we continue to give our children all the love and attention we can. And each time our children pass a new milestone, we feel so proud inside - when they take their first steps, speak their first words or learn to ride a bicycle without stabilisers. And it continues as they get older - when they bring home the first boyfriend or pass the driving test.

And all this without any formal training. Most of what we learned was at our parents' knees - or the knees of whoever brought us up. And we seem unconsciously to use this as a guide for how we bring up our own children - repeating what we liked, and often also what we didn't like, from our own childhoods (or doing the opposite if our childhood was unhappy).

Some five years ago I joined a support and education group for parents. I found out that I could learn some skills to help me choose how to respond to my children's everyday demands rather than be driven by habit. What a radical idea!

I learnt about the dangers of labelling children - as 'naughty', 'lazy', 'clumsy' and so on - because our children seem to grow up to fit the label. I remember a woman in the group talking about being labelled 'noisy' as a child, and how as an adult she struggles with being noisy. And she sees the same struggle now, in her daughter. Somehow our labels seem to take on a life of their own and get passed down through the generations. And we wonder 'Who I am? Am I me or my label?' I learnt to describe rather than

label. Instead of saying 'You're so messy' I learnt to describe: 'The toys are still on the floor'. Rather than saying out of my own frustration, 'You've got it wrong again', I learnt to point out the times when my son did it right. This gave him an image of himself as someone who achieves rather than someone who fails.

Many interactions between adults and children start with Don't - 'Don't run', 'Don't touch', 'Don't put it in your mouth'. We are asking our children to think about what we don't want them to do, which is halfway to them doing it. Saying what you want is more effective - and requires an effort, because the Don'ts run so readily off our tongues. Try it and see!

**"If we feel good about ourselves, our children are likely to feel good about themselves too."**

I learnt to acknowledge my children's feelings. When the older one said she wanted to be a baby, I learnt to say, 'Part of you wishes you were a baby' instead of, 'But there are lots of advantages in being a big sister'. She looked so pleased to be understood. And we now spend a small amount of time each day when she can sit on my lap and be 'the baby'. Listening to our children's tears and fears, rather than dismissing their concerns in the bustle of our own lives, helps them feel acknowledged as people.

We talked about bending down to listen to our children, or lifting them up to our height so we could talk as equals,

giving them our whole attention rather than listening with half an ear while doing something else. We looked at asking 'open' questions which invite a child to talk; questions such as 'What did you do today?' or 'How are you feeling?' rather than 'Did you fight with Jane?' or 'Did you do a picture today?' which lead to 'Yes' or 'No' and no further conversation.

And we learnt something called reflective listening in which the adult listener reflects back to the child what he sees and hears. So you might say 'You sound very sad' or 'So Johnny wouldn't play with you' which gives the child a feeling of being heard and an invitation to carry on talking. Paradoxically a whole barrage of 'Why' questions can seem like an interrogation which leads to silence when a simple statement describing what you hear can open a locked door.

And there was more: looking at ways of stopping our children's unacceptable behaviour and saying 'no' quietly and firmly. And, perhaps most important of all, learning to appreciate ourselves and notice what we are doing well as parents. It's so easy to think about what we are doing badly and run ourselves down. But it's much more useful for everybody if we can learn to feel good about who we are and what we are doing. If we feel good about ourselves then, as a by-product, our children are likely to feel good about themselves too.

In what ways do you think you could use these ideas - either at home or in your groups.

Noemi Berger and Cherry Stevin both run Parent-Link groups locally. For more information about their courses ring Cherry on 081-346 8721 or Noemi on 081-341 0071.

BB

# Henrietta Barnett Applications

Henrietta Barnett School is now receiving applications for entry into Year 7 in September 1994. Full details of the entry procedures are available from the school office in person or by post on receipt of a large A4 size stamped addressed envelope with a 45p stamp. There will be an opportunity to visit the school on November 19 for anyone who missed the open day.

As a Voluntary Aided School there is no catchment area and the Governors determine the criteria for admission. Entry is by examination and about 250 candidates are then interviewed. These are selected according to their marks in the examination and include those who have displayed exceptional talent in one area, and sisters of present pupils whose marks are on the borderline. In reaching a final decision amongst girls of equal academic standard and potential, favourable consideration will be given to sisters and local residents.

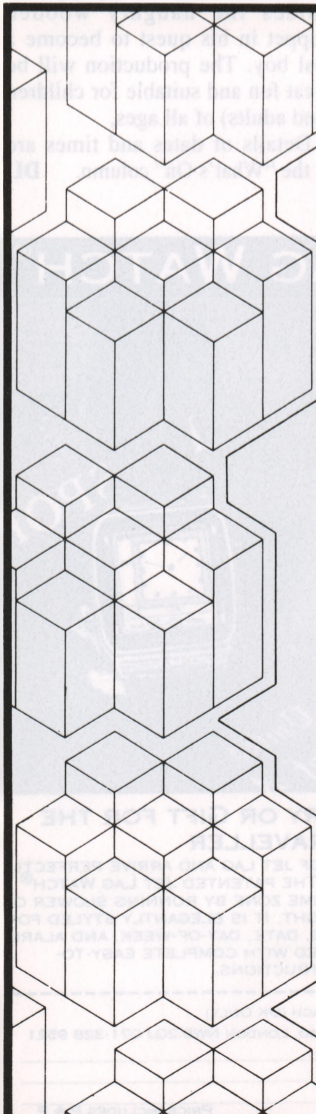
About 30% of the pupils live on or near the Suburb and the majority come from Barnet primary schools. However the School attracts applications from a wide area and received 870 altogether in 1992. Many parents applied to several schools so that they could exercise their right to choose the school most suitable for their daughter.

Henrietta Barnett is proud of its multicultural and multiethnic ethos. About 206 girls are bilingual in a variety of languages. While the building does not provide easy access for those with certain motor disabilities, those with sensory disabilities may participate to the full in the life of the school.

All residents will be most welcome at the Carol Service on Tuesday December 14 at 6.30 pm in the Free Church. JdeS

A national charity involved with food and farming, based on the Suburb, seeks an Hon. Assistant Treasurer, to deal with covenants.

FAFS, 4 Willifield Way, 081 455 0634



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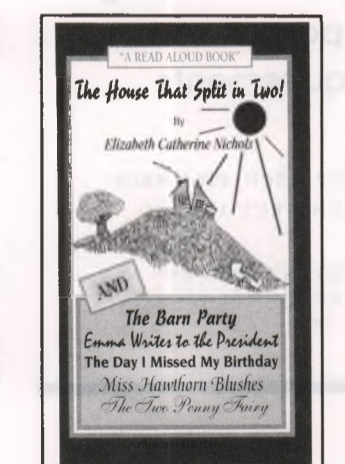
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## The House that Split in Two

A charming 'read aloud' book for parents of children aged 4-8 has been published by Suburb resident Elizabeth Nichols who lives in Westholm.

Former pupils of the Garden Suburb School in the sixties will remember her as Elizabeth Soffair.

Elizabeth's book 'The House That Split in Two' was inspired by the need for stories of her two children whilst they were living in the States.

Now back on the Suburb she is taking a creative writing course at the Institute and would like to participate in an informal writers group. Anyone interested can contact her on 455 5521.

*The House That Split in Two, Elizabeth Nichols, Pilgrim Publications 34pp £3.95.*



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