



ISSN 2945-0381

The BULLETIN

OF THE EUROPEAN ASSOCIATION OF PROFESSORS EMERITI

ISSUE 2021; 2(5): 89-108

**EUROPEAN ASSOCIATION
OF PROFESSORS EMERITI**



EUROPEAN SOCIETY OF PROFESSORS EMERITI

Officers, National Branches, Committees, Emeriti Associations

PRESIDENT: Natale G. De Santo, Naples

PRESIDENT ELECT: Les Ebdon, Luton

SECRETARY: Luigi Campanella, Rome

TREASURER: Patrick Berche, Paris

COUNCILLORS:

George Christodoulou, Athens

Liv Mjelde, Oslo

Maria Ochsenkühn-Petropoulou, Athens

SUBSTITUTE COUNCILLORS:

Demetrios Kouremenos, Athens

Michael Kunze, Vienna

Nicholas Markatos, Athens

PAST PRESIDENT: Dennis Cokkinos, Athens

EDITOR-IN-CHIEF: Natale G. De Santo, Naples

Email: Nataleg.Desanto@Unicampania.it



EAPE National Branches

HELLENIC BRANCH

Costantin Soldatos, Chair - Email: elepsysep@gmail.com

Nikolas Toutountzakis, Vice – Chair

Katerina Gardikas, Secretary

Kalliopi Bourdara, Member

George Leontsinis, Member

George Nicolopoulos, Member

Nancy Papalexandris, Member

ITALIAN BRANCH

Cosimo Infrerra, Chair - Email: c.infrerra@unime.it

Elections of the Council Coming soon



CULTURE COMMITTEE:

Athanasios Diamandopoulos, Patras

Leon Fine, Los Angeles

Sherban Lupu, Bucharest

ETHICS COMMITTEE:

Luigi Campanella, Rome, Chair

Email: Luigi.Campanella@uniroma1.it

Guido Bellinghieri, Messina

Giancarlo Bracale, Napoli

Ioannis Bramis, Athens

George Christodoulou, Athens

Frank Hartmut, Bayereuth

Yeghis Keheyan, Rome

Vincenzo Savica, Messina

ENROLMENT AND ADVOCACY COMMITTEE:

Dennis Cokkinos, Athens, Chair

Email: dcokkinos@bioacademy.gr

Jacques Battin, Bordeaux, Vice-Chair

Tibor Szabo, Szeged, Secretary

Demetrios Kouremenos, Athens

Michael Kunze, Vienna

Nikos Markatos, Athens

Panos Vardas, Athens

COMMITTEE ON MEETING THE NEEDS OF CHILDREN AND OLD-OLD:

Coordinator: Prof. Jochen Ehrich, Hannover, Germany

Email: Ehrich.Jochen@MH-Hannover.de

COMMITTEE ON NATURE PROTECTION. A EUROPEAN PERSPECTIVE:

Coordinator: Prof. Franco Pedrotti, University of Camerino, Italy

Email: Franco.Pedrotti@unicam.it

COMMITTEE ON MENTAL HEALTH:

Coordinator: George N. Christodoulou, Athens

Email: Profgchristodoulou@gmail.com

Deputy Coordinator: Vincenzo Bonavista, Naples

Members:

Liv Mjelde, Oslo

Dusica Lecic-Tosevski, Belgrade

Michel Botbol, Brest

Nancy Papalexandri, Athens

Aime Charles-Nicolas, Antilles

Roger Montenegro, Buenos Aires



The Bulletin

of the European Association of Professors Emeriti

Bull Eur Assoc Profs Emer - Bimonthly Distribution (6 Issues per Year)

EDITOR-IN-CHIEF

Natale G. De Santo*, Naples
Nataleg.Desanto@Unicampania.it

EDITORS

Patrick Berche*, Paris
Luigi Campanella*, Rome
George Christodoulou*, Athens
Les Ebdon*, Luton
Roberto Guidorzi, Bologna
Demetrios Kouremenos*, Athens
Sherban Lupu, Bucharest
Nicholas Markatos*, Athens
Liv Mielde*, Oslo
Dianne Newel, Emerita British Columbia
Maria Ochsenkühn-Petropoulou*, Athens
Malcolm Phillips, London
Lorenzo Pinna, Padua
Stella Priovolou, Athens

• Ex Officio

CORRESPONDENTS from Emeriti Associations

Vincenzo Bonavita, Emeriti ARFACID, Naples
Giancarlo Bracale, Emeriti APEF, Naples
Paolo Ciambelli, Emeriti University of Salerno, Salerno
Lucija Čok, Emeriti University Primorska, Koper-Capodistria
Alberto Girlando, Senior Italian Chemical Society, Parma
Jože Gričar, Emeriti University of Maribor
Dimitar Nenov, Emeriti Varna
Dianne Newell, Emeriti Vancouver
Vincenzo Savica, Italian Branch EAPE
Costantin R. Soldatos, Hellenic Branch of EAPE
Charalambos Tsoutrelis, Emeriti Tech Univ Athens
George Vasilikiotis, Emeriti Northern Greece

EDITOR EMERITUS

Dennis Cokkinos
Athens

DEPUTY EDITORS

Raymond Ardaillou, Paris
Michael Kunze, Vienna

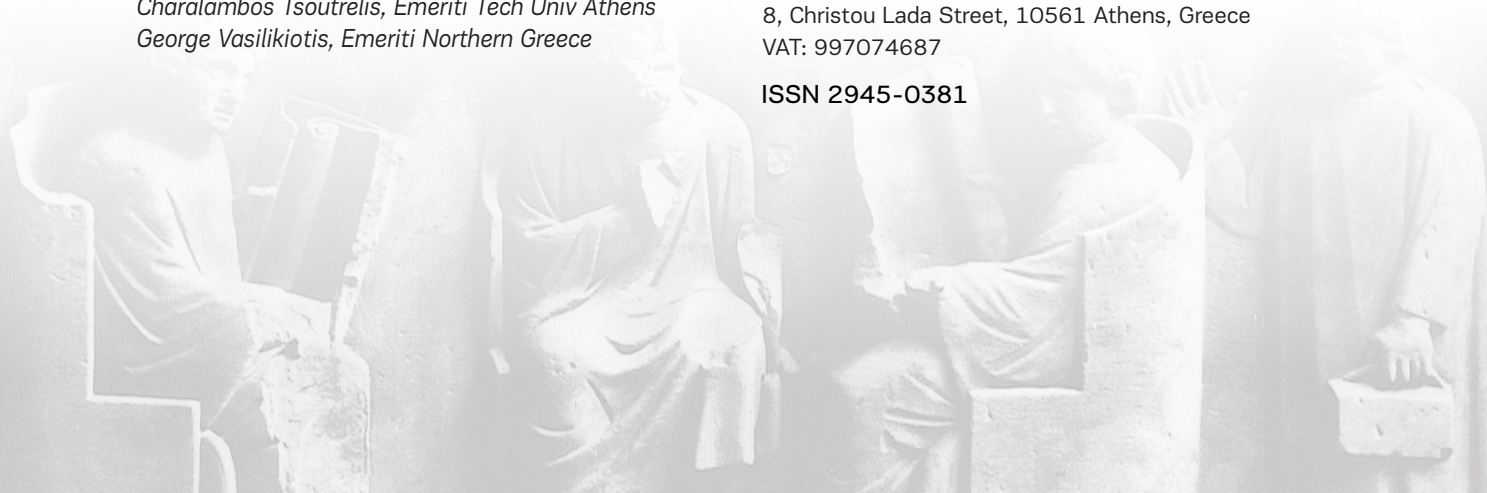
REVIEWERS

Tadj Bajd, University of Ljubljana
Christos Bartsocas, Athens
Jacques Battin, Académie de Médecine, Paris
Guido Bellinghieri, University of Messina
Rumyanka Dimitrova, University of Varna
Jochen Ehrich, University of Hannover
Claudine Esper, Académie de Médecine, Paris
Anton Fabian, University of Košice
Karl Fagerstrom, University of Upsala
Hartmut Frank, University of Bayreuth
Judith Hall, UBC Vancouver
Sherban Lupu, University Illinois, Bucharest
Hildah L. Mokgolodi, University of Botswana, Gaborone
Ljubisa Mitrovic, University of Nis
Judit Nagy, University of Pécs
Francisco Garcia Novo, University of Seville
Nancy Papalexandris, Economic and Business University of Athens
Massimo Pica Ciamarra, Editor in Chief "Le Carré Bleu", Naples
Oliver Racz, Slovak Medical Society, Košice
Halima Resic, University of Sarajevo
Jacques Roussee, Académie de Médecine, Paris
Daniel Rukavina, University of Rijeka
Michael Seltzer, Metropolitan University, Oslo
Luigi Santini, University Luigi Vanvitelli, Naples
Vladimir Teplan, University of Prague
Robrecht Van Hee, University of Antwerpen
Aristides B. Zoubos, Athens

PUBLISHER

The European Association of Professors Emeriti
8, Christou Lada Street, 10561 Athens, Greece
VAT: 997074687

ISSN 2945-0381





EDITORIAL

- 89 **Natale G. De Santo, Luigi Campanella, Vincenzo Bonavita**
The Capital of Knowledge
Second Congress of the European Association of Professors Emeriti

ORIGINAL MANUSCRIPTS

- 90 **Nicholas Markatos**
Gender Discrimination at Universities still Alive and Well in 2021
- 92 **Christos S. Bartsocas**
Mentor, Mentorship, Mentoring: an Area for Emeriti
- 94 **Enzo Viccaro**
Creativity of Aged Composers, Soloists and Conductors
The Late Spring of Love and Creativity of Leoš Janáček:
a Fascinating Destiny Between Life and Art
- 96 **Jochen Ehrich**
Challenges of child healthcare service systems. European
questions to a North American pediatrician and short answers from
Europe
- 98 **Judith G. Hall**
Challenges of the Healthcare Service System in North America

NEWS

- 100 **Dennis V. Cokkinos**
EAPE Participation in the European Digital Spring Programme
29th June 2021

FORTHCOMING EVENTS

- 104 **The World Day of Older Persons 2021**
Athens, Greece, October 4, 2021
- 105 **International Day of Older Persons**
Košice, Slovakia, October 11, 2021
- 106 **Second Congress: THE CAPITAL OF KNOWLEDGE**
Naples, Italy, April 28-30, 2022

contents

The Capital of Knowledge

Second Congress of the European Association of Professors Emeriti

Natale G. De Santo

Emeritus Professor University of Campania
Luigi Vanvitelli, Naples
EAPE President

Email: NataleGaspere.Desanto@unicampania.it

Luigi Campanella

Senior Group Italian Society of Chemistry
General Secretary of EAPE

Email: Luigi.Campanella@uniroma1.it

Vincenzo Bonavita

Professor Emeritus University Federico II, Naples
President Hermitage Capodimonte, Naples
Co-Chair of the II EAPE Congress

Email: bonavita@unina.it



Natale G. De Santo

The Council of the European Association of Professors Emeriti has hit the road towards its second congress of *The Capital of Knowledge*, which will be take place in Naples on April 28-30, 2022. It will be a congress in presence aiming to walk the successful path of the Athens congress.

