

Section B.—Hygiene.

NOTE.—A separate Answer Book to be used for this Subject. ONE question only to be answered from this section.

6. What measures are taken in a town to ensure the safe disposal of sewage?
Why are these important? Describe how the sewage reaches the disposal works.
7. Give the composition of normal air. Describe how the presence of impurities occurs in the air. What natural processes cause their removal?
8. Give an account of one of the external parasites. How can infestation by this parasite be prevented?

Preliminary State Examination. Part II.

Tuesday, February 2nd, 1954.

Theory and Practice of Nursing (including First Aid and Introduction to Psychology).

Time allowed 1 hour.

NOTE.—You must answer TWO questions and not more than two.

1. Give an account of the attention which should be given to the mouth, feet and pressure areas of an unconscious patient.
2. How should the nurse deal with the following:
 - (a) the crockery used by a patient suffering from pulmonary tuberculosis;
 - (b) the linen from the bed of a patient with dysentery?

Why are the measures taken important?
3. An old lady is found lying at the bottom of the stairs with her leg twisted under her. What action would you take?
4. Answer either:
 - (i) What factors are responsible for the differences between the learning processes in a child and in an adult past middle age?
or
 - (ii) Illustrate ways in which conditions of upbringing might lead to an attitude of self-confidence or to a sense of inferiority and failure.

World Health Day

April 7th, 1954

Message from Dr. M. G. Candau, Director-General of the World Health Organisation

The importance of the nurse, and of the practice of nursing in its many forms in helping the peoples of the world toward the goal of complete health, is the theme which WHO has proposed for the celebration of World Health Day, 1954.

It is fitting that on that day the world should pay tribute to the memory of Florence Nightingale, the great pioneer of the nursing profession. We owe to her most of the principles on which modern nursing is based, and which guide WHO's work in that field.

Indeed, as she passed among the dying in the terrible military hospitals of the Crimea, Florence Nightingale understood that for such work the loving heart was not enough. The art of caring for the sick, the knowledge of the laws of life and death, she said a hundred years ago, were matters of "sufficient importance and difficulty to require learning by experience and careful inquiry, just as much as any other art."

She has given the world a new conception of the power and place in society of the trained and educated woman. This

conception we see in concrete form in the modern profession of nursing which, to the nurse's necessary attribute of compassion, has added the calm ability conferred by the disciplines of education and training.

The nurse of today, whether at the bedside, in the operating theatre, in the clinic, the school or the home, is the friend and counsellor of all and a welcome health teacher. Her importance in local health work and in community life is second to none. In addition to helping mothers and children, assuring that the community resources for prevention and care of disease are fully utilised, she often acts as the confidante of people who would take their personal problems to no one else. In most cases she is a necessary link between the individual on the one hand, and the physician and the public health agencies on the other.

The world needs more and yet more nurses. In the more fortunate parts of our planet it is estimated that there is one professionally trained nurse to every 300 of the population. But in some other countries the ratio is about one to 100,000.

I therefore express the hope, on behalf of the World Health Organisation, that one result of the observance of World Health Day, 1954, will be that still more young women of character may be led to consider, as the field for their future career, the rewarding profession of nursing.

Message by Professor J. M. Machintosh of the London School of Hygiene and Tropical Medicine

FLORENCE NIGHTINGALE ONCE remarked that "It seems a commonly received idea among men and even among women themselves that it requires nothing but a disappointment in love, the want of an object, a general disgust, or incapacity for other things, to turn a woman into a good nurse." In clinical nursing we have gone far beyond that stage and the nurse is in many countries occupying her rightful position as a member of one of our great professions.

On the health side, however, and especially in relation to the nurse's functions as an educator, most men and not a few women still seem to believe that the ability to teach "droppeth as the gentle rain from heaven." That is not true. Some people are born teachers, but all who are going to take part in an educational service require to be educated themselves in method, presentation of material and actual delivery.

It is a difficult task to educate people at any time; to educate members of families in their own homes requires not only great gifts of patience and tact but also special techniques. Other techniques not less important are needed to teach people as a group, for example at a child health centre or at an ante-natal clinic. . . .

The acquisition of mechanical skill ought not to be confused with the higher qualities that make up a good nurse. In the world of ideas it is much less important to be able to carry out a complicated transfusion than to speak the right word to a sick person at the right moment.

The type of woman who makes a good nurse is not altogether easy to assess but there are certain basic aptitudes and qualities which make the education of the nurse more likely to be successful.

The good nurse needs intelligence to profit by her training, but even more, adaptability so that she can act on her own in an emergency. She needs patience and the capacity to remember that sick people are nearly always mentally as well as physically under par; they are unusually sensitive to little slights, to the feeling—not infrequently justified—that they are not being told enough about themselves and their illness.

Among the great gifts a nurse needs is a sense of humour because she will come across situations every day in her life which can be turned to either cheerfulness or exasperation. If she can retain her sense of proportion, then that has a great educative influence upon the patient.

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