

2. THE DOUBLE CURRICULUM.—With the acknowledged shortage of competent instructors in all schools of nursing, the desirability of nurse teacher training seems evident.

We advocate that nurse education be on the college level. This implies that the teachers of anatomy, physiology, etc., be persons who could be recommended by university departments of the respective fields as instructors in colleges of arts and sciences or in similar institutions. The necessary courses in theory and practice may well be arranged through the College of Education.

Two plans for advanced instruction in nursing have thus far been in operation: the first, in which the high school graduate is first given the traditional three year course in nursing and afterward an additional two years of college study; and the second, in which the two years of preparatory collegiate training are demanded as a prerequisite for the three years of the curriculum in nursing. Both these plans are deemed acceptable at present by your Committee but we feel that the university schools should be encouraged to experiment with the view of determining the relative merits of the two plans.

The five year curriculum is longer than the usual curriculum leading to the degree of Bachelor of Arts. It may be that a safe curriculum with less, but adequate, nursing practice could be devised. This, too, should be made a matter of experimentation by the universities. The Committee, however, warns against any abbreviation of study or the formulation of requirements for any degree which could not be favored by the graduate schools and which could not be approved by them as being the equivalent of the Bachelor of Science degree granted by professional schools. In other words, whatever plans are approved, the curriculum should be such as to be acceptable to the graduate schools for registration and for further work toward advanced degrees.

Similar reasoning may be put forward regarding courses in administration and public health. In each case, it would seem reasonable that the mechanism be flexible enough to enable the high school graduate, on the one hand, to proceed directly by a well planned curriculum to her chosen objective, or, on the other hand, to permit the three year graduate to reverse the order and obtain her objective by supplementary studies.

We would not counsel that every university school organize curricula for all lines of nurse specialization. This should be governed by circumstances, particularly by the facilities and the finances available. If a university can do one of these jobs well as matters are at present, it may consider itself fortunate.