

St. Gabriels Nursery Training College



Prospectus

and

Syllabus

of

Subjects

For the National Nursery Examination Board
Certificate and The Nursery Nurses Diploma
of The Royal Society for the Promotion of
Health — Great Britain.

St. Gabriel's Nursery Training College

P.O. Box 616 — Bulawayo
S. Rhodesia

Patrons:

His Excellency, The Honourable Sir Humphrey Gibbs,
K.C.M.G., O.B.E.
The Hon. C. J. Hatty, M.P.

President:

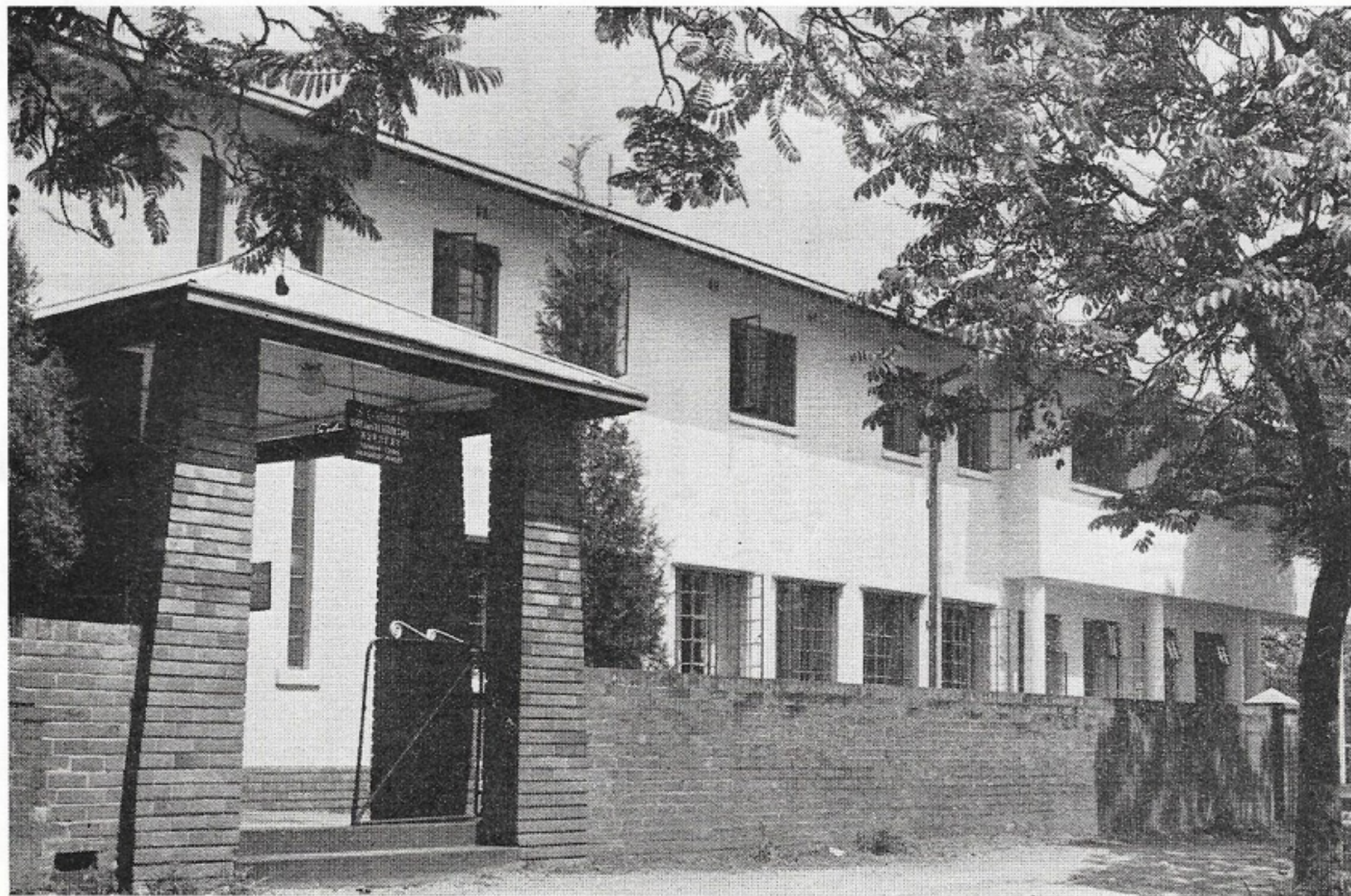
The Right Reverend The Lord Bishop of Matabeleland.

