

percent in the South in 1960. By 1966, diploma programs had decreased to the point where they represented 65 percent of the programs in the nation and 58 percent of those in the South.

"Although the diploma programs are still the most numerous, the most rapid growth in recent years has been in the associate degree programs administered mainly by junior colleges. In 1960, associate degree programs represented six percent of the nursing programs in the South. By 1966, they represented 23 percent of the programs in the South and 32 percent of the 218 associate degree nursing programs in the nation."⁴

"In the period between 1960 and 1966, the South experienced an overall increase of 28 percent in admissions in the three types of programs that prepare nurses for licensure as RN's. When the admissions are examined for each type of program, wide variations can be seen. Bachelor's degree admissions increased by about 85 percent, associate degree admissions increased by 650 percent, and admissions to diploma programs decreased by more than nine percent."⁵

"In 1966, the South averaged a ratio of 198 nurses to 100,000 population. National goals for 1975 projected needs for 450 nurses per 100,000 population. At the present rate of production of nurses, and in the face of an expanding population, by 1975, the South's supply of nurses may drop to 185 per 100,000 population. For the region to reach a conservative goal of 300 nurses per 100,000 population would require that graduation from schools of nursing be increased by 1975 to nearly four times the number graduated in 1966."⁶

TRENDS IN NURSING EDUCATION

"There is a critical shortage of nurses throughout the nation today, but nowhere is the shortage more pronounced than in the South. Not only is the South's present need for more nurses at a critical stage, but the prospects for the future are even more alarming. Significant trends . . . indicate that the situation in the South will get worse in the years immediately ahead, unless a concentrated effort to increase the nurse supply is launched now."⁷

The development of the two-year associate degree nursing program is widespread across the nation. Over 225 college controlled programs leading to an associate degree in nursing education are in existence in the United States and its territories. Currently North Carolina has eight associate degree programs: six based in state-supported institutions; two based in Baptist junior colleges, at Boiling Springs (Gardner-Webb Junior College) in the West, and Murfreesboro (Chowan College) in the East. As two-year associate degree programs become the trunk line to the registered nurse labor supply, the baccalaureate four-year nursing degree is becoming the trunk line to the ever increasing complexity of Medical nursing supervision and administration. Baccalaureate programs now exist at nine colleges and universities in North Carolina, and are anticipated in at least two others. It is apparent that the patient-care nurse labor force will continue to be in critically short supply with the expansion of the baccalaureate program. The baccalaureate graduate tends to serve increasingly in administration and supervision, while the associate graduate tends to provide basic patient care. Certainly we need both in North Carolina, and care must be taken to insure and maintain proper balance.

"In 1966, an average of 319 nurses were employed per 100,000 population in the states outside the South. In the South, only 198 nurses were employed per 100,000 population."⁸

Three-year diploma schools for nursing now number twenty-two in North Carolina. These programs are based in public and private hospitals. Many of these diploma schools are of excellent quality. However, authorities in the nursing field agree that operational costs are becoming increasingly prohibitive for many hospitals; that the hospitals face a disadvantage in that they cannot usually provide a college setting; that the search for and maintenance of a competent faculty is most burdensome. Further, these authorities agree that recruitment is becoming more difficult with each passing year, and more expensive. Therefore, while excellent diploma schools should be encouraged to persevere, and should receive federal operational funding as provided in H.R. 13096, many

⁴ *Ibid.*, p. 25.

⁵ *Ibid.*, p. 28.

⁶ *Ibid.*, p. 44.

⁷ *Ibid.*, p. 1.

⁸ *Ibid.*, p. 1.