

gives special emphasis to the assistance of schools which are in serious financial straits to meet their costs of operation or to meet accreditation requirements. It also emphasizes assistance to projects for the modification of existing programs, an emphasis which is particularly vital at this time of transition in nursing education.

Present section 805 (improvement grant) authority would also be amended, effective fiscal year 1969, to include support for planning special projects to be funded under new authority coming into the law in 1970.

Content of nursing education must be improved, updated, and expanded to prepare students for present-day complexities of nursing practice and the variety of patient care setting in which they will function. Curriculum improvement is a continuous process to use new teaching methods to incorporate new knowledge and nursing skills into the student's educational experience. Many schools are in such difficult financial straits that they cannot undertake the fundamental curriculum changes and improvements necessary for quality programs which will meet accreditation standards.

Because of increasing specialization and complexity of present-day care, new ways must be found to train nursing students in shorter periods of time and to train a larger number of students with a short supply of qualified teachers. Improved utilization of qualified faculty members in all types of educational programs for nursing is one approach which is effective for expanding the present teacher supply. These activities are costly since they require the use of expensive communications equipment for large numbers of students. However, these systems can conserve the time required for teaching students and make the most effective use of the short supply of well-qualified teachers.

Recent developments in nursing education indicate the need for Federal funds to assist and insure development of the numbers and types of programs needed, and orderly transition from present patterns. These developments—the closing of hospital programs, the proliferation of associate degree programs, the enlargement and establishment of new baccalaureate and graduate programs, the increasing demand for clinical facilities for student experience, and the appropriate interlocking of education for nursing with that for other health professions—are straining the resources of the institutions and agencies which have responsibility for providing services as well as learning experiences, and of the educational institutions faced with enlarging and adding new programs.

New section 806.—Under the Nurse Training Act program, grants are authorized for payments to diploma schools of nursing to defray a portion of the cost of training federally sponsored students. Grants are made on a formula of \$250 times the sum of the number of federally sponsored students and the number of students attributable to an increase in enrollment. No school could receive more than \$100 times its full-time enrollment.

An entirely new program of institutional (formula) grants to all three types of schools of nursing would be authorized under this bill.

The bill would authorize a new 4-year program, beginning in fiscal year 1970 through fiscal year 1973.

New section 806.—The statutory formula provides for: A basic grant to each school of \$15,000 and of the remainder: