

Veterinary medical colleges have been unable to capitalize upon the well-established new educational techniques because they were denied the educational improvement grants provided to other health professional colleges under Public Law 90-290. Research on veterinary medical education and innovations in curriculum have been hampered by the lack of significant financial support. It is imperative that veterinary medical colleges be included in future legislation relating to the support of education in the health professions, including: educational improvement grants, construction of teaching and research facilities and institutional support for innovations in veterinary education and research and student loans and scholarship grants. The undeniable potential of the Veterinary medical component of the health professions can be reached through continued and expanding support by the U.S. Public Health Service.

STATEMENT OF DAVID E. DANIEL, DIRECTOR OF COLLEGE RELATIONS, LOUISBURG COLLEGE, LOUISBURG, N.C.

Mr. Chairman, it is with gratitude for the opportunity extended to me that I render a short written statement which directs attention to the outright and critical need for federal operational funding in nursing education. Particular reference to the associate degree nursing program will be made. The conclusion to be drawn is that H.R. 13096 or H.R. 15758 should carry provision for general operational funding for all programs which produce the registered nurse.

In my opening remarks I wish to quote from a recent publication entitled *Nursing in the South* by Hessel H. Flitter. Permission for use of this material before this committee has been granted by Dr. Winfred H. Godwin, Director of the Southern Regional Education Board, who with the financial help of the Kellogg Foundation, produced the publication.

"In 1957, the National League for Nursing recommended a conservative ratio of 300 nurses per 100,000 population. Six years later, taking the expansion of health facilities and programs and other factors into account, the Surgeon General's Consultant Group recommended a minimum goal of 375 nurses per 100,000 population by 1970. More recently, the Division of Nursing of the U.S. Public Health Service reassessed the situation and set a goal for 1975 of 450 RN's per 100,000 population."¹

"... registered nurses ... are prepared for beginning practice through three types of programs: diploma programs administered and supported by hospitals, generally three years in length; associate degree programs administered by junior or community colleges or, less often, by senior colleges or universities, usually two years in length; and bachelor's degree programs administered by senior colleges or universities, four to five years in length.

"Each of these types of program must be approved by the state board of nursing in the state in order for graduates of these programs to be eligible to take the state licensing examination. Upon successful completion of this examination, the nurse is registered in that state and entitled to be called an 'RN.'"²

"A large amount of the nursing services obtained by citizens in the South is given by practical or vocational nurses. Practical nurses are qualified to give care to the sick in hospitals and nursing homes under the orders of a physician or the supervision of a registered nurse. Practical nurses generally receive their education in one-year programs administered by vocational and technical schools, hospitals, junior colleges, high schools, and independent agencies. Each program is approved by a state agency and only graduates of state-approved programs are eligible to take the state licensing examination. All 50 states have some provisions for licensing practical nurses, and 15 have legislation which requires licensure of all persons employed as practical nurses.

"Federal legislation which provided funds for educational programs, such as the Manpower Development and Training Act of 1962 and the Vocational Education Act of 1963, has influenced the rapid expansion of programs preparing practical nurses."³

"Of the three types of programs which prepare nurses for licensure as RN's—diploma programs constituted 80 percent of these programs in the nation and 77

¹ Hessel H. Flitter, *Nursing in the South* (Atlanta: Southern Regional Education Board, January, 1968), p. 1.

² *Ibid.*, pp. 7-8.

³ *Ibid.*, pp. 23-24.