

what extent bedside instruction in these conditions is expected to compensate for the lack of more formal methods of instruction.

What has been said of medical nursing may also be stated concerning surgical, obstetric and pediatric nursing. The range of clock hour requirement is decidedly wide and as far as catalogue statements are concerned little can be learned regarding the total curricular demands in these various schools. It seems likely from a study of the catalogues that the principles of sequence are probably more neglected in this branch of the curriculum than in any other.

(d) Nursing Courses:

It might be expected that in university schools particularly, the professedly nursing courses should be administered with academic precision. In all likelihood, this is the case, but the catalogue statements give relatively little evidence on this point.

In the basic course on the principles and practice of nursing, for example, we find not only a wide divergence in clock hour requirements, giving evidence probably of a lack of clarification regarding the objectives to be obtained, but also what is seemingly a relatively low instructional demand. The requirements in terms of clock hours range between 90 and 210, and only four of the schools have made an effort to evaluate their work in terms of the usual credit hours.

(e) Cultural Courses:

If the nursing curriculum is to be estimated as the equivalent of collegiate training, one would expect the inclusion of some courses of a non-professional character here designated, for lack of a better name, as cultural courses. Thirteen of the schools attempt to give their student nurses such courses. Under this head may be included such courses as those in philosophy, religion, general psychology, modern languages, English, public speaking, history and sociology. The number of hours devoted to such studies show a wide range and only a few of the schools afford catalogue evidence of treating them with a measure of seriousness.

SUMMARY

Summarizing the situation as here presented, the following points seem clear: (a) the basic science courses are given in some university schools without reference to fundamental collegiate requirements;

(b) the instruction on clinical subjects is in some cases not sufficiently differentiated from instruction in nursing in the corresponding