Principal:

Miss A. M. Hawkshaw.

"Whosoever shall receive one such little child in my name receiveth me."
—(Matt. 18 : 5).

Copyright Reserved



Front View of Nursery Training College.

Prospectus

St. Gabriel's Nursery Training College for Nursery Nurses commenced in 1952. It prepares students for The National Nursery Examination Board Certificate, which is the British Registered Qualification, and for The Royal Society of Health's Nursery Nurses Diploma.

These examination papers are set and assessed by the above Societies in London.

This Training College was the first outside Great Britain to have the above qualifications granted.

Students are also required to enter for the Training College internal examination.

Students are not eligible to enter for the R.S.H. Diploma until they have obtained a pass in the N.N.E.B. examination.

Candidates who are successful in the R.S.H. Examination are eligible for Associateship (A.R.S.H.).

A child study covering a period of three months has to be submitted for examination for the N.N.E.B. Needlework, handwork, toymaking and cookery are all included in the Syllabus.

The Profession of Nursery Nursing covers a wide field in the care of children of pre-school age. It prepares students for work in Residential Nurseries, Children's Homes, Nursery Schools, Day Nurseries, Physically and Mentally Retarded Children's Centres and Private Posts.

As the training covers every aspect of the home, it is also invaluable in preparing a girl for life in her own home.

It is essential that students entering for training in this work have a high standard of education, for care of children is an important office and should be entrusted only to those who have the ability to learn and understand the delicate mechanism of a child's body and mind.

Although no definite standard of education is laid down, preference will be given to those who have obtained Matriculation, a Cambridge Overseas School Certificate, or who can produce evidence from their school of having attained a reasonable standard of education.

The minimum age at which students can be accepted for training is 16 years.

It is in the first instance a training which requires vocational aptitude and the student must have, above all, a genuine love of children and be receptive of their needs. A calm and patient nature is another essential quality which must of necessity be tempered with balanced discipline. Common sense, loyalty, and a strong sense of responsibility are also demanded of those to whom the welfare of others is entrusted.

The training includes practical work in our own Residential Nursery and Baby Department, Day Nursery and Nursery School, and students are supervised in all departments by trained Nursery Staff.

The College at present accommodates 30 students and 10 trained staff.

Before being accepted for Training all Candidates must undergo a Medical Examination and Chest X-Ray. The required Medical and Entry Forms may be obtained from the Principal of the College on request.

All students are resident in the College. Board, lodging and laundry are free of charge, but a premium for training is required. At the present time the premium is £30 per annum but this may increase from time to time. Whatever the premium stands at when a student is admitted, will remain at the same figure throughout her three years.

Students are expected to pay for uniforms. The cost of four frocks and six aprons is £11 3s. 0d. Uniform frocks require renewing at the beginning of each year.

Black low-heeled, lace-up shoes must be worn on duty with white ankle socks. Navy cardigans are required for the winter months.

Students are expected to supply their own lecture files and rough notebooks, etc.

Examination entrance fees are as follows:—

	£	s.	d.
Nursery Training College Examination	5	0	0
National Nursery Examination Board Certificate	4	14	6
Royal Society of Health, Nursery Nurses Diploma	4	14	6

On final acceptance after the two month "trial period" students will receive the Training College Blazer Badge and are then eligible to wear the College Blazer. The blazer can be bought in Bulawayo and the cost is £9.

We are a voluntary institution of the Anglican Communion but students of all denominations are accepted for training.

The demand for fully trained and qualified Nursery Nurses throughout the world far exceeds the supply and this situation is likely to be of long duration.

