

particular school. For example, in Southern California, faculty in 9 diploma schools are taking part in a single project making possible expert teaching assistance that the schools could not afford alone. On a mid-west campus, the baccalaureate and graduate nursing programs are sharing their resources with 12 associate degree and diploma programs in a project both to prepare teachers and to master teachers available through the use of new media. These schools could have applied for and received, individual grants. This would have increased the number of projects but would have defeated the purpose.

The projects are also helping individual schools to strengthen their own programs. For example, one project has assisted a diploma program to increase enrollment by developing a more academically sound educational program and simultaneously reducing the length of time needed to prepare a bedside nurse. Other examples of specific projects follow. One project involving 18 diploma schools has produced educational materials presently being used to improve this type of education by at least 40 schools in several States. Several schools in Florida are extending the short supply of teachers by cooperating in the development of a series of television courses that will bring the few expert teachers to large numbers of students in schools throughout this State as well as others in the Southern region. In 13 western States, 43 associate degree, 35 baccalaureate, and 10 graduate schools of nursing are working together to improve the preparation and increase the numbers of the types of nurses needed in this geographic area.

With the accomplishments of the project grants program to date are important, a full realization of the program's potential for far reaching, long range results is yet to come. As more and more schools incorporate the educational improvements into curriculum and use the techniques and materials developed under these projects, the improved quality of students' preparation will be reflected in the care they give as practitioners.

C. Payments to diploma schools

Under this program of partial reimbursements of diploma schools, 1292 payments, through Fiscal Year 1968, were made to the 447 eligible diploma schools that applied. Awards totaled \$9 million. Payments ranged from \$250 to \$40,000; the average amount of the entitlement was \$8,000.

Substantial improvements were not possible with average payments at this level. However, schools used the payments to improve library resources, purchase up-to-date equipment and to make other educational improvements. The formula itself, being dependent upon increased enrollment and Federally-sponsored students, prevented extensive participation. Many schools were already operating at full capacity and could not increase enrollments; others had not chosen to participate in the loan program and therefore had no Federally-sponsored students.

D. Professional nurse traineeship program

The Professional Nurse Traineeship Program has increased by 20,000 the number of professional nurses qualified for positions as teachers, administrators and supervisors since it was initiated in 1956. Another 36,000 nurses, in or committed to key positions, have received traineeships for short-term intensive courses since these began in 1960. This program is crucial to the preparation of enough teachers to expand all types of nurse training and enough nurses to direct and give expert care as well as supervise the many people providing nursing care in all settings.

During the four years that this program has been one of the provisions of the Nurse Training Act of 1964, the awards totaled \$47 million. Over 8,000 nurses received long-term traineeships and almost 18,000 received short-term traineeships, including some for study in the clinical nursing specialties made possible under the extended authority.

Quality and effectiveness of nursing education and nursing services depend directly on leadership available. The program is making significant contribution toward meeting the urgent need of teachers to train more students; for supervisors and administrators to improve and maintain patient care and to improve the utilization of nursing personnel; and for clinical specialists to give and to demonstrate expert direct patient care.

E. Nursing student loan program

The Nursing Student Loan Program assists students enrolled in diploma, associate degree, baccalaureate and graduate programs of nurse education. The program began in 1965 with 426 programs of nursing education participating. In