The outline of the preliminary program in this issue of the Bulletin, indicates that the main aim is to protect the richness of contributions of professors emeriti and of any retired academician throughout Europe. Emeriti belong to the highest centile of the cultural enterprise of all European countries. They are ambulant libraries of their disciplines since more than ninety per cent of the knowledge that counts in their field has been developed during their academic lifespan. Their talents and creativity deserve to be protected and actively utilized. They should not be separated from the academies where they have served, they should just change their role from drivers -a role needing stronger energy- into members of the team, and not merely a minor role in all human activities. The talent and creativity of emeriti is protected in many European countries where they can contribute to advancement of research and teaching. We are pleased that the European Union allows emeriti to have active roles in the programs they support.

The Naples congress will discuss the importance of Europe as the place of spirit and of politics rendering possible full participation of emeriti professors in mentoring and research. Mentoring is a vocation for life, and aging does not prevent scientific breakthroughs (1,2,3).



Castel Sant'Elmo, Naples

1. Cokkinos DV. Foreword in Cokkinos DV, Agnantis N, Gardigas K, Soldatos CR. *The Capital of Knowledge*. Society for the Propagation of Useful Books, Athens 2020: pp. XVII-XXI.
2. Sinatra R, Wang D, Deville P, Song C, Barabási. Quantifying the evolution of individual scientific impact. *Science* 2016, 354; p ii: aaf5239.
3. Eknoyan G. Advantage of ageing. *Bull Eur Assoc Profs Emer* 2020; 1(3): 44-45.

The problem of aging in artists and scientist is fascinating. As reported by the German poet, essayist and physician Gottfried Benn -nominated for a Nobel Prize five times- in the last four hundred years 150-200 geniuses determined the cultural progress of Western Europe (4). Half of them were old-old (5). The board members of this bulletin have had the privilege of publishing an original contribution by Edgar Morin on complexity, one year before his hundredth birthday (6).

4. Benn G. Alters als Problem für Künstler. J.C. Cotta'sche Buchhandlung Nachfolger GMBH, Gegr. 1659, Stuttgart, 1954.

5. Lange-Eichbaum, W. (1931). The problem of genius (E. Paul & C. Paul, Trans.). London: Kegan Paul, Trench, Turbner & Co., Ltd. Original title Das Genie-Problem Eine Einführung, Ernst Rheinard, München, 1931.

6. Morin E, Gembillo G. Complexity. Bull Eur Profs Emer, 2020; 1(2): 20-21.

The congress of the EAPE is peculiar and is not driven by professional needs but rather by a willingness to serve the position of emeriti in the aging society, in line with the calls of UNO, WHO and European Union for creative aging.

The Capital of Knowledge moves from Athens—where the muses conferred creativity to humans—to Naples where the body of the siren Parthenope, daughter of Achelous and of the muse Terpsichore, won by Odysseus' creativity, was buried. Naples and its surroundings—capturing beauty and cultural heritage—represent an additional reason to submit an abstract and to participate.



Gender Discrimination at Universities still Alive and Well in 2021

Prof. Dr. Nicholas Markatos, Professor Emeritus, FRSA
Former Rector National Technical University of Athens

Email: n.markatos@ntua.gr



Prof. Dr. Nicholas Markatos

A condensed but critical literature review is given in this article because of the wealth of studies completed in academia (parts of which are copied here) on the perceptions of female university faculty and students' discrimination.

The gender gap in universities has tilted in favour of women as a result of increased access and inclusion of women in higher education. This does not mean, however, that gender equality has been achieved in universities, as will be shown below.

A gender balance has been achieved in enrolment and in undergraduate and some graduate degree programs. However, in many doctoral programs and in jobs following the PhD (especially in research posts and those that have more power, resources, rewards, and influence), men predominate while *women PhDs and academics remain in more subordinate positions*.

A numerical advantage of women at the undergraduate level does not prevent unequal gendered power relations between women and men. Despite increased representation

of women on campus, relations have not transformed much.

Women still experience patriarchy and hegemonic masculinity that manifests itself in various forms of discrimination. Moreover, when rigid cultural gender roles are strong and gender equality mainstreaming is slow or absent, higher numbers of women do not translate into a decrease in gender-based bias, stereotyping and violence.

There are still pressing issues on university campuses despite them being largely invisible and, in many cases, silenced, or rationalized (1). Sexist relations between men and women, manifesting from casual "teasing" to physical attacks, are mostly targeted at women, although many men have also reported being sexually harassed.

Such heterosexual masculine culture and sexism on campuses are produced and reproduced by students and professors alike in the forms of discriminatory and prejudicial treatment and harassment and assault. This culture with its differential treatment *erodes self-esteem and opportunities for women*.

Consistent with statistical discrimination, women scientists and engineers are poorly represented at the entry level in research-oriented institutions and are scarcer in

1. Cress, C.M. and Hart, J. (2009). Playing soccer on the football field: The persistence of gender inequities for women faculty. *Equity and Excellence in Education* 42 (4): 473-488.

tenured positions within highly prestigious departments and institutions with very selective admissions. These organizational influences on women's faculty representation hold even after controlling for gender differences in the prestige of academic credentials, level of work experience, and marital and child-rearing responsibilities.

College-bound women are not less likely to enter specific fields because more math or science is required, but rather because of the gender discrimination they are likely to encounter in those fields (2).

Women are often underrepresented in science, technology, engineering, and mathematics (STEM) majors and some non-STEM majors, such as philosophy and criminal justice.

In the context of studies by Milkman and her colleagues (3, 4), existing social theories of gender would suggest that even well-intentioned professors who might not otherwise be seen as racist or gender-biased, and who do not act in overly discriminatory ways, have internalized beliefs that women are perhaps not as well prepared for graduate school as their male counterparts, or that they may not make reliable or adequate research assistants. Women with family responsibilities seem to be judged unfairly in multiple ways: by the quality and value of their work, their commitment to work, the degree of respect received by peers, the scrutiny of their work, differing performance standards between men and women, and unequal pay and promotion. Even with an abbreviated literature review, the message remains the same; gender bias continues to impact female faculty members.

So, there is a problem and the gender pay gap among professors is not due to indirect factors like pay grade and subject area. There is also lack of diversity in the senior leadership of academic departments and centers, differences in work load and salary and the persistent problem of harassment and discrimination in research.

A study published in February 2021 (5) concluded that female academic internal medicine hospitalists routinely encounter gender-based discrimination and sexual harassment.

In another study, focused on hiring practices at university science faculties, staff members were asked to review several

job applications. The applications reviewed were identical, apart from the gender and the name of the applicant. They found that science faculty members (both male and female) were more likely to rate the male candidates as better qualified than the female candidates and wanted to hire more men than women. They also found that male candidates were given a higher starting salary compared to female candidates, and that employers were willing to invest more in the development of the male candidates than the female candidates.

Other studies show that women are interviewed more critically than their male counterparts, and are interrupted more often. Implicit bias impacts not only the recruitment decision, but also the salary of the individual and the amount of development that is invested in their ongoing progression.

Another interesting study focuses on gendered working in job announcements. The study shows that when job ads mostly include words associated with male stereotypes (e.g., 'leader', 'competitive' and 'dominant') they are found less appealing by women compared to job ads that mostly include words associated with female stereotypes (e.g., 'support', 'understand', and 'interpersonal'). Therefore, job ads with more "masculine" wording reinforce gender inequality in traditionally male-dominated occupations and thereby amount to "institutional-level mechanism of inequality maintenance".

Another concern for female students is the difficulty to engage with male supervisors and a tendency to be left out of their supervisor's circle where male students feel welcome. Given such experiences of isolation, male students tend to benefit from friendlier and more respectful attitudes from their supervisors. Male students thus have greater access to grants and projects from their supervisors, which in turn gives them greater opportunities to be published and to enhance their skills and professional advantage while studying.

Particularly in STEM fields, male doctoral students bond with their male professors and junior fellows, creating "brotherly comradeship" through their mentoring, role modeling and academic grooming – experiences from which women in STEM are largely excluded.

At a professorial level, research has found that there is much more expected of female academics than their male counterparts. They are held to a different standard, especially by students who are more biased against female professors and lecturers and expect them to treat them in a motherly way while also engaging as expert researchers.

There are also studies that report on all-male conference panels, on the *overlooking and exclusion of women at conferences*, and on sexual harassment and advances women often face during academic conferences. While these stories are receiving more publicity now than in the past, the abundance of such stories highlights how male-only panels have very much been an academic norm, which has not undergone much scrutiny until quite recently.

2. Ganley, C. M., George, C. E., Cimpian, J. R., & Makowski, M. (2018). Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation. *American Educational Research Journal*, 55(3), 453–487.

3. Milkman, K. L., Akinola, M and Chugh, D. (2012). Temporal distance and discrimination: An audit study in academia. *Psychological Science* 23 (7), 710–717.

4. Milkman, K. L., Akinola, M and Chugh, D. (2015). What happens before? a field experiment exploring how pay and representation differentially shape bias on the pathway into organizations. *Journal of Applied Psychology* 100 (6), 1678–1712.

5. Bhandari, S, Jha, P, Cooper, C and Slawski, B. (2021), Gender-based discrimination and sexual harassment among academic internal medicine hospitalists. *J. Hosp. Med.*, 2021 February;16(2):84–89. Published Online First January 20, 2021 | 10.12788/jhm.3533.