Such qualifications therefore offer many opportunities of travel to other countries.

On becoming qualified all Nursery Nurses trained at this College are expected to consider the following Declaration as a moral responsibility and creed.



Lunch Time.

The Declaration of Geneva

—April, 1950

The Child—must be protected beyond and above all considerations of race, nationality, or creed.

The Child—must be given the means requisite for its normal development, materially, morally, and spiritually.

The Child—must be cared for with due regard to the Family.

The Child—that is hungry must be fed; the child that is sick must be nursed; the child that is physically or mentally handicapped must be helped; the mal-adjusted child must be re-educated; the orphan and the waif must be sheltered and succoured; the child must be first to receive relief in times of distress.

The Child—must enjoy the full benefits provided by social security schemes; the child must receive a training which will enable it, at the right time, to earn a livelihood, and must be protected from every form of exploitation.

The Child—must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.



Head Washing Time.



Time for Bed.

The National Nursery Examination Board

Syllabus of Subjects

HEALTH OF THE YOUNG CHILD

1. DEVELOPMENT OF THE HEALTHY CHILD

Learning about children by observation at different ages. Height and weight and their measurement; appearance; appetite; activity.

Importance of health on every aspect of child's development. Principles of health; importance of a high standard; signs of good health; signs of subnormal health.

The child as a whole. Effect of physical health on mental development.

Appearance of the normal infant. Milestones during 1st year, 2nd year and onwards; teething; sitting up; crawling; walking; factors affecting growth and development before and after birth; the premature baby.

2. FEEDING CHILDREN

Food. Kinds of foods and amounts at different ages; likes and dislikes at different ages; individual variations. Simple principles of infant feeding; importance of breast feeding; introducing new foods. Supplements; how and when given; their value.

Drinks. Times and amounts; water, milk; importance of plenty to drink and how to provide in the nursery. Value of milk; boiling; pasteurization.

Service of meals. Presentation; consistency; cooking and preparation. Washing up of utensils; care of dish cloths; feeders. Care of larder; storage of food. Care of bottles and teats. Disposal of waste.

Planning meals. Enjoyment; adequacy; variety; balancing; times; study of simple food values. Appetite; its significance; how to promote good appetite; individual tastes and appetites. Description of what happens to food when it is eaten.

3. FRESH AIR, VENTILATION, WARMTH AND COMFORT

Open Air Life. Time spent out of doors in all weathers; how children spend their time out of doors; playing, sleeping, eating, how they are dressed in all weathers; importance of fresh air, sunlight, space, warmth; effect on (a) general well-being, (b) spread of infection; dangers of excessive sun, chilling.

Indoor life. Simple ventilation; open windows; cross ventilation; how to keep children warm, cool and comfortable; how the body adjusts itself to changes of temperature; methods of heating and ventilating rooms; room temperatures; standards of floor space; play-rooms; dormitories; sick-rooms.

4. PHYSICAL ACTIVITY

Activity in infancy and at different ages; how requirements are catered for and the necessary conditions provided; space and opportunities for movement; suitable play and material; stairs, walls, etc.

Study of activity in relation to (a) muscular development, (b) nutrition; posture; flat foot, etc. Use of rooms; garden; perambulator; play-pens; cots, etc. Surface of floor; crawling; barefoot activities. What happens when breathing and taking exercise.

5. REST AND SLEEP

How long children sleep at different ages; suitable times in day; individual variations; balance of rest and activity in day's routine; relation of rest to meals.

Conditions necessary for sleep and rest; fresh air; spacing of beds; warmth; comfort; quiet; how to provide them. Consideration of use of pillows for (a) baby, (b) older child; choice and care of perambulators, cots, beds, blankets, mattresses.

Study of sleep and rest; what happens when sleeping; signs of fatigue; individual and age requirements; how to cater for them in a group. Special care of infants; how to deal with crying.

