

STANDARD CURRICULUM FOR SCHOOLS OF NURSING.

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THE RELATION OF HOSPITAL AND TRAINING SCHOOL ORGANIZATION AND ADMINISTRATION TO THE CURRICULUM.

The Committee on Education of the National League on Nursing Education point out that in working out a curriculum which aims at acceptance as a standard in training schools for nurses, certain important facts must be kept steadily in mind. And first, that the education of nurses is not carried on in the ordinary type of school, but in hospitals, and under a well-established system which requires that the practical training shall be obtained through student service in the various departments, which results in nine-tenths of the students' time throughout the three years being devoted to practical work, and that theory, essential and indispensable as it is, in reality occupies everywhere a relatively small place as to time in the curriculum.

Further, "a curriculum does not operate itself. It is dependent upon persons and conditions to give it life. No matter how admirably planned, it can only be made effective in the education of the nurse if the hospital in which it is to be carried out is of proper character and standing, and provides in its clinical resources, teaching facilities and administrative policy, a suitable field for the training of nurses."

The Committee, therefore, at the outset endeavour to show "what the general conditions and main requirements in hospitals should be, in order to ensure the satisfactory working out of a good curriculum." This they say is "a peculiarly difficult thing to do, because of the vastness and complexity of the hospital field. There are about as many types of hospitals as there are specialties in medicine."

FUNDAMENTAL REQUIREMENTS.

The first, and one of the most fundamental requirements, is that the hospital shall be of good standing in the community, that it shall be under the general direction of a responsible body of persons—trustees, directors, or managers—of such weight and influence as to establish beyond question the purpose, dignity, and stability of the institution, and to afford guarantees to the public "that it is a suitable place to which to invite young women to enter for serious professional training." Such a hospital will select with great care its officers and staff, and all concerned in the care of the

sick, and "will exact from them a high quality of work, and single-minded devotion to the interests and welfare of the patients, or its reputation cannot be maintained. . . . Its teaching will be of two kinds—the conscious, deliberate and formal, and the unconscious and incidental. Not more surely by what the student is told ought to be done, than by what she sees done daily, will her ideals in work be shaped." There must be both sound scientific work, and ethical and altruistic purpose.

FORM AND FUNCTIONS OF TRAINING SCHOOL CONTROL.

"If the training school for nurses were simply the nursing staff of the hospital and nothing more, then it could be placed upon the same basis as other hospital departments and dealt with accordingly. But in just such degree as the school is something more than the nursing staff, outside and beyond it, do different considerations enter into its management. . . . And because these problems are different, dealing with matters outside of hospitals which must be viewed from other angles besides those looking to efficient hospital administration, it is essential that there should be some body of persons who are very specially concerned with them. A good many hospitals are now providing for this need by the appointment of training school committees, and it is the opinion of almost all training school superintendents who have carried on their work with and without such committees, that they are an almost indispensable factor in good organization. . . .

"The functions of these committees would, in the main, consist in studying the needs of the school as an educational institution not purely concerned with the temporary service of the hospital, but with the permanent service of the public, and in establishing such equitable relationships between the hospital and training school, and such conditions of student life and work as will bring about this result. They should see that suitable requirements for admission are established and maintained; that sound educational standards for both practical and theoretical work prevail; that there is a properly qualified administrative and teaching staff; that it is supplied with adequate school equipment and teaching material; and that proper regulations are made about such matters as tuition fees, loan funds, and scholarships.

"Since these are all fundamentals which are well recognized in every school, it is certain that ways and means must be found of providing them. It will therefore be the function of the Committee to prepare a budget, and to secure adequate appropriations from the hos-

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