

A FOLLOW-UP OF 92 RESPONDENTS TO A QUESTIONNAIRE
CONCERNING THE PROFESSIONAL NURSE TRAINEESHIPS
RECEIVED AT THE UNIVERSITY OF OREGON
SCHOOL OF NURSING
1956 to 1961

by

Betty Childress Haugen, B.S.

A THESIS

Presented to the University of Oregon School of Nursing
and to the Graduate Division of the
University of Oregon Medical School
for the requirements for the degree of
Master of Science

June 7, 1962

APPROVED:

[Redacted Signature]

Assoc. (Professor in Charge of Thesis)

[Redacted Signature]

(Chairman, Graduate Council)

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation and gratitude to Miss Lucile Gregerson for her guidance, her generous assistance, and her continued encouragement throughout the time spent on this study.

Sincere thanks to each of the recipients of the Professional Nurse Traineeships, who provided the data included in the study, because without the effort expended by each, this report would not have been possible.

A special thank you to Nolan Haugen for his continued support and patience through the many months devoted to the project and to Bessie Steelhammer for her assistance in the production of the questionnaire.

b. c. h.

TABLE OF CONTENTS

CHAPTER	PAGE
I	INTRODUCTION 1
	Introduction to the Problem 1
	Statement of the Problem 7
	Statement of the Purpose 8
	Assumptions 8
	Justification 9
	Limitations 11
	Definitions 12
	Source of Data 13
	The Procedure for the Study 14
	Overview of Subsequent Chapters 17
II	REVIEW OF LITERATURE AND RELATED STUDIES 19
	Introduction 19
	Need for Graduate Nurse Education 21
	Need for Federal Funds for Graduate Nurse Education 28
	Professional Nurse Traineeships 31
	Review of Seven Related Studies 37
III	REPORT OF THE STUDY 47
	Introduction 47
	Procedure of the Study 51
	Tabulation and Interpretation of the Data 57
IV	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 110
	Summary of the Study 110
	Conclusions 117
	Recommendations for Further Studies 118
	BIBLIOGRAPHY 120

APPENDIX

A.	COVERING LETTER TO RESPONDENTS REGARDING THE QUESTIONNAIRE	125
B.	QUESTIONNAIRE	126

LIST OF TABLES

TABLE		PAGE
I	Total Grant and Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing for Each Year -- 1956 to 1960	54
II	Total Questionnaires Mailed to the Recipients of the Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	55
III	Number of Questionnaires Mailed, Returned and Percentage of Response in Each Group for Each Year of the Professional Nurse Traineeship at the University of Oregon School of Nursing -- 1956 to 1960	58
IV	Comparison of Mean Age of Trainees at the National Level and the University of Oregon School of Nursing Using Three Age Categories	59
V	Comparison of Ages of Respondents Enrolled in 1956-1957 and 1960-1961 in the Traineeship Program at the University of Oregon School of Nursing	60
VI	92 Respondents in Relation to Marital Status When Using Professional Nurse Traineeship Funds and Current Status	62
VII	92 Respondents in Relation to Dependents According to Ages of Children	62
VIII	Employment Status in Nursing of 92 Respondents in Follow-Up Study of Recipients of Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	64
IX	Current Classifications of Occupations of Husbands of 44 Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	66

X	Location of School of Nursing of the Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	68
XI	Current Residence of the Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	69
XII	Membership in Nursing Organizations Prior to and Following Receipt of Professional Nurse Traineeship at the University of Oregon School of Nursing -- 1956 to 1960	74
XIII	Number and Percent of Subscription to Nursing Journals of the 92 Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	77
XIV	Employment of Group B Prior to Receipt of Traineeship Funds at the University of Oregon School of Nursing -- 1956 to 1960	80
XV	Employment of Group M ₂ Before Receiving a Baccalaureate Degree	84
XVI	Employment of Group M ₂ After Receiving a Baccalaureate Degree and Prior to Receipt of a Traineeship at the University of Oregon School of Nursing -- 1956 to 1960	85
XVII	Employment of Group M ₁ Prior to Participation in Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	86
XVIII	Types of Positions or Other Plans for the Future for the 92 Recipients of Professional Nurse Traineeships at the University of Oregon School of Nursing -- 1956 to 1960	94

CHAPTER I
INTRODUCTION

Introduction to the Problem

"Healthy citizens are the Nation's most basic resource. Prosperity and the national security depend heavily on maintaining health at the highest possible levels," stated Oscar Ewing in a report to the President in 1948,⁽⁸⁾ regarding the necessary improvement essential for the health of the citizens of the United States. The largest group of health workers in this nation responsible for assisting in improving the health of the citizenry are the professional nurses. During the forties, the health needs of this nation had increased both in the armed forces and the civilian population. The importance of improving the health of individuals was particularly emphasized by the number of men who were judged to be physically unsuited for the armed services. During the armed conflict, the number of nurses required to meet the expanded health services had been increased by aid from the Federal Government through the establishment of the cadet nurse corps. The end of the war brought to a close the cadet nurse corps causing a considerable

decrease of enrollments in the schools of nursing, while the health services, which had been accepted as a part of the American way of life, continued to increase putting further stress on the necessity for increasing the quantity and quality of nursing service. The Goldmark report ⁽¹³⁾ and the Grading Studies ⁽²⁶⁾ of the twenties had pointed to the demand for changes in education in nursing, but it was not until the middle 1940's that the nursing profession and other interested groups began seriously to review and revise the programs designed to meet the expanded health services of this nation and of the World Health Organization. Many studies, (4, 5, 12, 28, 45) were initiated to define the problem and suggest methods of meeting these needed nursing services. These studies included the number of nurses who would be required in the future, the identification of the types of education essential for various levels of nursing personnel, the changes needed in the curriculum of the schools of nursing to provide the best learning experiences for the students, and the urgent necessity for increasing the number of qualified teachers and leaders in the nursing profession to assume the increase in the number of positions which would develop.

The basic essential for promoting progress in nursing is through effective leadership in administration, supervision, teaching,

research, and consultation in all fields of nursing. The most important means of providing this leadership for nursing is through graduate nurse education.

Our greatest need in nursing is for more nurses with leadership ability, and leaders skilled in human relations. All through the centuries progress in caring for the sick and promoting health has been brought about by good leaders with good followers. Today one out of eleven nurses holds a leadership position which demands advanced educational preparation. Their guidance enables the larger group of nurses to practice more effectively. (29)

In 1956, a decisive step toward increasing the number of individuals prepared to furnish leadership in nursing was the enactment of legislation provided by section 307 of the Public Health Service Act, Title II of Public Law 911, 84th Congress, Second Session which was designed

to strike a meaningful and conclusive blow at the Nation's continuing nurse shortage - a shortage of services, if not of numbers, a baffling inadequacy in skills and leadership which had been difficult to define and which has defied solution. (35)

The portion of the law which applied to the education of graduate nurse students was known as the Professional Nurse Traineeships, which made funds available for individuals who desired further education to increase their skills in administration, supervision, and teaching. It enabled those persons, who were attending school on a part-time basis, and those nurses, who had

been unable to attend because of insufficient financial support, to enter schools of higher education for additional academic preparation on a full-time basis, thus increasing the number of potential leaders and teachers in nursing in a shorter period of time. (35)

Public Law 911 was established originally for a three-year period, but this was extended in 1959, by amendment of Public Law 86-105 for an additional five-year period. The program is administered by the Division of Nursing, Bureau of State Services, Public Health Service, Washington, D.C. (37)

The 1955-1956 edition, Facts About Nursing⁽¹⁾ showed a decline in the total number of students enrolled in graduate nurse education programs since the peak year of 1950, when the enrollment of students in graduate nurse programs had been increased to 12,381 by those individuals attending school on the G.I. Bill. By 1954, there had been a noticeable increase in the number of part-time students in the schools. In 1947, fifty-four percent of the 11,877 graduate nurses enrolled in educational programs were studying on a part-time basis, but by 1954, this had increased to sixty-nine percent. During this period, however, there was an increase in the enrollment in the master's and doctoral degree programs from 12.5 percent of the graduate nurse students in 1951 to 14.4 percent in 1954, which represented a twenty-two percent in-

crease in these three years, while the baccalaureate degree programs had shown only a three percent increase during the same period. ⁽¹⁾ Following the passage of the law which provided for Professional Nurse Traineeships, the full-time enrollment increased from twenty-eight percent in 1953 to forty-five percent in 1960. ⁽³⁾ By 1960, the majority of the part-time enrollment was found at the baccalaureate level. The number of graduates from the baccalaureate programs increased from 1,966 individuals in 1953 to 2,520 persons in 1960, while the graduates of the master degree programs increased from 505 candidates in 1953 to 1,197 candidates in 1960, showing a 240 percent increase in the number of individuals prepared for positions of leadership and teaching. In spite of the increase shown by the 1960 figures indicating a higher percentage of individuals graduating from master degree programs, it was estimated that less than two percent of the employed professional nurses in this country had a master's degree. ⁽³⁾

The University of Oregon School of Nursing have had 114 students who have been assisted through the use of Professional Nurse Traineeships from the beginning of the program in the fall of 1956 to August 1961. Of this number, sixty-eight of the students were in the pre-baccalaureate program and forty-six were in the

post-baccalaureate program. By December, 1961 fifty-three of the pre-baccalaureate candidates had completed degree requirements and twenty-four of the post-baccalaureate candidates had completed programs designed to prepare them for positions of teaching and supervision in nursing. Nine of the pre-baccalaureate students had completed requirements for a baccalaureate degree in General Nursing.

One method of determining the success of any program is through examination of the product of the program. "In evaluating an educational program, one should be concerned with the educational product, the graduates,"⁽²³⁾ so stated Sister M. Jacinta Mann, S. C. and L. J. Lins in a follow-up study at the University of Wisconsin. In evaluating the program, it should be determined how the individuals' lives were changed because of the educational opportunities experienced; what their activities were; and the effects the individual had noted.⁽²³⁾ The purpose of this follow-up study of the recipients of the Professional Nurse Traineeships for preparation in teaching and supervision and general nursing at the University of Oregon School of Nursing was to determine through the use of a questionnaire sent to each individual, certain specific information about each trainee such as: personal data, pretraineeship employ-

ment and skills, professional experience, type of employment sought and obtained after the traineeship and the changes which had been effected as a result of the academic opportunities which the student had experienced while attaining her degree.

Statement of the Problem

The University of Oregon School of Nursing has been a part of the Professional Nurse Traineeship Program since it was established in August, 1956. During the first five years of the grant, 114 students received financial assistance for part of their education in preparation for teaching and supervision. The amount of \$253,315.00 has been provided to pay tuition; stipend, dependency support and travel expenses to the school for 114 individuals. The problem of this study was to determine whether these persons have really assumed the leadership positions for which they were prepared through the use of the funds expended. It is recognized that the real impact of the increased number of better prepared faculty may not be apparent for some time, but a certain degree of assessment should be possible for the first five-year period.

Statement of the Purpose

The purpose of this study was a follow-up of the individuals who received Professional Nurse Traineeship, Title II funds, P.L. 911 or P.L. 86-105, while enrolled in programs at the University of Oregon School of Nursing from September 1956 to August 1961. The follow-up was designed to determine whether the individual recipient thought the traineeship had helped her and in what manner this had happened; to ascertain the number of individuals who were fulfilling the purpose for which the traineeships were meant, e. g. in positions of administration, supervision or teaching; to determine the difference in the positions held by the baccalaureate and master degree candidates; and obtain information concerning the individuals, who received traineeship funds during the first five years of the program.

Assumptions

For the purpose of this study, it was assumed that:

1. Education changes people.
2. Individuals seek education for many reasons, including desire for self-improvement and for preparation for specific positions.
3. The individuals, who enrolled in the programs designed to prepare them for positions in teaching and supervision, have the interest and aptitude for progressing to the positions for which the traineeships were created.

4. The individuals enrolled in the graduate nurse programs would be able to identify the changes that took place in themselves and would be willing to supply the information.
5. The individuals participating in the study would provide the correct responses to the question and not knowingly distort the data by supplying misinformation.

Justification

An increase in the qualitative and quantitative services of nursing is essential to the health needs of this nation. The method of providing the quantitative services had been approached in various methods, such as the increase in the number of students in the schools of nursing; the development of new educational programs including the Associate Arts degree programs; the growth and development of practical nurse schools throughout the nation; and the increased use of hospital-trained personnel, such as the aide. The problem of qualitative nursing service needs must be met because

to a large extent, the quality of nursing care and the efficiency and even continuation of nursing services depend on top leadership personnel. . . . Even if there are more nurses to give patients care, what improvement can be anticipated if these nurses are not adequately supervised and if the services in which they work are poorly organized and administered? (31)

There have been 114 recipients of Professional Nurse Traineeships enrolled at the University of Oregon School of Nursing from September 1956 to August 1961, in academic pursuit intended for preparation in teaching and supervision in nursing. The specialization in teaching and supervision on the baccalaureate level has been terminating during the same period as the specialization has been up-graded to graduate study. Ten of the recipients were enrolled in the General Nursing program, but met the stipulations of the grant entitling them to traineeship funds as the General Nursing program included elements of the teaching and supervision program. For these reasons it has been possible for students on either the pre-baccalaureate or post-baccalaureate level to be recipients of the traineeships. The end of the first five-year period is a logical time for assessing some of the results, specifically those which the recipients express. There have been no studies done at the University of Oregon School of Nursing pertaining to the participants in the registered nurse programs during these years.

The questionnaire is the device most frequently used to accomplish a follow-up survey of the graduates of an education program. One of the earliest and most complete follow-up studies

of graduates was the one done by Pace at the University of Minnesota in the latter part of the 1930's. ⁽³⁰⁾ In recommending this type of study, the premise was that "only from them (the alumni and ex-students) can we learn what they got from us, what we did to them and for them that was right, wrong, of consequence, of inconsequence, fruitful or wasteful". ⁽³⁰⁾ Studies concerning the graduates of schools of nursing have been used to determine needed changes in curricula to provide the maximum educational offerings for the student and to determine the educational results which the school had achieved. (7, 9, 10, 22, 40, 47, 48)

Limitations

This study was limited to the information gained by questionnaires submitted to the individuals, who had received Professional Nurse Traineeships for preparation in teaching and supervision at the University of Oregon School of Nursing from September 1956 to August 1961. It was further limited to the 111 individuals for whom addresses could be located. The results of the study were confined to the fifty pre-baccalaureate degree candidates and the forty-two post-baccalaureate candidates, who answered and returned the questionnaire before May 1, 1962. It is also limited to those persons who received funds under Title II. The Univer-

sity of Oregon School of Nursing has Title I for the preparation of registered nurse students for first level public health nursing. The recipients of those funds have not been included in this study.

The use of the questionnaire as a tool placed further limitations on the study as it was possible for the question to be misinterpreted by the respondent. The replies to the questions concerning positions since the receipt of the traineeships were limited to those individuals who had completed their degree requirements and ready for employment.

There was no attempt made in the study to evaluate the effectiveness of the curriculum, nor to investigate the results of the traineeship funds in terms of changes in enrollment, or increase in faculty responsibility.

Definitions

For the purpose of this study, the following definitions are accepted:

Basic schools of nursing are those schools of nursing whose function is the education of "students (of nursing)" with no previous preparation in professional nursing. (25)

Graduate nurse education is defined as the education of the professional nurse who has completed the requirements of a basic school of nursing. Graduate nurse programs include two levels of academic preparation - graduate and undergraduate. The graduate programs in nursing (masters or doctoral) prepare nurses for the specialties of administration, supervision, teaching, consultation, or advanced nursing practice. The undergraduate programs (baccalaureate) are of two kinds: (1) prespecialization programs which prepare diploma school graduates for beginning public health nurse positions, and (2) specialization programs which have objectives similar to those of the programs at the graduate level. (15)

At the University of Oregon School of Nursing there are two graduate nurse educational programs. The two programs at the pre-baccalaureate level designed for the diploma school graduate to prepare them for beginning positions in public health nursing or for preparation in teaching and supervision are in the process of being replaced by the General Nursing program. The other program is on the post-baccalaureate level which is the master degree program planned to provide preparation in teaching and supervision.

Source of Data

The primary sources of data for this study were obtained from the responses of 92 registered nurses, who were recipients of Professional Nurse Traineeships, in answer to a questionnaire, which had been sent to 111 individuals. Those, who provided the

data, were enrolled during the five-year period, September 1956 to August 1961. Forty-six of the recipients were in the post-baccalaureate program leading to a master's degree and sixty-eight were in the pre-baccalaureate degree program. The questionnaire was mailed to forty-six of the master degree candidates with forty-two returning answers, which represented 91.3 percent of the group. Sixty-five questionnaires were mailed to the pre-baccalaureate degree candidates and 50 (76.92 percent) were returned. Two of the questionnaires were returned by the post office with no forwarding address. Of the 109 questionnaires, which were presumed to have reached the addressee, 92 or 84.4 percent participated in the study.

Secondary sources of data were obtained from the literature and from related studies.

The Procedure for the Study

The purpose of the study was identified and it was determined that the most feasible method for obtaining the desired data was by means of a mailed questionnaire. The questionnaire may be defined as a form prepared and distributed to secure responses ...

to certain questions; as a general rule, these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. (14)

The questionnaire was chosen as it is a means of gathering data from a variety of scattered sources such as the graduates of an educational program. This type of study may be described as a "descriptive-survey". (14)

The questionnaire was designed to obtain information from those individuals who had received financial support through the Professional Nurse Traineeships at the University of Oregon School of Nursing from September 1956 to August 1961. The questionnaire was constructed and presented to faculty members and to experienced professional nurses in the school for the suggestions or corrections needed to refine the tool so the purpose for which the study was intended could be met. The tool was edited and revised according to the suggestions which had been made and presented for further comment. After the additional corrections were made, the questionnaire was ready for duplicating. The names of the individuals who had received Professional Nurse Traineeship Funds were obtained from the school. Various methods were employed to obtain the correct mailing address of the 114 recipients. These in-

cluded the addresses known to the school; the University of Oregon School of Nursing Alumnae file; the Oregon State Board of Nursing; the last known place of employment; the home address of the family; friends of the individual; and the telephone book of various cities if a residence was known. One hundred and eleven (97.47) of the addresses were located. The questionnaire was duplicated and mailed on March 26, 1962 to 111 of the recipients of the funds. Two of the questionnaires were returned to the sender with no forwarding address available to the postal department. The 109, who presumably received the questionnaire, represented 95.6 percent of the recipients. April 10, 1962 was set arbitrarily as the date by which the returns should reach the author, but this was extended to May 1, 1962 as only 63 individuals had responded. Telephone calls were made to the individuals in the area, who had not responded, in an effort to increase the percentage of participation. By May 1, 1962 ninety-two of the recipients, representing 84.4 percent of the group had returned their responses to the investigator.

The questionnaire for the pre-baccalaureate and the post-baccalaureate degree candidates was identical, with the exception of the questions concerning previous educational experiences of the two groups: Group B was the pre-baccalaureate degree candidates, and Group M was the post-baccalaureate degree candidates.

Group M was further divided into M_1 and M_2 in certain tables. Group M_1 refers to the graduate student, whose basic nursing was at the degree level and Group M_2 denotes the student, who received her basic nursing at the diploma level.

A letter of explanation concerning the purpose of the study was mailed with each questionnaire to the individual recipients. This letter is included as Appendix A.

The data included in the study were based on the 92 replies to the questionnaire which were received prior to the first of May 1962. Two of the individuals did not complete all parts of the returned questionnaire, so the totals in the various tabulations are not all identical. The tables were constructed from the tabulation of the data contained in the respondents' replies according to the level of graduate nurse education for which they had attended school. The percentages in the study were established in each group according to the number of replies to each item in the questionnaire.

Overview of Subsequent Chapters

The remainder of the study has been divided into three chapters. Chapter II, REVIEW OF LITERATURE AND RELATED STUDIES is divided into four categories; (1) need for graduate

nurse education; (2) need for federal funds for graduate nurse education; (3) Professional Nurse Traineeships; and (4) review of seven related studies. Chapter III, REPORT OF THE STUDY, describes the procedure followed and the tabulation of the results obtained from the responses to the questionnaire received from 92 recipients. Chapter IV, SUMMARY, CONCLUSIONS, and RECOMMENDATIONS, is a summary of the study, the conclusions established as a result of the findings and the recommendations based on the data obtained.

CHAPTER II
REVIEW OF LITERATURE AND RELATED STUDIES

Introduction

Nursing has become a rapidly changing profession and requires practitioners at several levels of education and professional competence. Various levels of preparation must be developed if nursing is to participate fully in the total effort of promoting and maintaining the health of this nation. The basic education of nursing has increased in character and scope requiring those individuals holding positions of leadership in the profession to attain higher degrees of education. Among the financial resources which have been provided for those nurses seeking additional education was the enactment of the Health Amendment Act of 1956, administered by the Public Health Service. This act was designed to improve the health of the people, to provide funds to increase the number of adequately trained professional and practical nurses and public health personnel, and to assist in the development and improved methods of care and treatment in the field of mental

health. ⁽²⁴⁾ The portion of this act with which the study was con-

cerned was the Professional Nurse Traineeship.

The value of the follow-up study has long been recognized in general education as a means of identifying the success of educational programs in obtaining their objectives. As was stated by Tyler in the National Education Association Journal

the follow-up of the graduates . . . is an important way of identifying realistically the continuing effect of college education upon the graduates. A careful study of evaluative data of this sort provides a wealth of information in the college program which needs improvement, in indicating aspects which are successful and should be retained, and in suggesting problems for further study. (43)

This method was pursued by Traxler, ⁽⁴¹⁾ who divided the importance of such studies into three main purposes: to provide social, educational, and vocational adjustment after leaving school; to gather information for use in evaluation of the instructional and guidance programs of the school; and to gather information of general interest concerning the graduate. Many studies have been done to identify the problems in the various types of schools of nursing and the results of those studies used to provide the present and future students with a curriculum created to meet the requirements of the nurse in a changing society. There have been numerous studies concerned with the follow-up of the graduates

of various nursing programs and the value of using the results of such studies to provide better programs for the present and future students in basic and graduate nurse education. The review of some of these studies has been included in this chapter.

This chapter has been divided into four categories: (1) need for graduate nurse education; (2) need for federal funds for graduate nurse education; (3) Professional Nurse Traineeships; and (4) seven related studies of nursing educational programs.

Need for Graduate Nurse Education

In industry the product is measured by the consumer. In nursing education, the graduate nurse is the product measured by society, the consumer of nursing service. If the consumer is not satisfied with the quality or the quantity of the product he uses or wants, he asserts judgment against the producer of such products. The consumer of nursing service has asserted judgment against the producer of nurses as the production of the product has not kept abreast of the demands of society in quality or in quantity. Nursing education has been aware of this social problem of nursing since the Goldmark report in 1923.⁽¹³⁾ This report pointed out the dual characteristics of the training schools of the era --

the problem of the two functions which they were trying to perform, the education of nurses and the supplying of nursing service to the hospital. When a conflict developed between the goals, education yielded to service and thus the perpetration of the apprenticeship method of education. Also emphasized in the report was the need for the development and strengthening of the university schools to attract candidates capable of assuming leadership in nursing. The attack started by this report was carried on by the Committee on the Grading of Nursing Schools, ⁽²⁶⁾ who recommended improvements needed in nursing education, including supplementary courses for nurses with deficient basic education, courses for specialization in clinical areas, and programs on the graduate level in institutions of higher education designed to prepare nurses for professional responsibility. It was not until the close of World War II, however, that many of these recommendations received the serious consideration necessary for the growth and development needed within the nursing profession.

The nursing needs of the people continually change, in a dynamic society, thus the methods of meeting these requirements must constantly be evaluated and altered to provide the social and health goals which this nation has accepted as its rights. The

nursing profession realized that it must accept the challenge presented in the President's Commission on Higher Education if it were to grow and develop. The challenge was that

all the professions are urgently in need of leadership, professional statesmanship. They need men (women) who possess disciplined imagination, social awareness, and elasticity of judgment, men (women) who can see beyond the details of their own jobs to recognize professional problems and obligations and take constructive and farsighted action about them. (32)

The leaders of the professions should come from those who are college trained. "The development of true professional nursing education must necessarily await the emergence of a competent staff of educators," was the consensus of the Committee on the Function of Nursing. (12) And the nursing profession itself "concluded that there was something not only drastically but chronically wrong with a system of education which could not meet the demand either for qualitative or quantitative service." (5)

When World War II ended in 1945, there was a drastic reduction in the number of student nurses enrolled in the basic schools of nursing due to the termination of the cadet nurse corps, a federally supported program which had increased the number of student nurses to an all time high. Coupled with the decrease in the number of students was the increase in the health needs of the

nation which continued to rise following the war, because of the diversified health programs families had known and accepted during armed activity and the awareness by this country of the importance of improved health care. It became acutely apparent that the nursing profession was not able to meet the additional demands with the current educational methods and facilities and that serious consideration must be given to the improvement of the educational programs and to the education of more leaders and teachers in the profession in order to prepare nursing personnel needed for the future. There had been noted a considerable increase in the number of nurse instructors with at least one academic degree since 1929, when less than 4 percent had at least four years of college. By 1949, 55 percent held at least one degree ⁽⁴²⁾ and by 1956, 16 percent of the approximated 10,000 nurse faculty had a master's degree and 53 percent had a baccalaureate degree. Some 31 percent of the nurse instructors still lacked the minimal preparation, however. In order to replace those who are unprepared and to meet the anticipated needs, approximately 1300 new teachers need to be prepared annually for the ten years, 1956 to 1966. ⁽²⁰⁾

According to statistics compiled by Eugene Levine reported in Nursing Outlook, January, 1954, the percentage of active graduate

nurses without a degree was 91.8. In the hospital less than fifty percent of the directors had a degree, while among the supervisors and assistants, 80.4 percent did not hold a degree.

The National Nursing Council for War Service and the nursing profession felt that long range measures needed to be adopted to provide adequate nursing care for the future. The result of such thinking was the decision of the National Nursing Council to investigate the basic schools of nursing, therefore, 1,245 schools of nursing sent representatives to one of three conferences held in connection with the Study of the Schools of Nursing done by Dr. Esther Lucile Brown. A Thousand Think Together was the report of these conferences which made recommendations concerning the needed changes in the schools of nursing. (27) By means of the financial support from the Carnegie Corporation of New York the investigation was carried on by Dr. Esther Lucile Brown of the Russell Sage Foundation with the results published in Nursing For The Future. (5) Three basic considerations affected the nature of the study:

(1) that nursing service and nursing education should be viewed in terms of what is best for society -- not what is best for nurses; (2) that observation should be nationwide; and (3) that an attempt should be first to visualize how nursing might supply the evolving demands of the health services, and then inquire into the kinds of education needed to prepare nursing personnel for the various requisite services. (4)

Among the conclusions reached in the study by Dr. Brown was that the education of the professional nurse was the responsibility of the institutions of higher learning, but that the development of such educational facilities was dependent on the numerical increase and improvement of the qualifications of the nursing faculties. The majority of the basic schools of nursing in 1948 did not meet the goals established by nursing to provide the wide range of care deemed essential. Most of the schools were still of the apprenticeship variety and could not be thought of as providing the professional education necessary to meet the requirements of a profession that depends on highly skilled and competent nurses. (5)

Dr. Bridgman echoed the recommendations of Dr. Brown in her concluding statement in Collegiate Education for Nursing (4) in a challenge to the colleges and universities saying that

society requires the establishment by higher education of an effective system of appropriate types of preparation for diversified nursing functions and the maintenance of standards that will assure competence. Only a high quality of education will serve the need. (4)

She, also, emphasized that securing and retaining an adequately prepared faculty was an important requisite in a basic school of nursing. There had been a lack of an effective system for the preparation of nurse instructors and no definite plans had been

developed for the improvement of the situation. She charged the profession with the need to define the purposes and objectives of graduate nurse education on both the baccalaureate and master's level if the profession was to be able to meet the demands for health services.

In order to meet the challenge for the improvement in quantitative and qualitative nursing care, it became essential that more individuals be prepared to fill the leadership positions needed by the nursing profession. Just to add numerical numbers to these groups of individuals would not solve the dilemma, but it is essential that these potential leaders receive the "kind and quality of education offered in specialized programs in nursing". (31) There had been an increase in the number of graduate nurse students enrolled in programs accredited by the National League for Nursing. Also, in these accredited programs there was an increase in the number of candidates preparing on the master and doctoral levels plus a greater number of persons preparing for teaching and supervision in a particular field of nursing in which they intend to work. There has been a trend toward placing the advanced education on the graduate level and a decrease in the number of schools offering specialization in teaching and supervision at the pre-baccalaureate level.

General Nursing programs have been developed for graduates of diploma schools of nursing who are seeking a baccalaureate degree.

Need for Federal Funds for Graduate Nurse Education

Nursing has not been able to keep pace with the demand for the number of qualified individuals needed to assume the leadership positions in administration, teaching, supervision, and consultation. Due to low salaries, many nurses have been unable to leave their positions and to assume the cost of advanced education. The nurses, who did pursue advanced education, often did so on a part-time basis, thus increasing the length of time needed to qualify for positions of leadership. Some assumed positions for which they were not qualified, but because of the needs of the schools and hospitals they functioned in such capacities. ⁽³⁶⁾ In 1947, there were 11,877 graduate nurse students enrolled in colleges and universities. Of this number 46 percent were attending on a full-time basis, but by 1953 when the same number were attending only 28 percent of the students were enrolled full-time. The decrease in the number of full-time students was credited to the fewer nurses eligible for financial assistance from the G.I. Bill of Rights. ⁽¹⁾ This emphasized the importance of financial support necessary to assist individuals to enter graduate nurse educational programs on a full-time

basis in order to shorten the period of preparation, thereby increasing the rate of providing the leaders and teachers urgently required by the nursing profession. (15) Mrs. Lucile Petry Leone stressed the critical need for qualified teachers in an editorial in the Nursing Outlook, December 1955. She indicated that the part-time graduate nurse students were a "measured social waste" as the need for teachers was so acute and the three to ten years these students were requiring to complete degree requirements could be decreased through paid leaves of absences and scholarships for advanced study. (20) Other leaders in the nursing profession repeated what Mrs. Leone had said. Loretta Heidgerken wrote that financial assistance to nurses is essential if the number of adequately prepared leaders in nursing were to be increased. (18) Mary M. Roberts suggested the slogan "Those with the Will Should be Helped with the Bill" in encouraging financial assistance to the graduate nurse students to relieve the teacher shortage in schools of nursing. At the time of the publication of this appeal federal aid to nurses for study had been suggested, but had not reached the Congress. (38)

Twenty-eight states had provided some financial aid for graduate nurse students through scholarships and loans. Scholarships and loans from voluntary agencies were available in 14 states

and in 24 states funds could be obtained from official sources. The individuals were awarded amounts varying from \$225 to \$3000. The effect of these efforts by the states did not provide the financial assistance needed to increase the full-time enrollment in graduate nurse educational programs essential to provide leadership and teachers for the profession. (35) Dr. Brown had emphasized in her study that without federal assistance for graduate nurse education, the needs of nursing could not be met as there was not a sufficient number of nurses with a collegiate education to provide the leadership. (5) The President's Commission on Higher Education expressed the opinion that the federal government should continue in its role of financing higher education. The need of supplying individuals prepared for leadership through education is as important to the nation in time of peace as well as in time of war. (34) The function of the government in financing higher education has been one of a supportive role in some fields of higher education and research for over a quarter of a century. (34) The Commission went on record as suggesting that a program of fellowships for graduate study be adopted to assure this nation of an adequate supply of highly trained personnel. (33)

From the time of the first studies following the close of

World War II, it was the consensus of all groups that the answer to providing sufficient numbers of leaders and teachers in the nursing profession in a relative short period of time, was dependent upon some form of federal assistance.

Professional Nurse Traineeships

The original bill to assist nursing education through the use of federal funds was introduced into the Senate in 1948, ⁽⁵⁾ but it was not until August 2, 1956 when President Eisenhower signed the Health Amendments Act passed by the Second Session of the 84th Congress ⁽¹⁶⁾ that legislation was finally enacted to "strike a meaningful and conclusive blow at the Nation's continuing nurse shortage." ⁽³⁵⁾ The part of this Act which provided for increasing the leadership in nursing through education was Section 307 of the Public Health Service Act, Title II of Public Law 911. By the end of September of the first year all of the traineeships which had been allotted for 1956-1957 were exhausted. ⁽¹⁷⁾ The law was originally intended to function for three years, but was later extended by Public Law 86-105 until June 30, 1964.

At the conclusion of the first year of the Professional Nurse Traineeships, the funds had been used by 553 individuals. From the

users of the funds came spontaneous expressions of thanks such as:

It is a very good feeling to be able to devote a year entirely to school without having to divide one's time, effort and responsibility between work and study.

The Professional Nurse Traineeship Program..... is giving me one of the most wonderful opportunities in my professional experience.

.....I would like to thank you not only for myself but for the whole nursing profession, which will benefit from the forward-looking philosophy expressed by the traineeships program. (19)

The trainees during the first year, who received the tuition, fees, living expenses and transportation made available through the federal funds, were about equally divided between those preparing for teaching and those preparing for administration and supervision. The largest number were in the baccalaureate programs with only a few preparing on the doctoral level. The ages of the recipients ranged from 21 to 58, with the majority under forty. These were about equally divided between the 20 to 30 and the 30 to 40 age brackets. The background of the individuals ranged "from summer camp nurse to a director of nursing service in a large metropolitan hospital." (19) The students represented those who had worked in all parts of the world and common to most of the recipients were the many years they had striven to gain their educational goals.

The Professional Nurse Traineeships were evaluated at the end of the second year to determine the results of Federal aid to graduate nurses who desired and needed advanced preparation in administration, supervision and teaching. The individuals chosen to evaluate the Professional Nurse Traineeships represented a cross-section of nursing, health and education leaders throughout the country. The report of this group is contained in Professional Nurse Traineeships, Part I. ⁽³⁵⁾ From 1956 through June 30, 1958 about 1800 graduate nurses had received financial assistance from the approximately \$5 million which had been awarded by Congress for this program. The majority of the "trainees" were women "employed as nursing service directors or supervisors, faculty members in schools of nursing, or staff nurses desiring to qualify for more vital roles in their chosen profession." ⁽³⁵⁾ The program stopped the trend of the decreasing full-time enrollment in graduate nurse programs, increased the number of students in the masters and doctoral degree programs, stimulated interest among the employers of nurses to re-examine the educational preparation of their employees, increased the number of employers granting educational leave, and provided nurses themselves with renewed interest in giving more thought "to the ways in which services to patients can be improved and increased by means of better prepared personnel." Some of

these changes may have been accomplished through the employment of a nursing service director with up-to-the-minute management skills, better understanding of inter-personal relationships and better techniques of supervision or improved understanding of assignment of personnel to provide the best in patient care. Through the attainment of further education, the nurse is better qualified to provide for better patient care. (35)

In the field of teaching the Professional Nurse Traineeship has provided the R.N. teacher the feeling of security she needs to teach the young women "who in turn will have the grave responsibility of caring for the sick, understanding their needs, teaching them the principles of good health and hygiene." (35) The Professional Nurse Traineeship Program was designed to offer the education needed by the teacher of the various levels of personnel required to care for the health needs of the citizenry.

There was the expressed need by the evaluators of the program of federal assistance to the graduate nurse for educational purposes to continue the program from the three years to eight years. The reasons for the continuing of federal aid rather than the proposed federal-state matching aid were as follows:

1. The need is urgent. Because State enabling legislation will be necessary, delay or no action whatever may be the result.
2. The present plan provides traineeships for all States in the country. This advantage might be lost in a Federal-State matching system.
3. Each State would need to set up administrative machinery, thereby multiplying the cost many times the present amount.
4. The administration of the program by the Federal Government has been without pressure or political favoritism. This freedom might be lost in a Federal-State matching program.
5. An indiscriminate mushrooming of graduate nurse programs might result from over-emphasis at the State level; the availability of State money might encourage some schools to develop programs chiefly to take advantage of the State grants.
6. A program of State matching might lead States to require those aided to become employed in the State and to remain there for a specified time. (35)

However, it is not desirable or practical that the Federal government should remain the sole agent to support graduate nurse education, but the States and private groups should be encouraged to provide scholarships for additional assistance for graduate nurse education. It was the consensus of the conference group that the Federal government could assume the cost of about a third of the

number of nurses, who need and desire preparation in the fields of administration, teaching and supervision.

"Full-time enrollment has been increasing numerically -- from 3,101 in 1952 to 5,253 in 1960 and has increased proportionately -- from 28 percent of the total (enrollment) in 1952 to 45 percent of the total enrolled in 1960." (3) Since the advent of the traineeships, the enrollment in the masters and doctoral degree programs has increased, also. There has been an increase in the number of graduates in all programs designed for graduate nurse education. The following figures show the comparison of the year prior to the federal assistance and the four years after the Professional Nurse Traineeships had been instituted.

GRADUATE NURSES GRANTED ACADEMIC DEGREES IN
NURSING FROM COLLEGES AND UNIVERSITIES
IN 1955 AND 1960 (3)

Year	Total of Graduates	Baccalaureate		Master's		Doctoral	
		No.	%	No.	%	No.	%
1955	2,463	1,935	78.5	526	21.3	2	.1
1960	3,723	2,520	67.7	1,197	32.1	6	.2

The above figures demonstrated the increased percentage of graduates at the masters and doctoral level. In addition to the increase in the number of graduates and the changes in the percentages in each program, the tempo of the recipients' programs increased and there was a de-

crease in the number of years required to obtain an advanced degree in graduate nurse education programs.

Seven Related Studies

The studies, which have been done concerning the educational programs in various schools of nursing, pertained mainly to the graduate of the basic schools of nursing, and were done to determine answers for a variety of questions. The following studies reviewed are representative of the type of nursing studies which have been done in various parts of the country over the past fifteen years.

Loveland, Dorothy. Occupations of the Graduates of a School of Nursing,⁽²²⁾ an unpublished thesis at Leland Stanford Junior University in 1949. In this study the author attempted to determine whether the graduates of the University of California School of Nursing remained in nursing and if they did, what type; and what parts of the basic nursing education were the most useful and the least useful. She confined her study to the graduates of the school from 1943 to 1948. That particular group was chosen because of recency and because it was large enough to demonstrate trends. Of the 396 graduates, she received 252 (65%) replies to her questionnaire. Marriage was the primary reason for withdrawal from nursing, and 90 percent of those married were inactive

in nursing. The occupations of the 65 percent who replied to the questionnaire were housewives, 47 percent; public health nursing, 13 percent; administration, teaching or supervision, 13 percent; staff nursing, 12 percent; student, 7 percent; office nursing, 4 percent; private duty, 1 percent; medical missionary, 1 percent; army nurse, 1 percent; and unclassified, 1 percent. Twenty-three percent had done further academic study with the majority in public health nursing, probably because of the requirement of a certificate needed to accept a position in public health. The most useful or least useful parts of the basic nursing education depended on the length of time since school and the present occupation of the respondent. A recommendation as a result of the study was that further studies of the curriculum and the outcomes of the educational programs should be made to meet the changing patterns of society and the needs of the individual student.

Wise, Frances Louise. A Study of the Graduates of the University of Washington School of Nursing Harborview Division, (47) an unpublished thesis at the University of Washington in 1951. This was done for the purpose of determining the contribution the graduates of the University of Washington School of Nursing were making to the profession and to the community. The group concerned in the study

were the graduates of the Harborview Division of the school, who finished programs between the years 1933 to 1949. There were 494 graduates during that period, but addresses were located for only 470. Of this number, 352, or 74.89 percent participated in the study. Of the 352 who replied to the questionnaire, 184 were not active in nursing and listed marriage and dependents as the chief reasons. There were 145 persons employed full-time; 76 in hospitals, 34 in public health nursing, 15 in offices, 15 in schools of nursing, and four others. Thirty-five percent of the graduates had further study with the majority taking courses in public health nursing. In the total group, 27 percent indicated membership in the American Nurses' Association, while among the employed nurses 49 percent held membership in the professional organization. The questions pertaining to community activities were answered by 204; 31 percent were in religious activities; 25 percent in service organizations; 21 percent in social groups; and 11 percent in parent-teacher activities. One hundred of the group had given of their time to general health programs in the community. A recommendation of the author was that surveys of the graduates of the school "be made at regular intervals to obtain factual information and suggestions for improving the educational programs." Also, "that a study be made of employers of the

recent graduates to secure their evaluation of the nursing service given by the Graduates of the University of Washington School of Nursing."

Cynthia L. Wiggins Wolfe, A Follow-Up Study of Graduates of All Nursing Programs at the State College of Washington,⁽⁴⁸⁾ an unpublished thesis at the State College of Washington in 1951. In this study of the 78 graduates of the school, the purpose was to determine the professional success of all graduates of the school. Fifty-seven of the total participated. Of the participants, 65 percent of the group were in active nursing. The earlier graduates of the program had had numerous years of nursing experience and had held positions of responsibility. Twenty-three percent of the group had attended college since graduation from the basic program and 10 percent planned to attend school at some time; four percent had a master's degree and five percent were attending college working toward a master's degree at the time of the study. Sixty-three percent read The American Journal of Nursing each month and 49 percent were members of one of the professional nursing organizations. Among the recommendations was the desirability of a continuous follow-up of the graduates of all of the programs.

Faculty of the Minnesota University School of Nursing, A Study

of the Graduates of the University of Minnesota School of Nursing (9)
was a follow-up study of 3,015 graduates in 1951; and 1,692 graduates responded to the questionnaire. The tabulated results showed that 50.6 percent of the respondents were employed and 66 percent of these were married; 43.4 percent of those employed worked in institutions; 16 percent were in public health nursing; 31.4 percent were in industrial, private duty, office and school nursing. As one of the objectives of the school of nursing was to develop nurses who would accept professional responsibilities, questions were included to determine how well this objective had been accomplished. The 50 percent, who were not employed in nursing, did not belong to any of the professional organizations. Of the other half, 44 percent belonged to the American Nurses' Association, 9 percent had membership in the National League of Nursing Education and 9 percent were members of the National Organization for Public Health Nursing. Thirty-eight percent of those who belonged had attended one or more meetings during the year and 21 percent had held an office, served on a committee, or as chairman of a committee, or served on the board of directors of one of the organizations. Fifty-nine percent of the respondents did not subscribe to any of the professional journals. Of those subscribing, 30.6 percent received The American Journal of Nursing and 8.0 percent received the Public Health Nurse

Journal. The study had included only two programs of the school, but the group felt it would be valuable to do further studies of all programs offered by the school.

In the study of a diploma school by Sister M. Rosalie Smith, A Study of the Graduates of a Selected School of Nursing From 1949 Through 1954.⁽⁴⁰⁾ an unpublished Dissertation at the Catholic University of America, in 1956, 53 of the 75 graduates questioned contributed data. Seventy-two percent of the group were actively engaged in nursing and 66 percent of them were married. Among the respondents who answered the question concerning community activities, the group had participated in eighteen various activities because they were nurses. Thirty-five of the group were not identified with any community activities. Forty of the fifty-three respondents belonged to one or more of the professional organizations; two of the group were working toward a baccalaureate degree and six had done some college work. In conclusion, the author felt it fair to assume that many of the graduates of the school were unaware of the need to assume responsibility for professional progress through the attaining of additional educational experience.

Another study concerning the graduates of basic schools of nursing was done by Anne Ferlic, The Nature and Scope of Educa-

tional Programs Undertaken by the 1948 - 1955 Alumnae of Two
Schools of Nursing,⁽¹⁰⁾ an unpublished thesis at the University of

Oregon in 1957. The purpose of this study was to determine the amount and kinds of educational programs which had been undertaken by graduates of two basic schools of nursing and to determine whether the professional nurses from baccalaureate programs participated in further academic education more than those from a diploma school of nursing. Of the 430 nurses, who were sent a questionnaire, 268 returned them. The participants graduated from either a baccalaureate or a diploma school of nursing between 1948 and 1955. Group A in the study referred to the graduates of a degree program and Group B to the diploma school graduates. Of the respondents, 37 percent held membership in the American Nurses' Association and 8 percent belonged to the National League for Nursing. Of Group A, 55 percent were working with 59 percent of the group married; 70 percent of the employed were in nursing service, 10 percent in nursing education and 17 percent in office nursing; 29 percent of the group had enrolled in further educational programs and 63 percent of them expressed interest in enrolling in educational programs. In Group B, 60 percent were working with 56 percent married; 72 percent of those employed were in nursing service, 3 percent in nursing education and 16 percent in office

nursing; 23 percent had enrolled in further educational programs and 60 percent were interested in enrolling. The reasons indicated which prevented enrollment in educational programs were "rearing a family, too busy with other activities, and the lack of funds." Among the conclusions of the author was that there was no appreciable difference between the type of basic nursing and the desire for further education and that both groups indicated a similar attempt to provide for their needs through additional education. In the recommendations, the author felt a study should be repeated in five years on the same group to determine the number who had undertaken further study and whether those enrolled at the time of the study had completed their programs; that similar studies be made at other schools throughout Oregon to determine if all groups are comparable; and a study be made to determine the effect of additional educational study on their progression in nursing.

The final study reviewed was one done by Mary Edna Earls, A Survey of Opinions of the 1953 - 1957 Graduates of the Master's Program of the University of Washington School of Nursing Regarding Three Areas of Advanced Study,⁽⁷⁾ an unpublished thesis in 1958. The problem investigated was the opinions of the graduates, who had participated in three areas of study (1) field experience,

(2) research, and (3) public health and psychiatric nursing experience. It was the premise of the author that schools offering advanced educational programs to graduate nurses should employ the follow-up study at stated intervals, because the graduates of the programs were better able to evaluate the educational experience and the information gained would have more validity for curriculum planning than would the information from the students currently enrolled. It was felt that the graduates could view their educational preparation more objectively and determine from actual experience the values they had received from the master's study. The study was done by questionnaires, which were mailed to 100 of the 106 graduates of the program. Seventy-five were returned and included in the tabulation. In the conclusions, the survey indicated that field experience in functional and clinical areas was needed; and that thesis activity should be emphasized with 75 percent preferring individual effort, but that more guidance was essential.

In summary, the review of the literature showed that the dearth of qualified individuals to assume the leadership positions was the number one problem, the solution of which was imperative if quantitative and qualitative nursing is to be provided. This fact was recognized by those individuals, who were seeking further

education on a part-time basis to increase their skills through academic pursuit. This method of obtaining an education was a measured waste of providing the leaders who are urgently needed in the profession. It became imperative that to correct the shortage of prepared leaders; financial assistance for graduate nurse education was essential at the federal level. The first two years of the Professional Nurse Traineeships had increased the number of students in the schools and halted the trend of a growing percentage of part-time study. The evaluation of the program at the end of two years indicated that an additional five years was essential to maintain the progress which had been noted and to increase the number of leaders at an even more rapid pace.

The follow-up studies of the graduates of nursing educational programs have invariably produced information with implications for improving the programs, changing the curriculum to meet the needs of the student and to provide the essential educational experiences. The follow-up studies have, also, indicated a very high percent of young nurses who became inactive at or shortly after graduation. This study does not attempt to investigate the loss to the profession by the period of inactivity so many nurses seem to have but to suggest means whereby inactive nurses can be restored to professional activity.

CHAPTER III
REPORT OF THE STUDY

Introduction

This study has consisted of a follow-up study of the recipients of long-term traineeship grants at the University of Oregon School of Nursing during a five-year period, September 1956 to August 1961.

The University of Oregon School of Nursing offers two curricula which lead to the degree of Bachelor of Science in Nursing -- one for the basic student with no previous preparation in nursing, and one for the registered nurse from a diploma school of nursing. These programs include preparation for beginning positions in public health nursing. An advanced curriculum leading to the Master of Science in Nursing provides graduate study and advanced professional preparation. A major in teaching is offered. (44)

The baccalaureate program for registered nurses is designated as General Nursing. It was preceded by two pre-baccalaureate specializations, namely preparation for public health nursing and teaching and supervision. The last students in the teaching and supervision program will complete degree require-

ments in June 1962. Students enrolled in the General Nursing program are eligible for a traineeship grant if they had had previous experience in a position as a teacher, administrator, supervisor or a nurse in charge of a nursing unit or are committed to such a position.

The first professional courses in nursing were offered at the University of Oregon in the summer of 1919. In 1920, a standard course of study of public health nursing was offered "as a part of the Portland Division of the School of Sociology; this division was known as the Portland School of Social Work." (44) In a reorganization of the Oregon State System of Higher Education in 1932, the Portland School of Social Work was discontinued and a Department of Nursing Education was established in the University of Oregon Medical School. The W. K. Kellogg Foundation provided a \$60,000 grant in 1947, which made possible the establishment of a program of teaching and supervision for registered nurse students. The advanced program of study leading to the Master of Science degree with a major in teaching was started in 1955. "The Department of Nursing Education became the University of Oregon School of Nursing by action of the State Board of Higher Education in January 1960." (44)

The nursing faculty has set forth the following statement of philosophy and objectives of the school for the programs which are offered.

The faculty believes that nursing as a profession offers an opportunity for the individual to make a unique contribution to human welfare. It is the responsibility of the School of Nursing to select those applicants who possess potentialities for success in professional nursing and to provide the guidance opportunities and activities essential for assisting students to become professional nurses capable of high-level performance in providing comprehensive nursing services to patients and their families in differing environmental settings.

The baccalaureate program is designed to assist the student:

- (1) to develop a broad understanding of human behavior and the ability to utilize this understanding in relationships with others.
- (2) to develop the ability to function adequately in first-level positions in hospitals, health agencies, and other fields of nursing.
- (3) to develop concepts of the evolving responsibilities of a profession toward society.
- (4) to develop an appreciation of the privileges of citizenship and a willingness to accept the obligations of civic service.
- (5) to acquire a basis foundation for further professional education.

The master's degree program is designed to assist the student:

- (1) to develop the ability to function competently in a beginning position as a teacher of nursing.
- (2) to develop skill in defining a professional problem, collecting, utilizing, and interpreting data. (44)

The University of Oregon School of Nursing has participated in the professional nurse traineeship program since its inception.

In recognition of the imperative need for increasing the number of registered nurses capable of functioning in leadership positions, the 84th Congress passed Public Law 911 and later extended it by ~~Public Law 86-105 to provide for the establishment of a program~~ of traineeships to enable graduate nurses to engage in full-time study in institutions of higher learning. The purpose of the law was to increase the number of graduate nurses qualified for positions of administration and teaching in schools of nursing and administration and supervision of nursing services in hospitals of all types and in public health agencies. The traineeships are awarded through grants to the institutions which have been approved for participation in the program and the institution selects the trainees in accordance with the established admission policies of the school and provisions of the traineeship program. (37)

The end of the first five years of the grant is a logical time to do a follow-up of the 114 recipients of the \$253,315.00 which had been allotted to those individuals who participated in the traineeship program at the University of Oregon School of Nursing. It is important to determine whether those persons really have assumed the leadership positions in accordance with the intent of the traineeship program. Although it is recognized that the real impact of the

increased number of better prepared individuals may not be apparent for a period of time, some assessment should be possible for the first five-year period.

Procedure of the Study

This follow-up study was designed for the purpose of determining whether the individual recipient thought that she had been helped by the traineeship she had received and in what manner; to determine the difference in the positions assumed by the baccalaureate and master degree candidates; to obtain information concerning the individuals; and to ascertain the number of individuals who had fulfilled the purpose for which the traineeships had been created.

The method selected for the follow-up study of the recipients was the descriptive-survey which was accomplished by the use of a mailed questionnaire. The questionnaire was developed in five parts: (1) personal data; (2) the educational background; (3) the professional activities; (4) the type of employment before and after receipt of the traineeship; and (5) what effects of the traineeship were evident to the participant.

The questionnaire was developed to provide the primary source of data for the study. It was determined that of necessity, it

would have to be mailed as the recipients were scattered in various parts of this country. Although the questionnaire has limitations, it was decided that the data which were sought could be obtained through this method.

The tool was evolved with the assistance and guidance of the adviser and a group of experienced professional nurses. After four revisions, the questionnaire was developed in its final form. The questionnaire for the 114 recipients was identical with the exception of the portion relating to the previous education of the two groups. A copy of the questionnaire is included as Appendix B.

The names and known addresses of the recipients were procured from the University of Oregon School of Nursing. The addresses were verified by diverse means. These included the University of Oregon Alumnae file; the Oregon State Board of Nursing; the last known place of employment; the home address of the family; friends of the individual; and the telephone book of various cities if a residence was known.

The questionnaire was coded to provide the investigator with the information relative to the amount of response for each group, each year, and also for follow-up of non-respondents. The name of

the respondent was not requested as a name was of no value to the data. (39) The tool was mailed on March 26, 1962 to 111 or 97.47 percent of the recipients for whom addresses could be located. Two of the questionnaires were returned with no forwarding address available. The 109 individuals, who presumably received the questionnaire, represented 95.6 percent of the 114 persons who had received traineeship funds at the University of Oregon School of Nursing between September 1956 and August 1961.

The year of each traineeship grant is started September 1st and terminates the following August 31st. The total amount of the five-year grant was \$253,315.00. During the first three years of the program many of the recipients received only a portion of a year's traineeship, hence a larger number of individuals were helped by a smaller amount of money than later, when most of the recipients were awarded four full terms of study. Table I depicts the number of students in each group for each of the first five years of the program and the total amount of the grant for each of the years.

TABLE I

TOTAL GRANT AND RECIPIENTS OF PROFESSIONAL NURSE
 TRAINEESHIPS AT THE UNIVERSITY OF OREGON
 SCHOOL OF NURSING FOR EACH YEAR
 1956 to 1960

Year	Pre- baccalaureate	Post- baccalaureate	Total No. Each Yr.	Total Grant Each Year
1956-57	11	7	18	\$ 21,879
1957-58	15	10	25	\$ 44,879
1958-59	19	9	28	\$ 57,864
1959-60	11	8	19	\$ 61,528
1960-61	12	12	24	\$ 67,165
Total	68	46	114	\$253,315

Table II is presented to show the number of students to whom the questionnaires were mailed for each year of the grant.

TABLE II

TOTAL QUESTIONNAIRES MAILED TO THE RECIPIENTS OF THE PROFESSIONAL NURSE TRAINEESHIPS AT THE UNIVERSITY OF OREGON SCHOOL OF NURSING 1956 to 1960

Year	Pre-baccalaureate	Post-baccalaureate	Total Each Year
1956-57	11	7	18
1957-58	13	10	23
1958-59	18	9	27
1959-60	11	8	19
1960-61	12	12	24
Total	65	46	111

Two of the 111 questionnaires were returned by the post-office with no forwarding address available. One had been pre-baccalaureate student who received funds in 1957 and the other a post-baccalaureate candidate who had been a recipient in 1956. The latter student did not complete degree requirements. The percentage of total response was based on 109 recipients.

April 10, 1962 was set arbitrarily as the date by which the returns should reach the investigator, but this date was extended to May 1, 1962, as only 63 or 57.79 percent of the individuals had responded. Of the 63 replies, 34 had been in the pre-baccalaureate program and 29 in the post-baccalaureate degree program. Seventy of the recipients lived in the vicinity of Portland, Oregon. The follow-up method employed to increase the percentage of returns was telephone calls to persons who had not responded.

The tables for tabulating the data were set up in two major groups: Group B refers to the registered nurse student in the pre-baccalaureate degree program; and Group M pertains to those enrolled in the post-baccalaureate degree program. Group M was further divided into two parts, M_1 and M_2 . Group M_1 included the graduate student who received her basic nursing education in a generic baccalaureate nursing program and Group M_2 denoted the

student who obtained her nursing in a diploma school, and then earned a baccalaureate degree, but not necessarily with a major in nursing. Each question was tabulated on master sheets according to the level of education for which the recipient obtained traineeship funds.

Tabulation and Interpretation of the Data

The tabulation and interpretation of the data have been based on the 92 questionnaires which were returned before May 1, 1962. The number of returns represented 82.57 percent of a possible 109 respondents. Two of the participants in Group M did not complete all parts of the questionnaire, which has provided a different total in some parts of the tabulations. Four additional individuals returned information following the extended date and have not been included in the tabulations. Two of these persons were in the pre-baccalaureate degree program and the others were in the post-baccalaureate program and all of them had completed degree requirements. The highest percentage of participation in any of the studies in nursing reviewed by the investigator was 74.98. Table III shows the number and the percentage of response in each of the major groups for each year of the Professional Nurse Traineeship at this school.

TABLE III

NUMBER OF QUESTIONNAIRES MAILED, RETURNED AND
 PERCENTAGE OF RESPONSE IN EACH GROUP FOR
 EACH YEAR OF THE PROFESSIONAL NURSE
 TRAINEESHIP AT THE UNIVERSITY OF
 OREGON SCHOOL OF NURSING
 1956 to 1960

Year	Group B			Group M		
	Number			Number		
	Mailed	Response	Percent Response	Mailed	Response	Percent Response
1956-57	11	7	63.63	6	6	100.00
1957-58	12	10	83.33	10	9	90.00
1958-59	18	14	77.78	9	7	77.78
1959-60	11	9	81.82	8	8	100.00
1960-61	12	10	83.33	12	12	100.00
Total	64	50	78.12	45	42	93.33

The findings are accordingly based on 92 responses received prior to May 1, 1961.

The first portion of the questionnaire was devoted to the personal data of each individual recipient. In the Professional Nurse Traineeships, Part II ⁽³⁶⁾, the average age of the trainees, who had participated in the program during the first two years, was 34 years.

The mean age for the participants in this study was 33.83 years. The results of the tabulation of the data received for this follow-up showed the range in ages of the 50 respondents in Group B was 23 to 56 years, with a mean of 34.16; Group M₁ had a range of 24 to 42 years with a mean of 30.65 for 20 respondents; Group M₂ ranged from 27 to 48 years producing a mean of 36.09 for 21 respondents; and the total mean of Group M of the 41 participants was 33.16. Group M was shown in two parts to demonstrate the difference within the group. There was a comparison made in each of the age groups of recipients at the University of Oregon School of Nursing in relation to the age categories as shown at the national level. Although the means of the total of the two groups were very similar, the means in each age group varied somewhat as is shown by the graphic presentation of the data in Table IV.

TABLE IV

COMPARISON OF MEAN AGE OF TRAINEES AT THE NATIONAL LEVEL AND THE UNIVERSITY OF OREGON SCHOOL OF NURSING USING THREE AGE CATEGORIES

Age Category	National 1956-1960 Mean Age	University of Oregon School of Nursing 1956-1960 Mean Age
20 to 29	36.09	39.13
30 to 39	39.90	33.69
40 and over	23.73	26.09
No data	0.28	1.09

Over a five-year period at the University of Oregon School of Nursing it was noted that the percentage under 30 and the 40 and over group had a higher mean age for recipients than shown at the national level for the first two years of the program. In a comparison of the ages of the respondents between 1956-1957 and those enrolled in 1960-1961, the following data were obtained:

TABLE V
COMPARISON OF AGES OF RESPONDENTS ENROLLED IN
1956-1957 AND 1960-1961 IN THE TRAINEESHIP
PROGRAM AT THE UNIVERSITY OF OREGON
SCHOOL OF NURSING

Years	Group B		Group M ₁		Group M ₂		Total Group M	
	No.	Mean Age	No.	Mean Age	No.	Mean Age	No.	Mean Age
1956-57	7	36.43	5	29.60	1	36.00	6	30.67
1960-61	10	40.10	5	29.60	7	41.28	12	36.42

In Group B, the first and last years of the traineeship period reviewed, showed the students to be older than the overall average of the group. The mean age was increased due to extremes on the higher end as two of the individuals were over 50 years of age. One of the disadvantages of the mean as a measure of central

tendency is that it is affected by extremes. In Group M₁, five individuals were in each group and although the individual ages varied, the total age of the group was the same. In Group M₂ there was only one individual in the 1956-57 period and seven in the 1960-61 period. Group M₁ showed very little variation over the years, but the other two groups changed, and without any definite pattern.

Among the studies which were reviewed, the chief reason for not being employed in nursing was "marriage" and "dependents". In one study, ⁽¹⁰⁾ the reasons given for not pursuing additional education were "too busy", "rearing a family" and "lack of funds". The following tables depict the marital, dependency, and work status of the 92 individuals who responded to the questionnaire.

TABLE VI

92 RESPONDENTS IN RELATION TO MARITAL
STATUS WHEN USING PROFESSIONAL
NURSE TRAINEESHIP FUNDS
AND CURRENT STATUS

Marital Status	Group B		Group M ₁		Group M ₂	
	In School	Current	In School	Current	In School	Current
Single . . .	28	20	8	6	12	12
Married . .	16	23	12	15	6	7
Widowed . .	3	3			3	2
Divorced . .	3	4	1			
Total . .	50	50	21	21	21	21

TABLE VII

92 RESPONDENTS IN RELATION TO DEPENDENTS
ACCORDING TO AGE OF CHILDREN

Dependents Age	Group B	Group M ₁	Group M ₂
0 to 5 years	10	7	4
6 to 12	8	4	6
Over 12	16	6	5
Total	34	17	15

In Group M₁, there was a considerable difference in the marital status between the M₁ and M₂ sections. Of the 22 persons of Group M who are married, 15 of the individuals were from Group M₁. In a study reported by Wise, ⁽⁴⁷⁾ 72.4 percent of the graduates of a generic baccalaureate nursing program were married, which was higher than the average R.N. of 67.7 percent for the nation. In Group M₁, five of the individuals not employed gave as the reasons, "family responsibilities, while in Group M₂ only one person expressed this reason. In Group B, five persons, also, gave "family responsibilities" as the reason for not working. The number of dependents for each of the major groups was about equally divided, but Group M₁ had the larger number of small children. This would be a logical finding as the group is younger than Group B or Group M₂.

The other primary reason given in the studies reviewed for not being employed was marriage. In the tabulation of the data of this study, the reasons given for not working in addition to "family responsibilities" were: "a recent move and would seek a new position"; "two major illnesses within the past three years"; and two had "found no suitable employment in nursing". One of the latter individuals stated the following reason:

No Schools of Nursing in Alaska. Employment at local hospital is limited -- Poor employment policies in scheduling hours for staff. High turn-over of staff--Much dissention of staff over what they consider poor nursing practice.

The following table is presented to show the employment status in nursing of the 92 persons, who provided answers to this question:

TABLE VIII

EMPLOYMENT STATUS IN NURSING OF 92 RESPONDENTS IN FOLLOW-UP STUDY OF RECIPIENTS OF TRAINEESHIPS AT THE UNIVERSITY OF OREGON SCHOOL OF NURSING -- 1956 to 1961

Status	Group B		Group M ₁		Group M ₂	
	No.	Percent	No.	Percent	No.	Percent
Employed	42	84.00	14	66.67	13	61.90
Not employed	6	12.00	2	9.52		0.00
In School	2	4.00	4	19.04	7	33.33
Employed (not nursing)			1	4.77	1	4.77
Total	50	100.00	21	100.00	21	100.00

In Group M₂, the person not employed in nursing is a Hospital Administrator.

The U. S. Department of Commerce ⁽¹¹⁾ classification of occupations was used as the guide for categorizing the occupations of the

husbands of the recipients. The question was placed in the tool to determine whether the occupation of the husband determined the work status of the recipient of the traineeship funds. In only four replies was this the possible cause. Two of the respondents were wives of persons in the armed services; one was in Alaska and the other had just moved and neither of these individuals was employed at the time of the response. A third participant was in Libya, where her husband was employed, but the chief reason she gave for not working was "family responsibility". The fourth person had moved because of her husband's occupation and intended to seek employment before fall. Of the 92 respondents, 46 are married; two of them are men. One of the males was in Group B and the other in Group M₁. The wife's occupation of one of the respondents was listed as "nurse aide". The other family had eight children under fifteen years of age.

TABLE IX

CURRENT CLASSIFICATIONS OF OCCUPATIONS OF HUSBANDS
OF 44 RECIPIENTS OF PROFESSIONAL NURSE TRAINEESHIPS AT THE UNIVERSITY OF OREGON SCHOOL
OF NURSING - 1956 to 1960

Occupation Group	Group B	Group M
Profession, technical and kindred	9	9
Managers, official and proprietary	1	3
Clerical	1	
Sales workers	4	6
Craftsman	4	3
Service	2	
Laborer	1	
Armed Service	1	1
Total . .	22	22

In the establishment of the Professional Nurse Traineeships, it was the intent of the law that the recipient of the funds was not required to stay in the state where she received a traineeship, nor to return to the state from which she came when matriculating in the various schools. In the follow-up of the 92 respondents, it was noted that the most mobility was among the individuals who had been graduated from a diploma school of nursing. In the Western Council on Higher Education for Nursing report, Nurses for the West,⁽⁴⁶⁾

it was reported that the nursing education facilities of the west had produced only a portion of the employed graduate nurses and the remainder had come into the area from other parts of the country. Of the 91 participants in the tabulation of the data shown in Tables X and XI, only 30 or 32.97 percent had had all of their nursing preparation in the state of Oregon. Fifty-seven (62.64 percent) of the respondents are now living in the state. Fifty-three or 59.34 percent of the 91 participants had their first nursing education within the area of the thirteen western states, but 77 or 84.61 percent of the group now live in the area, which contributes to the fact that the west is still receiving nurses from other portions of the country.