6. CLOTHING AND FOOTGEAR

How children are dressed in infancy, and at other ages, for outdoors, indoors, all weathers, freedom of movement, crawling, running, climbing. Practicability and suitability of clothing for children of different ages; overalls, aprons, etc., for different activities.

Consideration of attractiveness, convenience, protection, durability, materials, textures, colour, etc. Designing of clothes for different occasions. Making a garment. Care of clothing, mending, laundry.

Footgear for all occasions; consideration of different types; laced shoes, Wellingtons, clogs, felt slippers; fitting of shoes.

7. PERSONAL HYGIENE

Bathing and washing. Routine for babies and older children; when and how children are bathed in the nursery; arrangements for hanging towels and flannels.

Care of hair. Brushing and combing; care of hair brushes and combs; recognition of lice and nits; cleaning of heads in the nursery.

Care of teeth. Importance for health and appearance; time for teeth cleaning; care of tooth brushes.

Nasal hygiene. What should be done for children at different ages; provision of handkerchiefs, paper, etc.; disposal or washing.

Excretion. Regular and occasional visits to the closets; routine; importance of hand washing after every visit; cleaning of closets and chambers; ratio of closets to number of children; types of water and other closets; special occasions for observation of stools and reporting abnormalities to responsible persons; why abnormal stools should be reported immediately; how soiled napkins, knickers and bedding are dealt with.

Cleanliness. Dangers of dirt; risk of infection; relative importance of cleanliness; what is essential; its place in nursery routine and its relation to the other needs of the children.

Adolescent and Adult Hygiene. Importance of personal cleanliness and tidiness of adults—hair, clothing, hands, etc. Essential times for hand-washing and why.

8. CARE OF NURSERIES AND EQUIPMENT

Need for homeliness and warmth.

Arrangement of rooms; attractiveness; interest; convenience; ease of cleaning, etc. Furnishing and decoration.

Cleanliness of nurseries, play rooms, bathrooms, kitchens; times and ways of dusting and sweeping; importance of clean windows. Cleanliness of equipment; feeding utensils; boiling of crockery, spoons, dish-cloths; lavatories, bath and bowls; beds; blankets; towels.

Drainage and disposal of waste.

How to look after the sandpit and paddling pools.

Use of fire-guards. Protection of windows.

9. INFECTION AND INFECTIOUS DISEASES

Consideration of what the student can be expected to know and be responsible for. When and where to get assistance.

Elementary knowledge of how infection spreads; air, food and drink; contact; flies. How to keep the nursery free from infection.

Elementary knowledge of common infectious diseases of young children; relation to age; vital importance of postponing infectious disease; relation to nursery life, i.e., young children in groups. Signs to look for and report to a responsible person, especially during an epidemic.

Simple measures to be taken at home and in the nursery; simple principles of isolation and disinfection; use of disinfectants for various purposes. Meaning and significance of incubation and quarantine periods. Diphtheria immunization. Vaccination. Where to find information.

10. MINOR AILMENTS AND THE AILING CHILD

The need for observation and reporting of any unusual symptoms; cough; vomiting; rashes; discharging eyes, nose, ears; abnormal stools. Recognition and treatment of sore buttocks, simple skin diseases, bedwetting, threadworm and verminous conditions. Simple treatment of eyes and ear conditions under supervision or instruction from doctor or nurse.

First aid treatment of cuts, concussion, burns, scalds, bleeding, fits, suffocation, drowning, bites and stings, fainting, sprains, and bruises; action to be taken for foreign bodies in eye, ear, nose, stomach. Prevention of accidents, e.g., fire and window guards, fire precautions (statutory regulations).

Simple dressings and technique; use of clinical thermometer; taking pulse and respiration; charting. Simple care of sick child; warmth and comfort; bed-bathing; invalid diet; making the sick room cheerful; possible interests for sick child, etc. Care of convalescent child at home and in the nursery.

11. PUBLIC HEALTH AND SCHOOL MEDICAL SERVICES AND THEIR USES

Day and resident nurseries. Nursery schools and classes. School clinics. Home visiting by health visitors and school nurses. Child life protection. Infant welfare centres and clinics. Ante-natal clinics, Tuberculosis dispensaries. Venereal disease clinics. Cleansing stations. Public baths. District nursing service. Domiciliary midwifery service. Hospital services.