In promotion and leadership, gender inequity has long been recognized as a serious problem. The recent case of the Nobel Prize winner Donna Strickland, an Associate Professor at the University of Waterloo, drew attention to the issue of promotion, as she had been an Associate Professor for about twenty years while conducting her research.

Women tend to not be taken as seriously as men. If a woman is not in her office after 3 p.m., it is assumed that she is picking up her children from daycare, when she may be doing research in the library or at a committee meeting. However, when her husband is not in his office after 3 p.m. it is assumed that he is busy doing scholarly work.

Women spend more time on teaching and service and carry heavy teaching loads, creating a disadvantage for research time, while men have more access to research facilities and resources.

According to the ratings, male professors are described often with "genius" and "brilliance" much more so than female professors.

Language encourages discrimination between genders. Male professors rank high for knowledge, smart, charming and sensitive, while female professors receive high rankings for words such as bossy, mean, quick, beautiful. Female professors rarely obtain high ranking for words dealing with intelligence. No wonder, therefore, that discrimination

increases the difficulty for a woman to be hired or promoted.

Although huge strides have been made in the last few decades, women are still experiencing discrimination based on their gender in universities. The university work climate seems to be less accommodating for women and more permissible for men, even if bias is unconscious.

Awareness can lead to correcting action particularly by the academics that are typically thought to be more liberal and progressive than the general population.

Recognizing common stereotypes of women in the workplace and taking measures to eliminate them would improve the climate for all women; especially those who have children in the home and are still highly productive and successful.

University hiring practices could be reviewed to help reduce the negative influence of stereotypes and increase gender parity.

Any university has the obligation to eliminate gender discrimination. Every university should have a code of conduct which is based on morality.



Mentor, Mentorship, Mentoring: an Area for Emeriti

Christos S. Bartsocas, MD

Emeritus Professor of Pediatrics, National & Kapodistrian University, Athens

Email: cbartsocas@nurs.uoa.gr



Christos S. Bartsocas, MD

Introduction

It is my humble opinion that the words "mentor, mentorship and mentoring" may be extremely useful to apply and practice for any Emeritus, no matter how old he may be and in what discipline he could apply knowledge, skills, personality and attitudes to advise and guide younger colleagues on

how to shape their careers.

Actually, the hot subject of mentoring was historically placed over time and at present in the excellent salutation

address by Professor Prokopios Pavlopoulos. The mentor's role was also beautifully discussed and explained by Liv Mjelde, at the First Congress of the European Association of Professors Emeriti in Athens, on May 31, 2019 (1, 2).

I must admit that most of us, if not all, had our mentors, the persons who influenced and defined our correct paths through our identity-shaping years. I take this opportunity to express my deep gratitude to two great mentors of mine.

1. Pavlopoulos P: "*The Roots of Learning: The Mentor's Role*", Proceedings of the First Congress of EAPE: "The Capital of Knowledge", XXI-XXV, Athens, 2019.
2. Mjelde L: "*Back to Learning. The Role of Mentorship*", Proceedings of the First Congress of EAPE: "The Capital of Knowledge", 233-238, Athens, 2019.

Who was Mentor?

Mentor, the son of Alkimos, was the faithful old friend of Ulysses, who entrusted his son Telemachus in his endeavors to find the whereabouts of his father and cope with his mother's suitors. Mentor himself was guided by the Goddess of Wisdom, Athena (Minerva). Thanks to her, Mentor denounces war, luxury, selfishness and proclaims the necessity of altruism and the brotherhood of man. Particularly stressed is the strong collaboration between two persons, which permits exchange of experiences views, information and practical advices.

Characteristics of the above are the following verses from Homer's *Odyssey* (3)

Rhapsody β 224-227: *"thus, he said, he sat, and got up Mentor, who had as companion the impassable Ulysses and upon leaving he left his home in his hands, to obey the old man and to guard everything"*

Rhapsody γ 12: *"and Telemachus came out following Athena"*

Rhapsody x 233-235: *"stay on my side, good, and see my acts to learn how Alkimidis Mentor reacts to many enemies and to reciprocate properly the benefits"*

The application of Mentor's role in Homer's verses, was later expanded by the Archbishop of Cambrai, François de Salignac de la Mothe-Fénelon (1651-1715), in his fascinating book *"Les Aventures de Télémaque"* written in 1699 (4). The book was intended for the education of the 7 year old Duc de Bourgogne, whose tutor was Fénelon. Actually, he presented Athena the Goddess of Wisdom in disguise, as a spiritual adviser and guide of Telemachus. Athena provided the ship for Telemachus, having Mentor as his companion in an audacious journey. In fact, upon arrival at Pylos, Mentor helps Telemachus to overcome his embarrassment in front of King Nestor.

Fénelon's role as Mentor is presented as the prototype of the teacher and adviser. His qualifications are important for shaping the cultural and personality attitudes in the life of a young man, as expressed to the young Duke.

Mentorship

Homer's and Fénelon's descriptions of mentorship are simple examples of the remarkable role we have as mentors for our younger colleagues. Although a few among us may not recognize it, there must be one or more persons who, in one way or another, inspired us and shaped our paths and finally contributed to success in our endeavours.

Discussion

The story of the Homeric Mentor reveals the obligation academics have to younger generations. It is worthwhile to note that most of them possess integral personality skills, wisdom and courage to act as mentors. We can promote professional development through such commitments, focusing on the total development of our disciple. Through a professional and a personal relationship, we could help the transformation and the addition of dexterities and knowledge. Knowledge per se is not sufficient to make a mentor. In order to transmit knowledge, the mentor must be a prototype in his life. Naturally, it is necessary for the mentor to excel in his field, but also to be humble with his knowledge and experience, even outside his field. This way he would serve as an excellent example to the student in widening his horizons, a fact actually needed to practice and propagate science. "Mentor", as a teacher, has to be loyal to his courses, to transmit knowledge freely without imposing his scientific ideas and concepts. He should accept contradictory discussions. He should be able to allow his student to oppose him and even surpass his ideas in scientific creativity.

Professor Prokopios Pavlopoulos described the definition of the role of a mentor in our era, according to our common European civilization, particularly in the academic communities by returning to the roots of essential learning. The roots defining the meaning and mission.

A mentor expresses the example of an integrated career prototype, which, of course, he should not impose on his disciples, allowing them to follow their own ideas, and helping them to have the right to choose.

It should be noted that, according to Naguib Mahfouz (1911-2006), the Egyptian who received the Nobel Prize for Literature, *"man is the product of experiences through which he travels, although the impact of these experiences takes much time to surface"*.

Moreover, Herman Ludwig Ferdinand von Helmholtz (1821-1894) stated once that, *"who some time came in contact with one or more important persons has a modified mental level for the rest of his life"*.

Probably, most of us have been influenced, guided and possibly supported by important figures in our respective academic environment. Of course, our family contributes to embed values and the ethical structure of our personalities. Our schools opened our eyes over vast aspects of knowledge and culture. Nevertheless, we were far away from applying our thinking to explain and solve questions.

As for me, I have strong feelings and a deep gratitude to two persons, I considered for a long time as mentors, who definitely shaped my life.

3. Myrsiades K: *"1. Telemachus' Journey (Od. 1-4). Reading Homer's Odyssey"*, Rutgers University Press, 2019.

4. Fénelon: *"Les Aventures de Télémaque, fils d'Ulysse"*, Librairie Henri Beziat, Paris, 2020.

John D. "Jack" Crawford (1920-2005), of MGH Harvard Medical School, taught me "how to solve problems" and "how to do ethical clinical research" (5).

Victor A. McKusick (1921-2008) of Johns Hopkins University guided me into the depths of Clinical Genetics, during the development of this new medical discipline (6).

Their mentoring resulted in long-lasting friendships. These two colleagues strongly influenced and shaped my scientific sense of inspiration, pleasure and satisfactions on applying and practicing their wise ideas. Although far

away, I felt often their presence on performing my tasks!

Proposal

These few examples of mentoring are shaping an aspect on how, as Emeriti, we can offer our knowledge, skills and mentoring experience to younger colleagues, especially those with research and academic expectations. Our universities could spread the idea, which I am sure will be a source of satisfaction for us, especially when we share ideas with younger scientific generations.

5. Bartsocas CS, Shannon DC: "John D. Crawford, MD", in D.C. Shannon: "Innovations in Pediatrics", Small Batch Books, Amherst, MA, 145-167, 2014.

6. Bartsocas CS: "One Hundred Years since Victor McKusick's Birth", Middle East J Med Genet, 9:30-34, 2020



Creativity of Aged Composers, Soloists and Conductors The Late Spring of Love and Creativity of Leoš Janáček: a Fascinating Destiny Between Life and Art

Enzo Viccaro

In charge of the musical programming of the New Scarlatti Orchestra of Naples, Italy

Email: enzo.vic60@libero.it



Enzo Viccaro

"I consider the last decade of his life: his country independent, his music at last applauded, himself loved by a young woman, his works become more and more bold, free, merry. A "Picasso-like old age". So notes the great Czech writer Milan Kundera (now 92 years old) about his compatriot

Leoš Janáček (Hukvaldy, 1854 - Ostrava, 1928, Figure 1), thus summarizing the existential and artistic fervor that animates the last extraordinary years of this great composer: a late creative spring that has no equal in the entire history of Western music. To transform an interesting late 19th century epigone of the lively Bohemian national school - that of Bedřich Smetana and Antonín Dvořák to be clear - into one of the most powerful and original prophets of twentieth-century modernity was the sudden and strong love for a woman 37 years younger than him.

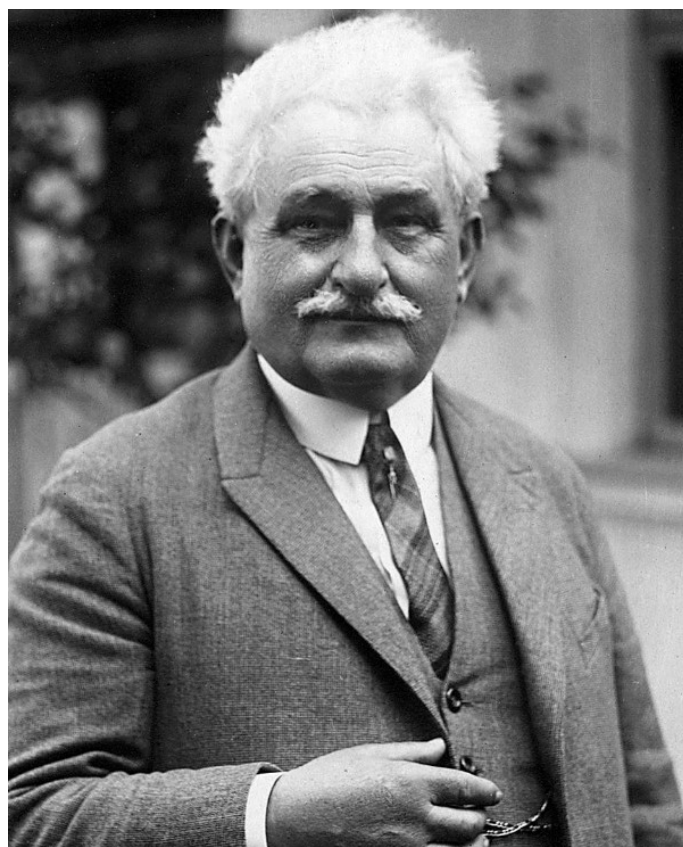


FIGURE 1: Leoš Janáček

In 1917, at the age of 63, Janáček met Kamila Stösslová (Figure 2), the young wife of an antiquarian; also the musician was married but this did not prevent the flare up of passion. Most likely the relationship remained platonic, but certainly the emotional and mental exchange was very intense, and infused the musician with such vital energy as to unleash all the latent potential of his art.

Leoš sends Kamila at least 700 letters (1): a whole world overflowing with lyricism and fancy that Janáček 'transcribes' in the extraordinary novelties of his style. His very personal language consists of short and very mobile sound fragments - emerging from his new inner fire - which, breaking symmetries and regularities, freely adhere to the prosody and accents of everyday speech and, in particular, of the Moravian, the idiom from his beloved native land. These erratic musical splinters are repeated and varied without rest, with continuous and abrupt shifts in harmonies, dynamics, timbres: they are like the tesserae of admirable sound mosaics, that make up an 'infinite prose', flowing like Proust and stirred by Kafka's ghosts.

It is no coincidence that we find the shadow of Kamila in the heroines of the composer's last great theatrical masterpieces: in Kát'a Kabanová, the tragic protagonist of the homonymous opera (1921), who commits suicide for love and, above all, for revolt against the cruel dullness of an archaic society; in the sensual malice of the most luminous of the composer's creatures, *The Cunning Little Vixen* ('*Přihody Lisky Bistrousky*' - 1924), a unicum of musical theater, a pantheistic fable of animals and humans, moved by a musical invention in which Mussorgsky, Bartók, Debussy, Sibelius and Mahler are mixed, as Charles Mackerras argues (2). But, above all, the obsessive shadow of Kamila shapes the figure of Emilia Marty, the tragic protagonist of *The Makropulos Affair* ('*Věc Makropulos*' - 1926). The woman, a great opera singer, has lived for 337 years, thanks to the prodigious potion made by her father Hieronymos Makropulos, alchemist to the court of Rudolph II, in the magical Prague of the sixteenth century. Forced over the centuries to change her identity every time, this idol survives countless children, husbands and lovers, and is therefore condemned to the iciest loneliness: she cannot love because she cannot die. In an evident overlap between art and life, the elderly musician here projects his fear of death - in front of the much younger beloved woman - on Marty's claim to immortality, but he also expresses the awareness that only the transience of life opens the way to desire and love: *eros* and *tànatos* are inseparable,



FIGURE 2: Kamila Stösslová

and enhance Leoš's creativity in an iridescent musical kaleidoscope in which there is no longer any distinction between vocal and instrumental lines.

In addition to Kamila, Leoš has only one other passion: that for the new, free Czechoslovakia that arose from the ashes of the First World War. Love for the woman and love for the homeland merge in the *Sinfonietta op. 60* (1926), a «fanfare for the birth of a nation», a powerful work, archaic and very modern at the same time. Very advanced in this piece is the 'divisionist' approach to the orchestra, which - as Guy Erismann observes - «it is not considered as a monolithic device, but rather as a multitude of episodic formations that meet within it, intersect, clash or unite»: extraordinary modernity conquered at over 70 years by a musician just 20 years younger than Brahms! (3)

But the merry delirium of the musician finds its most shocking expression in the two String Quartets. The *Quartet No. 1*, composed in one week - from October 30 to November 7, 1923 - is inspired by Tolstoy's short novel *The Kreutzer Sonata*, in which the uxoricide (wife-killer) Pozdnysev, acquitted of 'honour killing', reveals in a train, to a travel companion, that he had killed his wife who was suspected of an affair with a violinist whom she accompanied on the piano in Beethoven's disturbing Kreutzer Sonata. The Tolstoian novel is evidently a literary filter of the deep ambivalence between attraction and fear that feeds the feeling of the elderly musician for the young Kamila. In the first movement of the Quartet, on an ascending and descending sigh of the strings the cello starts an agitated fragment of folk dance. In the second movement, *Con moto*, a fleeting hint of polka alternates with a visionary tremolo of the violins. In the

1. Tyrrell J. (editor) *Intimate Letters. Leos Janáček to Kamila Stösslová*; London-Boston-Princeton: Faber & Faber-Princeton University Press; 1994 (reprint: London; Faber & Faber; 2005).

2. Cavallone F. *La volpe astuta* in *Dizionario dell'opera* (edited by Piero Gelli); Milan: Baldini&Castoldi; 1996, p.1343.

3. Janáček L. *Sinfonietta*. Wiener Philharmoniker – Conductor: Sir Charles Mackerras. Recording 1980
- <https://www.youtube.com/watch?v=JV6GI3ROj8c>

third movement a motif derived from Beethoven's Kreutzer Sonata deformed into an expressionist gesture. In the last movement, from a poignant phrase of the first violin, which the author indicates on the score «like in tears», starts a ride in the depths of the psyche that suddenly vanishes in the concluding bars (4).

In his last year of life Leos keeps a diary all about Kamila: and that fateful 1928 begins with the boldest love missive of Western music, the String Quartet No. 2 *Intimate Letters* ('Listy důvěrně'): an incandescent musical prose that recapitulates through love an entire existence. The seventy-four-year-old Janáček presents the various movements to Kamila as «sentimental occasions». The initial *Andante* evokes the impressions of the first meeting, through a succession of very concentrated fragments that always renew the same fundamental elements: the exciting musical transposition of a nascent love. The second movement, *Adagio*, recreates the ecstasy of

a summer idyll in the spa town of Luhačovice. The third movement, *Moderato*, tries to do a musical portrait of Kamila («the joy that merges with illusion, similar to your image»): from a pastoral beginning we arrive, in a tangle of rhythms, to a frenetic *Presto* in which the erotic drive becomes hallucination. The ending *Allegro* is the extreme confession of the anxieties of the lover («the fear of you. Nevertheless, it will not reflect fear, but a languor ...»); a beautiful theme, almost a ballad, is followed by the spectre of a waltz and everything then closes with a furious riot of trills (5): an immersion in the magma of the unconscious; the last word of a great artist who became supreme thanks to love, and who remained young until his last note.



4. Janáček L. String Quartet No. 1 *Kreutzer Sonata*. The Janáček Quartet. Recording 1966
- <https://www.youtube.com/watch?v=OTNeUJYiAoo>

5. Janáček L. String Quartet No. 2 *Intimate Letters*. The Janáček Quartet. Recording 1966
- <https://www.youtube.com/watch?v=FOSFulk4o0&t=391s>

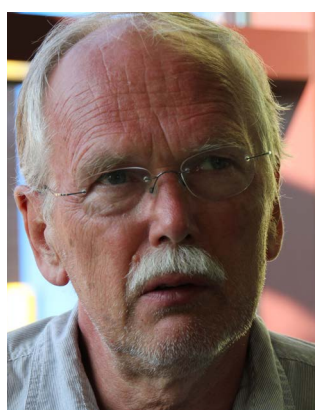
Challenges of Child Healthcare Service Systems.

European Questions to a North American Pediatrician and Short Answers from Europe

Jochen Ehrich

Children's Hospital, Hannover Medical School, Hannover, Germany

Email: ehrich.jochen@mh-hannover.de



Jochen Ehrich

Introduction

Several surveys on the organization and culture of national child healthcare service systems revealed much diversity between and within countries (1,2). This diversity was based on the general complexity of service systems but not necessarily on the fact that single parts of the systems were complicated and had been

too difficult to be locally improved (3,4).

I conclude that a complex situation does not necessarily mean a complicated problem. Why then are healthcare systems so vulnerable to crises?

One of the main lessons from the Corona crisis is the recognition that experts are not immunized against errors of perception. During cognitive processes they are not immune against errors of reconstruction of the real facts. Unconsciously many experts value logically and emotionally all incoming information by a system of both realistic and imaginative observation and by concrete and abstract transformation. All cognitive processes are aiming at receiving a short and catchy summary of a complex situation which can be reproduced in the memory and

1. Ehrich J., Namazova-Baranova L., Pettoello-Mantovani M (2016) Introduction to diversity of child health care in Europe: A study of the European Paediatric Association/Union of National European Paediatric Societies and Associations. *J Pediatr* 177 (Suppl.), p. 1-10.

2. Wolfe I, Thompson M, Gill P, Tamburlini G, Blair A, Van Den Bruel J, Ehrich J et al (2013). "Health services for children in Western Europe." *The Lancet* 381(9873): 1224-1234.

3. Ehrich J, Burla L, Sanz AC et al (2018) As Few Pediatricians as Possible and as Many Pediatricians as Necessary? *J Pediatr* 202:338-339. <https://doi.org/10.1016/j.jpeds.2018.07.074>.

4. Ehrich J, Manemann J, Tasic V, DeSanto NG (2021). The implications of complexity, systems thinking and philosophy for pediatricians. *Ital J Pediatr* 47:76-80. doi: 10.1186/s13052-021-01031-6.

reported to the public, e. g. social schema theory (5) could illuminate the issue of collective cognition for particular social situations such as medical catastrophes. In the context of the different and insufficient supply structures during the Corona crisis, the different national measures may be explained by the fact that in critical situations a certain social problem stands out relative to other social problems and can lead to one-sided solution pathways (6). However, the most challenging aspects of the Corona crisis had been the number of unknown segments of the whole crisis. Among these factors dominated the specific nature of the virus like its transmission and the hitherto unknown clinical reaction of the individual human host. Last but not least the role of the pandemic for the whole society including economy, education and social life had not been sufficiently anticipated which could be due to a lack of complex systems thinking.

