

and where the citizens of the United States would be likely to get the greatest benefits.

Mr. ROGERS. I understand the philosophy behind it and I would hope every school can be accredited. I approve of quality education wherever we can get it. The only thing I am saying is that once a school gets the accreditation, the standards are pretty well set there. So, we ought to then be looking at what we can do to bring up the standards of these schools that do not have it in order to begin to get some quality and quantity which we must have in this Nation. And, if we encourage these schools by giving support to reach standards, I think this is fine. But, in effect we are denying this right now. You say you have got to reach that basically first.

Dr. HARTY. Then, one looks at the point of reasonable assurance again. This was the mechanism established so there would be no barriers, so that it would be a simple process for a school immediately to begin to work toward the concept of excellence and to find means of doing so. When one speaks of regional accreditation for the institution, the National Commission on Accrediting specifically states that, in awarding accreditation to an institution, it does not make special decisions or determinations regarding specialized programs. Therefore, regional institutional accreditation does not, in and of itself, accredit or make a specific point of citing the excellence or the quality of a particular program. When one considers State approval, one needs to remember that the State—for the protection of its citizenry—says only that a school must have the minimal base to start. The peer group itself is identified in all fields as composed of persons who are most expert in this area. It seems logical to make it less difficult for the group to turn to its own peers for assistance. This would be again, as you so rightly put it, a philosophic base. When we look at number of nonaccredited schools, we are speaking of a very small number, since the majority of schools of nursing have moved to reasonable assurance or full accreditation.

Mr. ROGERS. Mr. Skubitz?

Mr. SKUBITZ. I have one or two questions. To become accredited, would your association determine such things as the training and the number of teachers on the faculty?

Whether a high school diploma is to be required for admittance, or 2 years of college; whether we should have a 2-year course, 3-year course or 4-year course? Are these the things that you would determine before you recommend a school?

Miss CONLEY. The organization has an established accreditation procedure. This is why, sir, we appended a little pamphlet to our testimony and asked that it be put in the record. I think, as a citizen you would be interested in that, sir, even if you were not a Congressman. There is a little blue pamphlet ("Nursing Education Accreditation," see p. 208) that you have three that gives a great deal of information. Let me just say, however, that criteria for the evaluation of educational programs in nursing of any kind are developed by the schools themselves. I happen to have here the "Criteria for the Evaluation of Educational Programs in Nursing Leading to a Diploma." In this case the council in our organization representing the diploma schools in this country themselves developed the criteria by which they are measured. Each of these agency members, each hospital school