EDUCATION OF THE YOUNG CHILD

12. THE YOUNG CHILD AT HOME

How each child is important to the mother and receives the kind of care he requires at each stage. What good mothering means; reliability, love, protection.

The family as a natural unit; the child's certainty of his place within it, and what produces this certainty; affection; individual possessions (my dress, my doll) and those shared by the family (our house, our kitchen); responsibilities (putting chairs up to the table, putting toys away, etc.).

The kind of personal freedom for children at home and the routine to which a child must conform for the maintenance of family life.

The stage at which the child needs more than the family unit; other children of similar age to play with; more space; other play material; further adventures.

13. THE CHILD IN THE NURSERY AND THE NURSERY SCHOOL

What he finds there; other children, friendly grown-ups, a garden, interesting things to do, fresh air, good food, rest, a well planned day and an understanding friendly adult in charge.

The importance of respecting each child's individuality while helping him to learn how to live in a company of equals.

The importance of keeping in friendly contact with the mother, of knowing each child's background and sharing with the mother the child's daily doings.

What makes for a good day in a child's life at different stages; recognition of him as a personality with individual tastes, etc.; kindly handling and understanding; courtesy; regularity; variety; freedom; control.

Study of routine in the nurseries known to the student.

14. EDUCATIONAL OPPORTUNITIES FOR THE CHILD IN HIS EVERYDAY LIFE

Meal times. Share taken by children in laying tables and serving, what the children learn from this. The serving table, food to be seen and recognized by the children. The rate of the service. The effect of dainty serving by the adult. Effects of too high or too low standards at meal-times. The care of table-cloths and the use of feeders.

Enjoying a meal and learning to eat pleasantly. The place of conversation. Good habits in feeding to be encouraged according to the ability and understanding of children at different stages; how children help each other in the formation of these habits. The place of both set and informal meals. Special consideration of children who are learning to feed themselves and of slow eaters.

In the Cloakroom. The desire shown by children both for independence and help. Study of the children's difficulties in dressing and undressing; individual differences; need for practice; time to be allowed. Encouragement of friendly helpfulness between children.

In the Toilet room. Learning how to wash and to clean teeth; the difficulties of manipulation of the various things required. Part to be played by experiment and by definite teaching. Encouragement of children's delight in clean hands, tidy hair, well tied bow, clean shoes, etc. Desirable skills and habits to be formed. Achievement at different stages.

Recognition of the child's need for self-respect in all matters concerning the bathroom, e.g., attitude towards "accidents." Attitude towards children using the closet. The degree of independence shown by different children in the use of the closet. Connection of this with clothing.

Care of Nurseries and Equipment. Consideration of the child's share in this at different stages.

Putting play materials away in the right place; complicated toys to be put away complete. Helping to get room ready for dancing, story, etc. Learning to handle furniture, books, etc., with due care; wiping up spills with cloths or mops which should be easily available.

The children's share in arranging and caring for flowers and growing things. The effect on the children of an orderly and pleasing arrangement.

Rest and sleep. The extent to which children can help to prepare the room for sleep. How to manage rest periods and give the special care children need when getting up from sleep.

Clothing. Children's normal interest in their own and other people's clothes. Love of colour and design—delight in choosing, e.g., overall, ribbon.

Play. The child's play attitude to life shown by his fun and sense of humour, through talking, pretending, helping, at bath-times and dressing-times, as well as in his play activities.

Variety in the child's play; the need for a play environment providing for vigorous activity, adventure and experiment, initiative and skill, both indoors and out of doors.

Recognition of the need for increasing opportunities for play experiences from the time that the baby can begin to sit up and grasp objects.

Play experiences. Materials offering opportunity and scope for ingenuity and resourcefulness. Freedom to use his limbs. Boxes, hassocks and steps on which to climb; pushing and pulling toys; use of furniture for pushing and pulling; objects to grasp and handle, shake and bang; hard and soft toys; jars with tops; boxes with lids; dolls and teddy bears; bricks, balls.

The value of raw materials for experiment and discovery. Water for experiment, and for domestic activities, such as scrubbing, washing dolls and dolls' clothes. Earth, sand and sawdust, for digging and moulding. Clay and plasticine, paints, pastels and coloured pencils, scissors and paste, for experiment and self-expression.

A home corner for the dolls; dressing-up clothes which can be adapted by the children.

Stocks of things collected in the garden or on walks, such as fir cones, nuts, beans, pebbles, shells, which can be sorted into tins and cartons and used for imaginative play.

Domestic equipment for sweeping, polishing, scrubbing, washing-up.

Fitting toys, beads, jig-saw puzzles, constructional toys. A carpentry corner stocked with wood, nails, hammers, pincers, saw.

Equipment for building and climbing, including the use of boxes, planks, small ladders, gates, low walls, fences, logs, trees, tyres, barrels and ropes.

The value of improvised and natural materials.

The Garden. How to make a garden interesting for children making use of natural and improvised equipment. Importance of having a piece of ground where the children can dig, as well as having access to kitchen gardens and flower gardens. How children's curiosity and interest in flowers, birds, insects and animals can be satisfied. Pets in the nursery and their care. Use of the garden for sleeping and for meals, as well as for a variety of play activities. Value of using any available shed as a play-house, as well as for storing toys and equipment.

Children's interest in streets, park, countryside. Teaching road sense. How to make walks and excursions stimulating and interesting. The students' share in the children's play; by answering questions, by showing appreciation of individual effort and at times introducing new materials, and by joining in, when invited.

Practical work in the care of materials, including the checking, cleansing and repairing of toys and play materials; the orderly and attractive arrangement of play materials; preparation and care of such materials as clay and painting materials, toy-making and doll-making, the making of play aprons (for water, clay, etc.), and of simple dressing-up clothes.

Music. The children's enjoyment of sound, rhythm and melody at different stages. How it develops through listening, free rhythmic movement and singing.

Learning rhymes, lullabies, songs, hymns, etc., suitable for the children at each stage. Simple dancing, and for the older children simple musical games.

Singing or playing to the children as individuals or groups.

Language. How children learn to talk and how they can be helped to acquire speech. How, from the first, the mother talks and sings to the child—the importance of this and the time she gives to it.

How the child learns from birth onwards, through hearing talk, through his own babbling and gurgling and communicating in his own way with people around him.

The importance of talking to children and listening to their first and later attempts at making themselves understood. The children's interest in rhymes, jingles and picture books at different stages. The kind of stories children like to tell and hear. The teaching of new words naturally and on all occasions; giving the children every opportunity to talk to each other and to the student. The need for clear and pleasant speech on the part of all students. How the student can improve her own voice and speech.

15. OBSERVATION OF CHILDREN

All the topics set out above will involve careful observation of the children, but the students should be directed to consider the children's behaviour; for instance, how their behaviour shows whether they are happy or unhappy, how they respond to a well arranged programme, and the effects on them of space, fresh air, rest and play.

Students will be helped to generalize what they have learned from their observations about the all-round development of children, from babyhood to five years of age—what they are like and what they can do at, for example, nine months, a year and a half, two years, three years, four years, and five years.

(a) How children grow from extreme individualistic behaviour to co-operative behaviour, in play with each other, by helping each other, and by taking a share in the running of the nursery.

(b) How they become skilful in using and controlling their own bodies, and in their use and control of materials.

(c) How children think and reason in their play when solving problems with materials and with other children.

(d) Make-believe and dramatic play as forms of self-expression and as a basis for spontaneous group play.

(e) Confidence, satisfaction and increasing independence attending achievement.

(f) Strength of children's feelings and their difficulties in controlling them. Consideration of such forms of behaviour as tantrums, pinching, biting, disobedience, loneliness, sulking, idleness, dreaminess, thumb-sucking, nightmares, fears and unwillingness to eat. Importance of truthfulness, justice and explanations in dealing with children.