Complex or complicated medical care?

Complexity does not mean that complex situations and events are complicated because all single parts are really difficult to solve (4). Yet, a complex crisis may become a great threat for the society if single parts are connected in unknown ways, even though each part may be rather uncomplicated. As long as the context of single parts remains obscure, it will be impossible to generate a complete picture of the whole. In my opinion, several diversities of child healthcare service system in Europe and in North America reflect a lack of complex systems thinking among medical experts and their allies (4).

Conclusions

The quality of national child healthcare services is based on the child's rights to health, on social justice and on adequacy of care. The primary care providers for children are their parents who are supported by their families. Health knowledge must be provided by teachers and trainers. The large group of healthcare givers consists of nurses, physicians, psychologists, social workers, physiotherapists, to name only a few. Complex inter-professionalism is requested to establish a multi-factorial and multicultural care for all children, ranging from embryos and fetuses to premature babies and to young adults (4). Life projects must be based on social integration of all families which is guaranteed by human rights and adequate assimilation of people to national cultures. Care projects are based on a human workforce of medical experts and on technology and supplies. On the other hand, all care projects must respect the needs and wants of children allowing their active participation and fruitful cooperation. In summary,

the complexity of child healthcare does not consist so much of standardized healthcare, but on the challenges of balancing individualized, personalized, differentiated and collective care. Individualization of care is patient-centered and based on participation during opinion and decision making. Personalization is also patient-centered, however it is developed and coordinated by experts. Differentiation of care is expert-centered and collectivization is society-oriented and a matter of public health services.

Questions

The above factors in mind, EAPE had started the initiative on investigating the challenges of child healthcare service systems in North America and Europe. Establishing personalized life projects for junior people is going far beyond healthcare planning because medical rules will not satisfy the spectrum of different needs and wants of the young generation. I therefore asked Professor Judith Hall to comment on:

1. The "new morbidities" of children are not really new and are rooted in social difficulties, behavioral problems, and developmental issues. How do you rank these new morbidities according to their priorities for shared agendas of healthcare services in North America? Please add one example from your own experience how fragmented care could be bridged.
2. Could the Corona pandemic have positive effects on North American healthcare systems after highlighting disparities in care and access to care?
3. Is there a shortage of general or specialized pediatricians? What are the incentives for young doctors to become a pediatrician?
4. What are the gaps between primary and tertiary child healthcare and how could they be bridged?

As a matter of fair play I also tried to answer these four questions from my European point of view. My short and rather general answers read:

1. Europe as a whole needs more science in social pediatrics and in child healthcare services.
2. Europe as a whole needs more shared agendas of all stakeholders to establish personalized life and health projects for young people.
3. Several European countries need more pediatricians in primary care and in pediatric research.
4. Many European countries need better electronic health records and more online research projects which must include all primary care givers and not only pediatric sub-specialists.

5. Axelrod R (1973) Schema Theory: An Information Processing Model of Perception and Cognition. *American Political Science Review* 67:1248-1266.

6. Ehrich J (2020) Die Bewältigung der Corona-Krise erfordert komplexes Systemdenken. *Kinder- und Jugendarzt* 51:1-6S



Challenges of the Healthcare Service System in North America

Judith G. Hall

OC, MD, DSc honoris causa, FRSC, FCAHS

University of British Columbia and Children's and Women's Health Centre of British Columbia,
Department of Pediatrics and Medical Genetics, Vancouver, BC.

Email: judith.hall@bcchr.ca



Judith G. Hall

Ed. Referring to article by Prof Jochen Ehrich: the questions (4) he raised are in bold, followed by Dr Hall's response.

1. "The "new morbidities" of children are not really new and are rooted in social difficulties, behavioural problems, and developmental issues. How do you rank these new morbidities according to their priorities for shared

agendas of healthcare services in North America? Please add one example from your own experience how fragmented care could be bridged."

The pandemic has highlighted difficulties in both healthcare systems, brought to attention inequities, increased awareness of climate change, highlighted the rural/urban divides, as well as the importance of a scientifically educated population who relies on evidence for decision making.

However, with regard to healthcare for children, the socioeconomic differences in various populations became even more striking together with increases in eating disorders, abuse, and mental health emergencies (1). Fortunately, since children are more resistant to coronavirus, they did not suffer as great a toll as the elderly.

In the United States, the Black Lives Matter movement grew more vocal and was echoed in Canada along with concerns about indigenous and Asian racism. The greater morbidity/mortality among non-whites highlighted the social economic inequities in both countries.

Although reconciliation efforts with our indigenous population in Canada have been going on for some time, the discovery this spring of hundreds of unmarked graves at

the now-closed residential school for indigenous children and the lack of clean water on reservations re-emphasized the longstanding inequities for our indigenous population. In the US, vaccine hesitancy has led to less-than-ideal immunization rates and in Canada the rural/urban divide and the lack of vaccine availability have been challenges.

The role of the schools in education and socialization of children, not to mention the importance of school lunch programs for some populations, became more obvious during the school closures. The dislocation of women's lives because children were at home led to additional mental health and financial problems in both countries (2).

A few truly new health problems arose, such as the inflammatory disorder unique to children and the reactions to vaccine unique to young people. However, in general, the health and social challenges that were present prior to COVID-19 were accentuated. The immunization programs in both countries have been relatively successful, although routine vaccinations have lagged. However, the anti-vaccine mentality promoted by social media has had a major impact in the US. In retrospect, better tracking of cases, developing our own vaccines in Canada, maintaining equipment stores, together with building a sense of community are important preparations for the future.

Finally, there is a growing recognition of the importance of the developmental origin of adult health and disease. The concept is that there are multiple transgenerational effects on metabolism, stress-related mental health, and the microbiome. Both the ability to trace these effects and identify their mechanisms is just surfacing. Within this context, the pandemic will have a permanent multi-generation mark on child health. This is becoming a part

1. Gati SB, Bloomhardt HM, McArthur EA. COVID-19: Widening health disparities among pediatric populations. *Am J Public Health*. 2020;110(9):1358–9.

2. Kabeer N, Razavi S, van der Meulen Rodgers Y. *Feminist Economic Perspectives on the COVID-19 Pandemic*. *Fem Econ* [Internet]. 2021;27(1–2):1–29. Available from: <https://doi.org/10.1080/13545701.2021.1876906>

of our greater understanding of child health and needs to be included in research and primary care programs in the future.

Example: Because of its past history, Canada is going through a process of reconciliation with its indigenous people. Progress is being made. Because of the unfortunate experience of one indigenous child, Jordan's Principle has been developed. It is based on the concept that there should be equality and equal access to healthcare services for all indigenous children (3). Jordan's Principle has meant that there is a network of First Nations' advocates within the healthcare systems of all provinces and at every children's hospital, to assure access is available to good healthcare for First Nations children throughout reservations and within the indigenous healthcare system. Certainly it is not perfect just yet, but it is making a major difference. The US American Academy of Pediatrics now has a Policy Statement for indigenous children and adolescents (4).



2. "Could the Corona pandemic have positive effects on North American healthcare systems after highlighting disparities in care and access to care?"

As noted above, the pandemic has highlighted inequities, effects of climate change, long standing racism, and urban/rural disparities, but also identified positive potentials, such as the use of virtual healthcare, new ways to provide resilience in schools, the value of community support, and the interdependence of the countries of the world.

There is a new respect for the specialty of Public Health and the advances it has provided since the last pandemic in the early 20th century. We are now more aware of the value of case tracing, recording, and predicting. The need to learn from the unique experiences of the epidemic as it unfolds has become clear. The importance of Centers of Disease Control in the North American systems has stood out. The contrast between Canada and US are obvious—in the US, there is a sense of individual independence and messages initially were political, while in Canada, we tend to be obedient and follow directions.



3. The Jordan's Principle Working Group. *Without Denial, Delay, or Disruption: Ensuring First Nations Children's Access to Equitable Services through Jordan's Principle*. Assembly of First Nations; 2015.

4. Bell S, Deen JF, Fuentes M, Moore K. *Caring for American Indian and Alaska native children and adolescents*. Pediatrics. 2021;147(4):1–12.

3. "Is there a shortage of general or specialized pediatricians? What are the incentives for young doctors to become a pediatrician?"

There was a recent article in the journal Pediatrics about workforce among pediatricians (5). There is actually a great concern in the US because pediatric residency programs are not filling. Since they need residences to provide service in their profit-driven healthcare system, they import from other countries, where the individuals are possibly less well trained. Canada has a system of allowing the number of residency training slots on the basis of projected need because of retiring or leaving pediatricians.

A major challenge in Pediatrics in North America has become the number of women who wish to work part-time. Women in pediatrics by far outnumber men in both countries. The projected number of trainees is on the basis of full-time work. Not only do women often wish to work part-time, they also often take off time to have a family. Among young trainees in general, there is desire for "work-life balance" that tends to direct the specialties individuals choose, with more young trainees going into Emergency Medicine and becoming Hospitalists which allows them to have fixed schedules.

Perhaps one of the greatest deterrents to going into Pediatrics is that it is the lowest paid specialty in North America, even below Family Practice (6).



4. What are the gaps between primary and tertiary child health care and how could they be bridged?

Healthcare systems in the two countries are quite different. In Canada there is a socialized system of healthcare and it is transportable from province to province, although each province manages it in their own way. Pediatricians are specialists and must be referred to as must subspecialist Pediatricians. The number of trainees that is allowed is based on the number of new pediatricians that will be needed. Pediatricians serve as consultants and family practitioners (as well as some public health clinics) and are meant to provide primary care. Thus, theoretically, there is the projected number of needed residents who are trained. However, unfortunately, they may go to the US from Canada after their training in order to make more money.

5. Vinci RJ. *The Pediatric Workforce: Recent Data Trends, Questions, and Challenges for the Future*. Pediatrics. 2021;147(6).

6. Catenaccio E, Rochlin JM, Simon HK. *Differences in lifetime earning potential for pediatric subspecialists*. Pediatrics. 2021;147(4):1–8.

In the US, there is something of a free-market profit driven system with some large healthcare companies and systems, and an insurance based private system. Hospitals are allowed to have the number of residents needed for service. However, in the US as well, residency programs do not always fill and foreign graduates are brought in. This then enables them to be licensed in the US. In addition, there is a Medicaid system for low-income families, which varies from state to state and lacks full access.



NEWS



EAPE Participation in the European Digital Spring Programme 29th June 2021

Dennis V. Cokkinos

Professor Emeritus (cardiology), University of Athens

Honorary President of the Association of Professors Emeriti of the University of Athens / Past President of EAPE

Email: dcokkinos@bioacademy.gr

Europeana is an initiative of the European Union financed by the European Union's Connecting Europe Facility and European Union Member States. The *Europeana* services, including this website, are operated by a consortium led by the *Europeana* Foundation under a service contract with the European Commission.

The Mission of *Europeana* is stated as:

We transform the world with culture! We want to build on Europe's rich heritage and make it easier for people to use, whether for work, for learning or just for fun.

EAPE was represented by Dennis V. Cokkinos, Past President as moderator and Sir Les Ebdon President Elect and Liv Mjelde Board Member as speakers.

Our theme was "How Professors Emeriti can interact with active University Professors and Students".

Some points from the presentations are given:



Introduction

Dennis V. Cokkinos, *Professor Emeritus (cardiology), University of Athens*

The European Association of Professors Emeriti (EAPE) was formed in October 2016 with the aim of bringing together university teachers from divergent disciplines in Europe, addressing current educational needs. We had our first International Congress in June 2019.

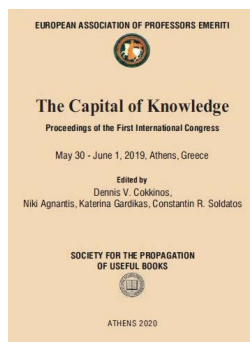
Pertinent points of our aims can be quoted:

Proposals to European authorities related to higher graduate and post-graduate education and offering courses to the general public.

The exchange of knowledge and ideas on various scientific fields.

The active cooperation among scientists via the organization of meetings, symposia or conferences of interdisciplinary and cross-cultural interests and the creation of a "Think Tank".

We organized our first international Congress under the general theme "The Capital of Knowledge" in May-June 2019. A book was produced from the proceedings.



To effectively attain these goals we have developed a strong website open to all and a wide-reaching Bulletin addressing a great array of intellectual and educational topics. We believe that our goals are in accordance with those of *Europeana*, but they also add another dimension- that of the experience of Emeriti and Retired Professors, who, free from their heavy administrative duties can

complement the efforts of their active colleagues and the needs of university students.

Some key features are presented:

Our next congress, organized by our President Professor Emeritus Natale De Santo will be held in Naples, Italy on April 28-30 2022.

Hopefully *Europeana* can feature at this event.



How Can We Give More Students the Opportunity to Participate in University Education?

Sir Leslie Ebdon, *Emeritus Professor University of Bedfordshire*

About one third of the age cohort worldwide now participates in higher education and this is continuing to grow at an unprecedented rate. There is a global movement towards high participation systems which has spread to most middle income and some low income countries. While clearly the expansion of higher education requires development of the state and of a middle-class, Simon Marginson in his 2016 paper in 'Higher Education' posits that the primary motivator is not economic growth but the ambitions of families to advance or maintain social position.

In virtually all high income countries and most middle income countries, greater than 50% of the population of the cohort now participate in higher education. Over the last 10 years in the United Kingdom, one of the laggard countries with regard to participation in higher education, the individual participation rate has risen in the last ten years from 42% to 50.2% in 2017-2018 and is continuing to rise.

This expansion is, however, not generally accompanied by more equal social access to the most elite institutions, or even to general higher education institutions.

In countries that the "World Access to Higher Education Day" has evidence for, (and that is over 90% of countries) participation in higher education is unequal. Across 76 of the lowest income countries, the poorest people are 20 times less likely to complete a higher education course than the richest

people. Across 23 countries of the Organization for Economic Cooperation and Development (OECD) the chance of a child participating in higher education is twice as high if one of their parents completed upper secondary education or post-secondary tertiary education.

In virtually every country studied, access to the most elite institutions is strongly related to the wealth of the student or of the student's family. For example in the United Kingdom you are over five times more likely to be in a university asking for high entry scores if you come from a richer background than if you come from the poorest 20%. This is despite prodigious efforts to correct this in the last 10 years. As a result of all this effort, the prospects for entry to these institutions has improved from eight times more likely to five times more likely.

It's highly pertinent to consider these inequalities currently as, while the victims of the current COVID-19 pandemic have mainly been older people, there have been significant impacts upon younger people across the world. Schools have closed and lessons have been confined to the home. In a rich country, such as the United Kingdom, a quarter of pupils, that is about 2 million children, received no schooling at all during the first lockdown which began in March 2020. In post-school education most universities quickly switched to delivering learning online. Unfortunately not everyone was

able to benefit. There is a significant digital divide, the World Bank estimates that some 220 million university and post-18 students in 175 countries have had their study significantly disrupted by the pandemic. Countless incidents have been recorded of students having to end classes early because of poor Wi-Fi connection, or it was simply impossible to keep learning in crowded conditions.

According to research by the National Union of Students in the UK, published in September 2020, 27% of UK students did not have access to the Internet during lockdown. For school students the numbers are significantly higher and they have been impacted by digital inequality, disruptions to exam preparation and the disproportionate effect of COVID-19 on the health and economic welfare of poorer communities. Research from the Georgetown University Centre on education and the workforce found that among households in which at least one person planned to take a post secondary course, 42% of those with incomes under \$25,000 has seen a family member completely cancel their plans compared with only 19% of households with incomes of more than \$200,000.

The Office for Students in England found that 72% of 1416 university students surveyed have been affected by a lack of access to a quiet space to study during the lockdown and 52% of students said that learning was impacted by slow or unreliable Internet connection, while 18% were affected by lack of access to a computer or laptop or tablet device.

COVID-19 has exacerbated existing trends, for example the considerable attainment gap between white and black students. In 2018/19 white students were twice as likely as black students to graduate with first class honours in England. With Covid intensifying racial inequalities, for example in the United Kingdom mortality rates for people of black African or black Caribbean ethnicity in 2020 were up to two and a half times higher than for people of white ethnicity. There will surely be implications for the ethnic attainment gap in these figures.

It is, however, not all doom and gloom. There are now significant increases in enrolments for online learning, with reports of up to 35% increases amongst disadvantaged students in the United States and significant growth in Australia as well as in England but generally we have a picture where the disadvantaged have seen their disadvantage grow as a result of the pandemic.

Why does this matter? It matters because we are wasting talent and therefore economies are not growing as they might. In an increasingly global economy, the lack of fairness in access to university education does not promote social cohesion. In democracies most governments are elected with promises to promote equity and equal opportunity; this is clearly not happening. But for those who are committed to education there is a moral imperative, that others might have the opportunities which have transformed our lives, the opportunity to realise their full potential.

There is now a large body of research which looks at what works in promoting access to and fairness in university entry as well as success in higher education. We know that the most important factor is long-term sustained out-reach that starts early and promotes aspiration and achievement. In this there is a role for retired professionals and emeritus professors, who can work with teachers and parents as well, but above all they can enthuse young people with the opportunities that come through higher education.

One of the features of disadvantage which has been demonstrated by the current epidemic is the disadvantage of being in a rural and remote area, particularly if it has poor access to the Internet. Many professionals choose to retire to such areas and are one of the few resources that those seeking to promote access can call upon. Universities are often set in large cities where there is good access to learning opportunities but even here there are areas where children never encounter graduates and certainly not professors. These are the areas in which we can have a strong impact.

Higher education transformed my life and I'm committed to trying to ensure that the next generation has access to the opportunity to enter higher education, irrespective of where they come from, who their parents are, the colour of their skin, or their social class, in order that they might have that same transformation in their lives.





Mentoring and the Education of the Future

Liv Mjelde, *Professor Emerita, Oslo Metropolitan University*

I am pleased to have been asked to share my thoughts based on my research into the everyday life of vocational students and apprentices in Norway. I have been a member of European Association of Professors Emeriti (EAPE) since 2016 and I have been deeply inspired by the transdisciplinary and complex thinking that penetrates EAPE. We come from different professions, but we have in common praxis as teachers/mentors and researchers in search for new complex knowledge and development.

I am a sociologist specialized in sociology of education where I have used three perspectives to examine the changing relations between vocational and general education in the post World War 2 era: a psychological perspective focuses on how individuals learn; my didactic perspective focuses on learning traditions in workshops rooted in apprenticeships in feudal times as opposed to learning in the academic classroom from the cathedral traditions of the Middle Ages; and my sociological perspective focuses on the division of manual and mental labour as it has manifested itself under industrial capitalism.

The development of technology during the past decades has brought revolutionary changes to the work of hand and mind and represents a major challenge to scientific work as well to the art of teaching. We have experienced an enormous expansion of education in formal institutions after World War 2. One goal in this growth in social democratic Norway was to give equality through education for the working class. This has led to that young people are supposed to be in formal schooling for 13 years before entering workplaces or universities. Yet here, and elsewhere in Scandinavia, a central problem, both in schools and universities, has been an increasing dropout rate. This has created new challenges and a need for developing revolutionary ideas and practice in our everyday lives as teachers and mentors for coming generations. A key question is how are we to make learning meaningful for young people on their road to leading fulfilling lives in whatever occupations they enter?

One of the main findings in my research in the vocational sector over the past decades is that students and apprentices in the vocational trades learned and prospered when they were in activity in workshops in vocational schools and in workplaces

while they found no meaning or relevance to the many hours spent in academic classrooms. They eagerly showed up for the workshop activities in the school but dropped out of the academic classes. In the expansion and integration processes of schooling in Norway two different learning traditions have met – one from apprenticeship learning originating in the guild systems in feudal Europe and the other rooted in the classroom tradition in the Cathedral Schools of the Middle Ages. In the former, students work together in dialogic relationships with a master-mentor, while in the latter they sit in rows facing a teacher who produces monologues. During the expansion of schooling in Norway and elsewhere, the cathedral tradition has been strengthened while the apprentice-master tradition has suffered severe erosion.

The Brazilian pedagogue Paulo Freire attacked the cathedral tradition for its “banking concept of education” in which the student was viewed as an account to be filled by the teacher. In its place, he called for a Socratic “*pedagogy of questioning*”. This is mirrored in the master/mentoring practices of workplaces of feudal times and when looking at the future, mentoring might be understood as a most desirable educational practice. The word itself draws from Greek mythology in the form of Mentor in Homer’s *Odyssey*. Though the actual Mentor in the narrative is a somewhat ineffective old man, the goddess of Wisdom, Athena, takes on his appearance to guide young Telemachus in his time of difficulty. She is the wise Mentor. Mentoring as a concept in educational theory also draws as noted from Socrates who saw the role of the teacher as that of an interlocutor – a partner to converse with and whose questions and reflections helped develop young peoples’ curiosity and engagement in the search of new knowledge. Thanks to Plato’s writings Socratic methods are known today and were available for Plato’s most famous student, Aristotle. This also led to what is called the Socratic turn, implied turning away from mere perceptual knowledge and attempting broader comparative explanations of external things. The Socratic turn involved respect for competence and the work of practitioners. Aristotle, following Socrates and Plato, developed his thinking about learning taking practical craft competence as his “self-evident” starting point and model. I would argue that his understanding

of learning and knowledge is congruent with an apprenticeship model of learning where the activity itself is the rotation point for learning appropriate to whether you are making a table, operating on a patient, or writing a thesis. Mentoring/ teaching take place in interaction between the learner, the Master and fellow apprentices.

The contradiction between vocational and academic learning traditions and the distance between education and working life are central in discussions on education in Norway today. We might ask if the division between hand and mind from the Cartesian times of the 17th century still permeates our existence in spite of Thomas Kuhn's illuminating critical works in the 1960ies. But new questions are being asked. Women entering the scientific world in recent decades have posed new and fundamental questions to the social organization of knowledge. They have presented theories critical of prevalent ways of thinking in both social and natural sciences. *"Whose Science. Whose Knowledge?"* are questions asked. The sociologist Dorothy E. Smith is challenging the traditional cathedral sociology she had experienced as a student and calls for a

reflexive sociology that will *"look back and talk back"* – a narrative developed in dialogues *"located, embodied in the local historicity and particularities of our lived worlds"*. Another fundamental question is posed by Michael Bakhtin in his work on speech genres: saying that it is the existing tensions and confrontations between different voices which give rise to new insights and understanding. These approaches are mirrored, I feel, in the spirit and charter of the European Association of Professors Emeriti. Science from below: a Science for Humanity is the question. A member of our council, George Christodoulou, recently received a prize for his works on Person-Centred Medicine. The latest Bulletin of the EAPE is raising these complex questions. Scholars from Africa and from different parts of Europe are discussing the problems of teaching and learning from different angles. We hope to be able to share with you all and contribute to the challenges in the education of the future. Thank you for listening.



FORTHCOMING EVENTS



The World Day of Older Persons 2021

Athens, Greece, Monday October 4, 2021 - 7.00 pm

The Association of Professors Emeriti of the University of Athens, presided by Professor Stella Priovolou will celebrate the World Day of Older Persons 2021.

The event will take place at 7.00 pm on October 4th at the Amphitheater of Ioannis Drakopoulos at the National and Kapodistrian University of Athens (30, Panepistimiou Str., Athens).

The speaker will be Professor George Christodoulou, Professor Emeritus of Psychiatry, University of Athens, President, Society of Preventive Psychiatry, former President, World Federation for Mental Health and Councillor of the European Association of Professors Emeriti. He will deliver a lecture on "Dysfunctional and Adaptive Senility".

Contacts: gdrosatou@gmail.com



International Day of Older Persons

KOŠICE MEDICAL ASSOCIATION, BRANCH OF SLOVAK MEDICAL ASSOCIATION REGIONAL MEDICAL CHAMBER, KOŠICE
in cooperation with MEDICAL FACULTY, SAFARIK UNIVERSITY AND LOUIS PASTEUR UNIVERSITY HOSPITAL, KOŠICE

Košice, Slovakia, October 11, 2021

We cordially invite you to the first scientific event after the COVID19 pandemics, which will take place on the occasion of

the World Day of Older Persons

11th October 2021, 2.30 – 6.00 p.m.

Lecture Hall of Medical Faculty, 1 SNP Avenue, Košice

(In the case of worsening of the pandemic, there will be an alternative date)

Seniors are key to the health of free society

Pope Francis on High Mass of grandparents and seniors,

24th September 2014



Leonardo da Vinci:
St. Anne, Virgin Mary and the small
Jesus Christ
"also the God had grandparents"

Coordinator: Dipl. Ing. Katarína Derzsiová.

Special guest: Mons. Anton Fabian, Prof. ThDr. JCDr., PhD, Professor Emeritus of Theology, Associate Professor of Social Care, Member of Capitol of St. Elisabeth Cathedral, member of the European Association of Professors Emeriti.

PROGRAM

First Part

Chairpersons: Dipl. Ing. Derzsiová Katarína & Assoc. Prof. Ivan Uher, Paedr., PhD., MPH.
Derzsiová K: *Meaning and purpose of the World Day of Older Person*; Fabian A: *Senior – more than a protocol of life*; Uher I, Küchelová Z: *Changes of lifestyle as prevention and treatment of a number of health issues*; Rácz O: *Is "the oldest old" an exception or not?* Friedman N (Israel)*: *Dancing as a prevention and treatment of Alzheimer's Disease*.

*Student of Medical Faculty, Safarik University.

Second Part

Chairpersons: Prof. Pavol Jarčuška, MD, PhD. & Assoc. Prof. Zbynek Schroner, PhD, MD.
Schroner Z: *The specifics of antidiabetic therapy in older fragile patients with type 2DM*; Jarčuška P: *Covid19 and the elderly*; Rajničová Nagyová I: *Integrated health and social care in Slovakia – utopia or reality?* Platová J: *Old people in the outpatient clinic of general medicine*.

Contacts: Professor Oliver Racz, email: olliracz@gmail.com





Second Congress: THE CAPITAL OF KNOWLEDGE

EUROPEAN ASSOCIATION OF PROFESSORS EMERITI

Naples, Italy, April 28-30, 2022

Board of Directors

President: Natale Gaspare De Santo (Naples)

President Elect: Sir Leslie Ebdon (Luton)

General Secretary: Luigi Campanella (Rome)

Treasurer: Patrick Berche (Paris)

Members: George Christodoulou (Athens), Liv Mjelde (Oslo),
Maria Ochsenkuehn-Petropoulou (Athens)

Substitute Members: Demetrios Kouremenos (Athens),
Michael Kunze (Vienna), Nikos Markatos (Athens)

Presidents of the Second Congress

Vincenzo Bonavita

Via Mergellina, 23 - 80123 Napoli

Phone: +39 338.6533622

bonavita@unina.it

Natale Gaspare De Santo

Salita Scudillo, 20 - 80131 Napoli

Phone: +39 348.4117376

NataleGaspare.Desanto@unicampania.it

PATRONAGE

Conferenza Rettori Università Italiane

Università degli Studi della Campania Luigi Vanvitelli

Università degli Studi di Napoli Federico II

Università degli Studi di Napoli L'Orientale

Regione Campania

UNDER THE AUSPICES OF

- ARFACID, Association of Social Solidarity and Promotion of Studies on Cancer, Aging and Degenerative Diseases
- Reference Site Connective Network

VENUES

April 28, 2022 1.00 PM-8.00 PM

Main Hall Grand Hotel Vesuvio

45 Via Partenope, Napoli

April 29-30, 2022

Centro Congressi Università Federico II

36 Via Partenope, Napoli

PLATINUM SPONSORS

ESSETI Farmaceutici Srl, Naples

CONGRESS SERVICES AND HOUSING

M.P.S.R.L. Congressi E Comunicazione

Via Posillipo 66, 80123 Naples

mpcongressi@gmail.com

Phone +390815753422

<http://mpcongress.it>

Congress website: www.emeriticongress2022.it (available on October 15, 2021)

COMMITTEES

Scientific Committee

Niki J Agnantis (Athens), Patrick Berche (Garces), Dana Baran (Jazy), Michael Botbol (Brest), Giancarlo Bracale (Naples), Luigi Campanella (Rome), George Christodoulou (Athens), Dennis V. Cokkinos (Athens), Vasile Cristea (Cluj-Napaca), **Sir Leslie Ebdon (Luton): Co-Chair**, Spyridon Flogaitis (Athens), Hartmut Frank (Bayreuth), Judith Hall (Vancouver), Dimitrios Kouremenos (Athens), Michael Kunze (Vienna), Sherban Lupu (Bucharest), Nicholas-Chris Markatos (Athens), Joannis Meletis (Athens), Liv Mjelde (Oslo), Judit Nagy (Pécs), Maria Ochsenkühn-Petropoulou (Athens), **Stella Priovolou (Athens): Co-Chair**, Francesco M. Raimondo (Palermo), Halima Resic (Sarajevo), Mirjana Sander (Zagreb), Ulrich Sigwart (Geneva), Mario Spagnesi (Bologna).

Advisory Committee

Raymond Ardaillou (Paris): Co-Chair, Guido Bellinghieri (Messina), Luigi Campanella (Rome), Paolo Ciambelli (Salerno), George Christodoulou (Athens), **Dennis V. Cokkinos (Athens): Co-Chair**, Michael Kunze (Vienna), Demetrios Kouremenos (Athens), Jochen Ehrich (Hannover), Anton Fabian (Kosice), Leon Fine (Los Angeles), Jože Gričar (Maribor), Ljubisa Mitrovic (Nis), Dimitri Nenov (Varna), Franco Pedrotti (Camerino), Malcolm Phillips (London), Daniel Rukavina (Rijeka), Costantin Soldatos (Athens).

Abstract Selection Committee

Ferdinando Auricchio (Naples), Christos Bartsocas (Athens), Björn Berg (Gavle), Orazio Ciancio (Florence), **Lucija Čok (Koper): Co-Chair**, Athanasios Diamandopoulous (Patras), Romyana Dimitrova (Varna), Michael Kunze (Vienna), Dusanka Micetic Turk (Maribor), Sandro Lovari (Siena), Francisco Garcia Novo (Seville), Dianne Newell (Vancouver), Nancy Papalexandris (Athens), Gaetano Pelagalli (Naples), **Lorenzo A. Pinna (Padua): Co-Chair**, Maria K. Papathanassiou (Athens), Vincenzo Savica (Messina), Robert van Hee (Antwerp), George Vasilikiotis (Thessaloniki).