Sixteen of those who received traineeships at the University of Oregon School of Nursing were from states that do not have participating schools in the Professional Nurse Traineeship Program for the degree they sought.

The following two tables have been created to demonstrate the mobility of the participants in this study. They have been grouped purposely between the thirteen western states versus others. The other states had only 14 or 15.39 percent of the participants as residents. One respondent did not provide complete data for this question, so the totals are based on 91 participants.

TABLE X

LOCATION OF SCHOOL OF NURSING OF THE RECIPIENTS OF
PROFESSIONAL NURSE TRAINEESHIPS AT THE UNIVER-
SITY OF OREGON SCHOOL OF NURSING - 1956 to 1960

State (13 western)	Groups			State (other)	Groups		
	B	M ₁	M ₂		B	M ₁	M ₂
Oregon	7	18	5	Arkansas			1
Washington	7	1	2	Connecticut	1		
California	1		4	Illinois	2		
Idaho	2		1	Indiana			1
Montana	1		1	Iowa	2		2
Colorado	2			Kansas	5		
Utah	1			Massachusetts	2		
				Minnesota	7		
				Missouri	1		
				Nebraska	1		
				New Jersey	1		
				New York	1		1
				North Dakota	1		
				Ohio	1		
				Pennsylvania	2		
				Texas			1
				Virginia		1	1
				Washington, D.C.	1		
				Wisconsin			1
				Canada	1		
Sub-Total	21	19	13	Sub-Total	29	1	8
Total for west 53				Total of others 38			

TABLE XI

CURRENT RESIDENCE OF THE RECIPIENTS OF PROFESSIONAL
NURSE TRAINEESHIPS AT THE UNIVERSITY OF OREGON
SCHOOL OF NURSING -- 1956 to 1960

State (13 western)	Groups			State or Country (other)	Groups		
	B	M ₁	M ₂		B	M ₁	M ₂
Oregon	29	13	15	Indiana			1
Washington	11	2	1	Iowa	1		
California	2	1		Kansas	2		1
Montana		1		Louisiana			1
Colorado			1	New York		1	
Alaska	1			North Carolina		1	
				Pennsylvania		1	
				Texas	1		1
				Wisconsin	2		
				Libya	1		
Sub-Total	43	17	17	Sub-Total	7	3	4
Total for west 77				Total for other 14			

In an endeavor to determine the educational background of the participants, questions were included concerning the basic school of nursing. For purposes of this study the term "basic school of nursing" will be used in reference to either a hospital controlled diploma school or to a generic baccalaureate program in nursing. Seventy-one

(78.02 percent) of the 91 participants answering this portion came from schools conducted by voluntarily controlled hospitals. According to the statistics in the 1960 Facts About Nursing,⁽²⁾ 58.52 percent of the schools of nursing offering basic professional nurse programs are voluntarily supported. The span of years since the completion of basic nursing education until the start of graduate nurse education ranged from August 1925 until September 1959 for the participants in the study. The size of the classes in the basic nursing education programs ranged from seven in both a diploma and a degree program to a high of 100 in a diploma program. In 1958,⁽²⁾ the average number of students in the 1,126 schools of nursing was 101 students. In 1930, the average enrollment was 42.⁽⁴⁵⁾ Of the 91 respondents, 71 of the students had received their basic nursing in a diploma school. This represented 78.02 percent of the total group. In 1961,⁽⁶⁾ the percentage of graduates from the diploma schools was 83.6 percent, which is slightly above the percentage of the group of participants in the study. Each year there is a small increase in the number of students graduating from generic baccalaureate nursing programs showing a trend toward placing basic nursing education under the auspices of institutions of higher learning.

One of the purposes for the Federal government to provide financial support of graduate nurse education was to increase the tempo of preparing nurses for leadership positions. The amount of time spent by each individual in attaining an advanced degree in nursing education was calculated for each of the three groups. In Group B the length of time from graduation from the diploma program until completion of the baccalaureate degree requirements ranged from 0 to 38 years. The zero years pertained to an individual, who had received a baccalaureate degree before entering a diploma school of nursing. The mean for this group was 13.0 years. The range in Group M_1 from the completion of a basic nursing degree until receipt of a master's degree was 2 to 19 years with a mean of 8.75 years. In Group M_2 , the range was from 5 to 25 years with the mean, 12.98 years. In Group M_2 , the mean was 4.88 years with a range of 0 to 20 years between the baccalaureate and the master's degree. The majority of the baccalaureate degree students had attended part-time, but the number of master degree students was considerably less, as over half started their educational program and the traineeship concurrently or very close together. The part-time study for these individuals occurred at the end of the program, when they were in the process of finishing theses.

Mrs. Leone referred to part-time attendance in programs designed for graduate nurse education a "measured social waste". (20)

Among the 91 persons, who responded to the question concerning part-time attendance, 36 reported they had attended at the pre-baccalaureate level on a part-time basis, which ranged from one course to 14 years. At the post-baccalaureate level, 22 of the recipients had been enrolled part-time ranging from 1 term to six years. The total of part-time students for the two programs was 58 or 63.74 percent before they attended full-time on a Professional Nurse Traineeship. The national statistics showed that two-thirds of the students were part-time before the advent of the traineeships. (36)

A question was included to determine where the participants first obtained information about the Professional Nurse Traineeships. The opportunity had been well advertised in the nursing journals, but only twenty of the users mentioned the professional magazines as a source of information. The largest percentage of the participants first heard of the program from the school and the second largest group attained the news from a friend.

Current licensure in some state is a requirement for

admission to registered nurse programs at the University of Oregon School of Nursing. Forty-six of the recipients had a current nurses' license in the state of Oregon. Only seven of the 91 respondents to this question did not hold an active or inactive license in one of the 13 western states. Four of these seven individuals were employed by the Veterans' Administration Hospital which does not require a license for the state in which the individual is employed.

In a study of graduates of the University of Minnesota School of Nursing by the Faculty of the school, ⁽⁹⁾ the results showed that 44 percent of the employed nurses belonged to the American Nurses' Association. In this study, 42 of the respondents in Group B held a current membership in the American Nurses' Association; previous to attending school 41 had been members. In Group M, 29 of the respondents have a current membership in the same organization, while 34 held a membership before the acceptance of the Professional Nurse Traineeship. Of the five who have not continued American Nurses' Association membership, three are in school and two are not working. The membership in the National League for Nursing increased following school, however. The National League for Nursing mem-

bership is presently held by 39 individuals as against 29 before their traineeships. Table XII depicts the number and percentage of membership in each of the two organizations for the respondents in each of the major groups.

TABLE XII

MEMBERSHIP IN NURSING ORGANIZATIONS PRIOR TO AND FOLLOWING RECEIPT OF PROFESSIONAL NURSE TRAINEESHIPS AT THE UNIVERSITY OF OREGON SCHOOL OF NURSING -- 1956 to 1960

Status	American Nurses' Association				National League for Nursing			
	Group B No. Percent		Group M No. Percent		Group B No. Percent		Group M No. Percent	
Current membership	42	84.00	29	69.05	18	36.00	21	50.00
Membership prior to traineeship	41	82.00	34	80.95	12	24.00	17	40.48
No response			1	2.43			1	2.43

There were 68 of the respondents employed and 62 of those held a current membership in the American Nurses' Association, which represented 91.18 percent of the group. This was considerably

higher than the Minnesota study showed. In the study by Wise, ⁽⁴⁷⁾ slightly over 50 percent of the employed nurses belonged to the American Nurses' Association.

It was found that 74 of the respondents participated in some type of community activity. These individuals indicated 179 separate activities, with religious activities having the highest percentage (31.84). This was the same percentage shown in the study done by Wise; ⁽⁴⁷⁾ 43.75 percent of the group had not participated actively as an officer, committee member, or committee chairman of the community activities to which they belonged. In regard to the nursing organization activities, it was found that 39 or 54.17 percent of the nurses who held membership in the American Nurses' Association, had not participated in any office, committee membership or as a committee chairman of any of the groups within the association. The majority of those who had an office, served on a committee, or as a committee chairman in the National League for Nursing had actively participated in a similar position in the American Nurses' Association. In the study of the Graduates of the University of Minnesota School of Nursing, ⁽⁹⁾ it was found that only 21 percent had held an office, served on a committee or as a chairman of a committee.

In the study of the graduates, at the State College of Washington, ⁽⁴⁴⁾ it was determined that 63 percent of the participants read The American Journal of Nursing each month. The Minnesota study ⁽¹⁰⁾ showed 30.6 percent of the participants subscribed to the same magazine. The Nursing Outlook and Nursing Research were not in print at the time of the above studies. Table XIII portrays the number of registered nurses who have held traineeships at the University of Oregon School of Nursing who subscribe to the nursing journals each month. Fifty-four of those receiving The American Journal of Nursing have subscribed to the periodical for more than three years. This is the oldest of the nursing journals and may be the one with which the students are the most familiar. It is, also, recognized that all have access to these periodicals through the University of Oregon Medical School library. While enrolled as students, they may feel that it is not necessary that they carry individual subscriptions.

TABLE XIII

NUMBER AND PERCENTAGE OF SUBSCRIPTION TO NURSING
JOURNALS OF THE 92 RECIPIENTS OF PROFESSIONAL
NURSE TRAINEESHIPS AT THE UNIVERSITY OF
OREGON SCHOOL OF NURSING -- 1956 to 1960

Magazine	Number Who Subscribe	Percent Participation
<u>The American Journal of Nursing</u>	83	91.21
<u>Nursing Outlook</u>	50	54.94
<u>Nursing Research</u>	23	25.27
<u>R. N.</u>	43	47.25
<u>Nursing World</u>	3	3.30
Do not subscribe.	5	5.49
No Response	1	1.08

It is interesting to note that only 23 respondents subscribe to Nursing Research. Since there are 42 post-baccalaureate participants in this study, it is inconceivable that so few as 23 of the 92 respondents subscribe to the periodical that would be most helpful to them in graduate study.

It is, also, noteworthy that 43 out of 92 respondents subscribe to R.N., which is a periodical not sponsored by the nursing organizations.

This study showed a much larger percentage of membership in the nursing organizations and a higher rate of use of the nursing journals than found in the previously reported studies. Since the studies were done with widely disparate groups and in different decades, the comparisons are made solely as a matter of interest.

Nine of the respondents subscribed to a hospital magazine. The magazines for which subscriptions were carried and the position of the individual user are listed below:

<u>Hospitals</u>	2 Instructors 1 Hospital Administrator
<u>Hospital Management</u>	2 Director of Nurses 1 Hospital Administrator 1 Director of In-service Education
<u>Hospital Progress</u>	1 Instructor 1 Assistant Director of Nursing Service 1 Hospital Administrator
<u>Hospital Topics</u>	1 Instructor 1 Director of Nurses
<u>Mental Hospitals</u>	1 Instructor
<u>Modern Hospitals</u>	1 Director of Nurses 1 Hospital Administrator

It was interesting to note that there was not a definite pattern of subscribers to the various hospital magazines. The instructors, who subscribed to the magazines, did not follow any pattern, so no generalizations are possible.