The value of play in helping the children to overcome their difficulties, and the part played by the adult in helping the children to grow towards good social behaviour.

Syllabus of Subjects
for
The Nursery Nurses Diploma
of
The Royal Society for the Promotion
of Health
Founded 1876

- A. *Introduction to Nursery Nursing*
Essentials of a nursery nurse.
Duties and responsibilities to children and parents.
Twenty-four hour care of children.
- B. *Elementary Knowledge of the Structure and Functions of the Body*
Skeletal system.
Muscles and joints.
Digestive system.
Respiratory system.
Circulatory system.
Excretory system.
Nervous system and special senses.
Principal glands and their functions.
Reproductive system.
- C. *Personal Hygiene and Daily Routine for Adults and Children*
Teaching by example.
Importance of healthy living and the need for cleanliness.
Care of teeth, hair and nails.
Washing and bathing.
Attention to the action of bowels and skin.
Stools: their character and significance.
Exercise, rest and sleep. Fresh air, sunlight and sunbathing.
Care of clothes and bedding.
- D. *Clothing—General Principles*
Summer and winter outfits for different ages—night and day.
Materials—patterns and costs, etc.
Footwear for all ages.
Mending, marking, washing, cleaning and packing.

E. *Surroundings*

Ventilation.
Water supplies.
Heating—methods—temperatures required for various purposes.
Lighting: natural and artificial.
Decoration and furnishing of nurseries. Cots and beds and bedding.
Perambulators: selection and care.
Housewifery and laundry.
Protection against accidents in the home and out-of-doors.

F. *Food and Feeding*

Simple knowledge of food values. Meaning of a balanced diet.
The expectant and nursing mother's diet.
Breast feeding—procedure—recognition of over- and under-feeding.
Indications for test weighing and method.
Complementary and supplementary feeds.
Composition of breast milk compared with fresh cows' milk and other infant foods.
Weaning from the breast.
Artificial feeding: grades of fresh milk—other forms of milk, e.g., dried and evaporated.
Special infant preparations.
Vitamin and mineral salts.
Uses of welfare food services and items available.
Making of feeds.
Cleaning and storage of utensils, including feeding bottles and teats.
Routine of feeding.
Malnutrition—possible causes.
Introduction of new foods.
Cooking and presentation of meals. Variety in planning menus.
Drinks—importance of water at all ages. Risks of contamination abroad and when travelling.
Care of larder and refrigerator. Storage of foods. Disposal of waste.
Simple knowledge of buying. Seasonal and economical foods.

G. *Physical Development of the Child*

Weight, height and movement and skills at different ages.
Formation of good bones and teeth. Need for good posture.
Signs of good nutrition.
Exercise—opportunity for using all parts of the body—indoors and outdoors—suitable equipment.
Care of premature babies and multiple births.

H. *Emotional Development of the Child*

The child and his mother (or mother substitute).
Baby's complete dependence on his mother. Need to supply this need in the nursery unit, i.e., one adult to one child (baby).
Gradual growth of independence—encouragement of this.
Speech development.
The child and his family (or family unit).
The growing child's need for a stable affectionate background.
Daily routine. Management. Play and its value.
The child's need for companionship of children of similar age.
The child as an individual.
Influences of heredity and environment.
Differences of temperament.
Emotional growth—fears—behaviour problems—backward and precocious children.
The child and the community.
Preparation for a place in the world of today.
Social behaviour.
Give and take, etc.

I. *The Achievement of Physical and Emotional Development*

Need for opportunity for play experience from earliest age.
Play materials from infancy to school and their care.
The importance of play. Wise choice of toys and playthings.
Suitable material for manipulative, constructive, experimental and imaginative play.
The value of story-telling—nursery rhymes—suitable stories for different ages.
Nature study. The need for contact with living things.
The enjoyment of music. The child's response to rhythm.
Introduction of religion.
Nursery schools and their functions.
Meals, cloakrooms, rest, in and out of door play.
Group activity. Preparation for school.

J. *Diseases and Abnormalities of Infancy and Childhood*

Recognition and general care of the sick child—at home and in a nursery.
Convulsion.
Common infectious diseases—measles, German measles, mumps, chickenpox, whooping cough, poliomyelitis, gastro-enteritis, dysentery, influenza (including incubation, isolation and quarantine periods).
Elementary knowledge of diphtheria, scarlet fever, typhoid fever, small-pox, venereal diseases.
Impetigo, scabies, ringworm, pediculosis, conjunctivitis, tetanus, thrush.
Prevention of the spread of infection, methods of isolation and disinfection.
Immunization and vaccination. Poliomyelitis and whooping cough vaccination.
Infantile eczema, hypercalcaemia.
Deficiency diseases.
Respiratory diseases.
Alimentary disturbances including pyloric stenosis, rumination, intussusception. Appendicitis, rectal prolapse. Worms—thread and round.
Congenital abnormalities. Hare lip, cleft palate. Hernia.
Congenital heart diseases. Blindness and deafness.
Eye infections and ear infections. Nocturnal enuresis.

K. *Accidents and First Aid Treatment*

Simple bandaging and dressings.
Cuts, bruises, grazes, burns, scalds, sprains.
Bleeding, drowning, suffocation and electric shock.
Concussion. Fractures.
Bites and stings. Foreign bodies in the eye, ear, nose, throat and stomach.
Common poisons and antidotes.
First-aid outfit. Medicine cupboard. Uses of thermometer.

L. *Social Services for Children*

Functions of Public Health Authorities and of the Children's Department.
Day and residential nurseries—nursery schools and classes.
Special homes and schools—foster homes.
Health visitors—school nurses—domiciliary nursing service—home helps.
Welfare clinics and services. Special treatment clinics, child guidance, deaf and special therapy clinics.
Cleansing stations and public baths. Disinfection in the home.
Chest clinics. Hospital services.

Third Year Diploma Course

Since it is essential that Nursery Nurses have a sound knowledge of children of all ages under 12, especially in the field of children deprived of a normal home life, a third year course of training provides this need and covers the following syllabus. (Practical work and day by day routine is closely related to theory).

- (a) Health Care.
- (b) Food and Nutrition. Ordering and preparation of food.
- (c) Hygiene, housecraft, cleaning, mending, laundry, control and supervision of African staff.
- (d) Mental all-round physical well being and factors which contribute to this.
- (e) Mental development. The meaning of intelligence—ways of recognising mental handicaps—educational retardation-gifted children.
- (f) Educational development—education of the normal child, gifted child, handicapped child and assessment of school progress. Detailed work with the assignment of the Correspondent School to enable Nursery Nurses and Junior Matrons to guide children in isolated areas who are unable to attend school.
- (g) Emotional and Social development. Normal milestones—problems and difficulties of this age group, e.g., gangs, talebearing, truancy, aggression, untidiness, etc.
- (h) Hobbies and school activities. Supervision of handwork, music, books, play-acting, Guides, Brownies, Cubs, etc.
- (i) Holidays, camps, wet weather play, children's libraries, etc.
- (j) Spiritual development, the quality which links all aspects of growth into one wholeness. Religious education, consideration for others, development of a sense of wonder and satisfaction of instinctive curiosity, development of an active and enquiring mind. Sunday school and daily prayers in Chapel.

EACH STUDENT AT THE END OF THIS COURSE WILL:—

- (a) Write an examination on the syllabus.
- (b) Submit a child study.
- (c) Make some utility garment such as a Guide or Brownie uniform or complete school uniform, or a fancy dress garment.
- (d) Submit the following practical work:—
 - (i) An educational game, e.g., Snap, Happy Families, Ludo, Snakes and Ladders, Scrabble.
 - (ii) A collection, e.g., Stamps, stones, coins, etc.
 - (iii) Play equipment, e.g., Puppets, toy theatre, property box.
 - (iv) A collection of stories, prayers or poems suitable for each year from 6—12 years.