Italian Committee

Vincenzo Bonavita, Co-President of the Second Congress, Luigi Campanella, General Secretary of EAPE, Natale G De Santo, President of EAPE, N. Carlo Lauro, President Association of Professors Emeriti Federico II, Giuseppe Marrucci, President Accademia Pontaniana (1493), Goffredo Sciaudone, President National Society of Science Letters and Arts, Ortensio Zecchino, President Biogem

TOPICS OF THE CONGRESS

1. Academies, Emeriti and their Associations; 2. Aging; 3. Back to Learning; 4. Biodiversity; 5. Challenge of Fair Access to University; 6. Climate Changes and Negative Emissions; 7. Contribution of Professors Emeriti to Science; 8. Cultural heritage; 9. Engineering; 10. Europe; 11. History; 12. History of Medicine; 13. History of Science; 14. History of Surgery; 15. Human Capital of Age; 16. Linking the Needs of Children and Old-olds; 17. Management of Health Changes in our Century; 17. Mentoring; 19. Mental Health; 20. Migration; 21. Nature Protection; 22. Pandemics; 23. Philosophy; 24. Scientific Achievements through the Ages; 25. Space conquest; 26. Others.

SUBMISSION OF ABSTRACTS

The congress is open to presentations of EAPE members and their guests.

As for the tradition of the Founding Congress and of the First Congress the program will be arranged on the abstracts received by EAPE members and their guests. From October 15, 2021 to December 20, 2021 it will be possible to submit abstracts (220-250 Words) to be discussed at the Congress. Abstracts shall be submitted-online at www.emeriticongress2022.it

INSTRUCTIONS FOR ABSTRACTS ONLINE SUBMISSION

- Title in bold capitals
- Name in bold
- University & Department in italics (not in bold)
- Email address in italics (not in bold)
- Text of up to **250 words but not less than 220**

EXAMPLE OF ABSTRACT FORM

GIVING OTHERS THE CHANCE WE HAD, THE CHALLENGE OF FAIR ACCESS TO UNIVERSITY

GIVING OTHERS THE CHANCE WE HAD, THE CHALLENGE OF FAIR ACCESS TO UNIVERSITY

Les Ebdon

Emeritus Professor, University of Bedfordshire, University Square, Luton, LU1 3JU, UK

Email: Les.Ebdon@beds.ac.uk

Studying at university remains a life changing experience for many young people today, but the opportunity is still not available for all who have the potential to succeed in higher education and the wish to do so. Barriers remain in virtually every country in the world. You are much more likely to go to university if your parents went or if they are rich. Often ethnicity, religion or socio-economic class determine your chances and in some countries where you are born or your gender remain important. In our increasingly knowledge based economies, this lack of access to higher education is not only wasteful of talent but it is economically damaging. In a democracy, such blatant disregard for equity is also socially and

politically damaging. Consequently many countries are now enacting policies to provide fairer access to higher education. This talk will draw on the author's experience, both as a University leader and a Government appointed independent regulator of 'Fair Access to Higher Education' in England. The scale of the problem and its root causes will be illustrated and global comparisons given. Some of the activities being promoted to provide fairer access and widen participation in higher education will be discussed. These will include the role of scholarships, grants, loans and fees and their effect on participation. The importance of raising both aspiration and achievement amongst school leavers will be illustrated, as will the importance of long term strategic outreach programmes. Opportunities for Governments, Universities, charities and retired academics to get involved will be outlined.

PRELIMINARY PROGRAM

Thursday April 28, 2022

Main Hall Grand Hotel Vesuvio

45 Via Partenope, Napoli

- **1.00 PM: Registrations**
- **2.30-4.30 PM: Session 1 (plenary) - Academies**
- **4.30 PM: Break**
- **5.00-6.00 PM: Opening Ceremony**
- **6.00-6.45 PM: Session 2 (plenary) Special Lecture:** Patrick Berche, Académie de Médecin Paris, *Covid-19 Syndemic, a New Concept in Public Health*
- **6.45 PM: Session 3 (plenary): Special Lecture:** Riccardo Valentini, Director of the Impact Division of the Euro-Mediterranean Center on Climate change, *Climate change*
- **7.30 PM: Informal Getting Together**

Friday, April 29, 2022

Centro Congressi Università Federico II

36 Via Partenope, Napoli

- **8.00 AM: Registrations**
- **9.00-11.00 AM: Hall A and Hall B - Parallel Sessions 4 & 5: 16 Minilectures** (Each 13 min. + 2 min. for introduction of the Chairs)
- **11.00-11.20 AM: Break**
- **11.25 AM - 1.45 PM: Hall A and Hall B - Parallel Sessions 6 & 7: 16 free communications** (10 min. + 5 min. each)
- **1.30-2.45 PM: Break**
- **2.45-5.15 PM: Hall A and Hall B - Parallel Sessions 8 & 9: 20 free communications** (10 min. + 5 min. each)
- **5.15-6.00 PM: Hall A - Session 10 (plenary): Special Lecture**
- **6.00-7.30 PM: Hall A - Session 11 (plenary): Assembly**
- **8.30 PM: Social Event**

Saturday, April 30, 2022

Centro Congressi Università Federico II

36 Via Partenope, Napoli

- **9.00-11.00 AM: Hall A and Hall B - Parallel Sessions 12 & 13: 16 Minilectures** (13 min. + 2 min. introduction and comment from moderator)
- **11.00-11.20 AM: Break**
- **11.25 AM - 1.45 PM: Hall A and Hall B - Parallel Session 15 & 16: 28 minioral presentations** max 4 slides in 7 min. (+1 min. to moderators) + 2 min. 1 question or comment
- **1.45-2.00 PM: Final Session (plenary): The third EAPE Congress**



■ INSTRUCTIONS TO AUTHORS

The Bull Eur Assoc Profs Emer is a multidisciplinary journal fostering the idea that the vocation for research and teaching is for life and protecting full use of the human capital of professors emeriti.

The Bulletin adopts the Vancouver style. Authors are invited to visit the website of the Association and read the last issue. Manuscripts shall be in good English in Word, font 12, with good illustrations and shall be emailed to the editor in Chief, Natale Gaspare De Santo MD.

• Email: nataleg.desanto@unicampania.it

Original manuscripts (Word file) around 900-1100 words shall include affiliation(s), email and phone numbers of the authors, as well as 5 keywords from the manuscript. Preferably titles should not exceed the length of 50 characters (spaces included). A portrait of the 1st author is required. 1 Figure and 1 Table (emailed on separate sheets) and a maximum of 6 references and a minimum of 3 are allowed. References must be numbered and ordered sequentially as they appear in the text. When cited in the text, reference numbers are to be in round brackets.

Manuscripts related to news about emeriti and their associations shall be limited to a maximum of 500 words, and up to 3 references; no portrait of the author is required, but 1 Figure or 1 Table can be added.

All manuscripts undergo editing.

At the end of the article number references consecutively in the order in which they are first mentioned in the text. For articles with more than 6 authors, list the first 3 authors before using "et al."; For articles with 6 authors, or fewer, list all authors.

JOURNALS

1. *Journal article published electronically ahead of print*: Authors may add to a reference, the DOI ("digital object identifier") number unique to the publication for articles in press. It should be included immediately after the citation in the References.

Bergholdt HKM, Nordestgaard BG, Ellervik C. Milk intake is not associated with low risk of diabetes or overweight-obesity: a Mendelian randomization study in 97,811 Danish individuals. *Am J Clin Nutr* 2015 Jul 8 (Epub ahead of print; DOI: [doi:10.3945/ajcn.114.105049](https://doi.org/10.3945/ajcn.114.105049)).

2. *Standard journal article*. List all authors when 6 or fewer; when 6 or more, list only the first 3 and add "et al." Abbreviate journal titles according to *Index Medicus* style, which is used in MEDLINE citations.

De Santo NG, Altucci P, Heidland A et al. The role of emeriti and retired professors in medicine. *Q J Med* 2014;107: 407-410

3. Committee on Infectious Diseases, American Academy of Pediatrics. Measles: reassessment of the current immunization policy. *Pediatrics* 1989; 84:1110-1113.

BOOKS and other MONOGRAPHS

1. Personal authors

Antier JJ. Jean Guittou. Milan, Paoline, 2002

2. Committee report or corporate author

World Health Organisation. Good Health Adds Life to Years. Geneva, WHO, 2012.

3. Chapter in book

De Santo NG. The priority: broadening the boundaries of paediatrics and turning basic science into cures. In Erich J, Corrad F, De Santo NG, ed. This I think should have priority in child health care services. Joachim Barke, Hannover 2018:69-71.

4. Agency publication

Committee on Infectious Diseases, Report of the Committee on Infectious Disease, 22nd Edn. American Academy of Pediatrics. Elk Grove Village, 1991; 319-320.

INTERNET REFERENCES

1. Website

Plato. Laws. <http://data.perseus.org/itations/um:cts:greek-Lit:tlg034,perseus-eng1:3.666> (accessed May 14, 2020).

2. Online journal article

De Santo NG. The Impact of Covid-19 on Education and Science Florence in the XIV century -after plague, famine, death and depopulation- generated Renaissance Scholars such as Filippo Brunelleschi, Giovambattista Alberti and Leonardo An Achievable goal for our Universities. *Bull Eur Assoc Prof Emer* 2020; 1(2): 19-20. (accessed 14 May, 2020)

EMAIL YOUR MANUSCRIPT TO

Natale Gaspare De Santo, MD

Editor in Chief • *Bull Eur Assoc Profs Emer*

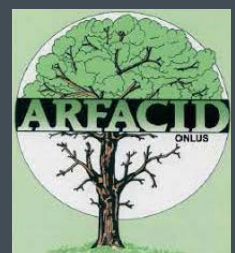
NataleGaspare.De.Santo@unicampania.it





ISSN 2945-0381

SUPPORTED BY



ARFACID ONLUS

Association of Social Solidarity and Promotion of
Studies on Cancer, Aging and Degenerative Diseases

President: Prof. Vincenzo Bonavita

Cupa delle Tozzole 2
c/o Hermitage Capodimonte
8031 Napoli, Italy