In a recapitulation of the work experience of Group B, it was found that 49 of the 50 respondents had had work experience in nursing before enrolling in registered nurse programs. The time span for these individuals was from August 1925 to June 1961. The salaries varied so extensively during this period that they are not significant in the study. These participants had a total of twelve different classifications of positions. The positions, number of times each was listed, and the number of respondents who held these positions are listed in Table XIV. The number exceeds 50 as the majority of the group had held more than one position.

TABLE XIV
 EMPLOYMENT OF GROUP B PRIOR TO RECEIPT OF
 TRAINEESHIP FUNDS AT THE UNIVERSITY OF
 OREGON SCHOOL OF NURSING - 1956 to 1960

Position	No. of times Reported	No. of Respondents
Staff Nursing	111	46
Assistant Head Nurse . .	5	4
Head Nurse	25	16
Supervisor	13	8
Clinical Instructor	14	8
Private Duty	10	7
Superintendent of Nurses	1	1
Industrial Nursing	4	3
Public Health Nursing . .	3	2
Office Nursing	4	4
Polio Nurse (epidemic) .	1	1
Social Case Worker	1	1
Total	192	101

In this group it was noted that a number of the individuals held positions above the first level of nursing. It was also interesting to find that fourteen of the respondents held positions as clinical instructors, a situation which had been pointed out in Professional Nurse Traineeships, ⁽³⁵⁾ to the effect that R.N.'s - graduate professional nurses - assumed teaching roles without the security

of adequate education.

In a tabulation of the present positions of the 50 participants in Group B, following the traineeship, it was found that forty-two of the group were employed in some form of nursing, forty-one in full-time positions. Two of those who completed the teaching and supervision major were found functioning at the staff level, but one of them was an assistant instructor in the operating room responsible for orientation and instruction of the newly employed graduate staff nurse. Three of the individuals who completed the general nursing program were functioning at the staff level, but one of these planned to obtain a teaching position later in the year. The remainder of the currently employed Group B was divided as follows:

<u>Position</u>	<u>Number</u>	<u>Responsibility</u>
Head Nurse	6	1 Charge nurse 11 pm to 7 am 5 Duties varied from administrative, supervision, counseling, staff education, individual and group conferences and as team leader
Assistant Supervisor	1	In the operating room, responsible for in-service, education, orientation of personnel and maintenance of procedure book

Supervisor	9	2 Operating room 1 Health department 1 Clinics 1 Obstetrics and Pediatrics 1 Aides in a nursing home 1 Auxiliary personnel 1 Evening supervisor 1 Psychiatric unit
------------	---	---

The responsibilities of these varied according to the position.

Clinical instructors	17	2 Obstetrics 4 Pediatrics 4 Medical or Medical/Surgical 1 Nursing assistants (non-professional personnel) 1 Operating room 4 Practical nurse 1 Medical/Surgical for Associate Arts degree students.
----------------------	----	---

Responsible for clinical and classroom instruction in various fields.

Research nurse coordinator	1	Supervisor of staff consisting of 4 medical students, 10 nurses, and a secretary. Work in coordination on a research project.
----------------------------	---	---

Director of In-service Education	1	Is responsible for orientation of new personnel; acts as a resource person for the units; orients, evaluates, and schedules practical nurse students; public relations for hospital; editor of the hospital paper; inservice-education for nursing personnel; rewrites procedures; supervises and teaches new procedures; assistant chairman of the safety committee; and acts as liaison for inter-department communications.
Director of Nurses	2	Responsibilities are in administration, supervision, nursing education, and inservice.

Thirty-five of the participants in Group B held positions involving the functions of teaching and supervision and administration. Two of the group are still in school and indicated they would become employed in some position involving teaching or supervision. These thirty-seven individuals represent 74 percent of the fifty respondents in Group B. Six of the unemployed of the group stated that in the future, they planned to return to nursing in some capacity in which they would do teaching or supervision.

Fourteen of the forty-two Group B individuals who are employed have had previous positions since the traineeship. The majority of these positions were similar to the current position which they held.

The work experience of Group M₂ is divided into two parts: the first portion was the employment history before the twenty-one individuals received a baccalaureate degree and the second part was the employment of the group after the baccalaureate degree, but before enrolling in school using traineeship funds.

TABLE XV
EMPLOYMENT OF GROUP M₂ BEFORE RECEIVING A
BACCALAUREATE DEGREE

Position	No. of Times Reported	Number of Respondents
Staff Nursing	25	19
Assistant Head Nurse	2	2
Head Nurse	9	3
Supervisor	5	3
Office Nursing	3	3
Public Health Nursing	1	1
Polio Nursing (epidemic)	1	1
Total	46	32

TABLE XVI

EMPLOYMENT OF GROUP M₂ AFTER RECEIVING A
BACCALAUREATE DEGREE AND PRIOR TO RE-
CEIPT OF A TRAINEESHIP AT THE UNIVER-
SITY OF OREGON SCHOOL OF NURSING
1956 - to 1960

Position	No. of times Reported	Number of Respondents
Staff Nursing	15	11
Head Nurse	4	2
Supervisor	7	4
Clinical Instructor	14	10
Director of Practical Nurses	1	1
Director of In-service Educa- tion	1	1
Assistant Director of Nursing Service . . .	1	1
Director of Nursing Service	1	1
Nursing Educational Coordinator (college)	1	1
Education Supervisor and Director of Education (Public Health) . . .	1	1
Total	46	31

It is quite apparent that after the additional educational experience, this group held positions of greater responsibility than they had in the past. It was, also, interesting to note that none of this group

was a clinical instructor until after she had received a baccalaureate degree.

The following table is the work experience of Group M₁ before the individuals participated in the traineeship program. There were twenty respondents in this group.

TABLE XVII

EMPLOYMENT OF GROUP M₁ PRIOR TO PARTICIPATION IN PROFESSIONAL NURSE TRAINEESHIPS AT THE UNIVERSITY OF OREGON SCHOOL OF NURSING - 1956 to 1960

Position	No. of times Reported	Number of Respondents
Staff Nursing	33	17
Assistant Head Nurse	3	2
Head Nurse	9	7
Supervisor	10	5
Assistant Director of Nursing Service	1	1
Director of In-service Education	1	1
Clinical Instructor	9	5
I. V. Nurse	1	1
Office Nursing	2	2
Anesthetist	1	1
Total	70	42

The work experience of the two parts of Group M have been combined following the receipt of the traineeships as the type of basic degree received did not have any bearing on these positions. Twenty-seven of the forty-two respondents in this group are now employed in some form of nursing. Five of those employed are working at the staff nurse level. Two of them are working part-time; one is employed in an operating room and did not indicate any change in position; the other plans to teach Fundamentals of Nursing in a diploma school starting in the fall. Of the three staff nurses who are employed full-time, one will soon become a head nurse, one is to accept a position as a clinical instructor of Obstetrics in a diploma school and the third plans to stay in staff nursing and is to be married soon. The latter person and the one in the operating room as a staff nurse have not completed the degree requirements for a Master of Science. The remainder of Group M was employed as follows:

<u>Position</u>	<u>Number</u>	<u>Responsibilities</u>
Head nurse	1	Pediatrics

Clinical instructors	12	5 Medical/Surgical 1 Operating room nursing 1 Tuberculosis nur- sing 1 Psychiatric nursing 1 Practical nursing 3 Hold rank of Assis- tant Professors Two of these are responsible for class- room and clinical in- structions of all levels of students. One is responsible for all basic students in Medical/Surgical nursing with the help of seven instructors. Also, participates in the Master's program in Medical/Surgical.
Assistant Instructor in public health nur- sing	1	Part-time. Assists in classroom instruc- tion, field work expe- rience and evaluation of students.
Assistant Director of Nursing Service	2	Assists in administra- tion of professional and non-professional personnel. Directs and helps plan in-ser- vice education and orientation of person- nel.

Director of Nursing Service	2	Administration of nursing service personnel, interviewing and employing nursing personnel, personnel counseling, policy-making, and purchasing.
Assistant Dean College of Nursing	1	Administrative
Hospital Administrator	1	Administration, personnel management, purchasing and public relations.
School Nurse	1	Routine school nursing
Research Assistant	1	Participating in and reporting of a nursing research project sponsored by the Cancer Division of the National Institute of Health.

Nineteen of the twenty-seven individuals in Group M, who received their graduate education at the University of Oregon School of Nursing in teaching and supervision are employed in such positions.

Three of the individuals in staff nursing anticipate that they will soon accept similar positions. This is representative of 81.48 percent of those presently employed. In this group, fourteen had held these types of positions previously. Two of the individuals now hold positions considerably different than previously. One is a Hospital

Administrator who was an instructor and a Director of Nurses during a four-year period prior to present position. The second individual is now a Director of Nurses, but was a clinical instructor in science in a diploma school of nursing, and had held no teaching positions prior to completion of Master's degree.

One of the graduates of the Master's degree program at the University of Oregon is employed as a research associate in the Preventive Psychiatry Program at one of the State Universities. The individual commented that the reason she was not employed in nursing

"is that I was unable to get a part-time job in nursing at the profession level for which I am trained; that is outside of general duty. (Unless you want to consider an offer to do public health nursing at \$300 a month full-time, proportionate salary for part-time.) I hope that nursing schools and public health agencies will some day learn to use part-time nurses as the hospitals have come to use part-time general duty nurses. It is extremely demanding for a mother to work a 40-hour week or more, which is usually the case in a school of nursing, and to have any physical emotional energy left for her children. At the same time, she may want to use her professional and intellectual training in some constructive way. I feel that an approach to the solution of this problem might help the so-called shortage of faculty in schools of nursing and of public health nurses."

In tabulation of the data concerning the type of positions held by the 92 respondents, it was found that 44 of the nurses were

employed by a hospital; 45.45 percent were employed in a voluntary hospital and the national average of this type of hospital is 51.96 percent. ⁽²⁾ The federal hospitals employed 20.45 percent of these nurses and the tax supported state and local hospitals had 34.09 percent of the group as employees,

There were 30 employed in schools of nursing, classified as follows: 14 were in degree programs; 9 in diploma schools of nursing; 4 were employed in Associate Art degree schools; and 3 in practical nurse programs. Three of the instructors employed by the Associate Art degree school teach in the practical nurse program conducted by the same institution.

The length of time of employment in the present position varied from less than a month to eight years in group B, with a mean of 27.2 months. Group M varied from two months to ten years with a mean of 21.96 months of employment in the same position. The salary mean of the two groups was figured: Group B was \$456.24 per month and Group M was \$500.00.

The respondents in Group B, who answered the question "How did the Professional Nurse Traineeship help you in your present position?" gave replies grouped as follows:

Enabled me to finish the requirements for a degree . . .	7
Provided me with the qualifications necessary for the position I hold	13
Provided me with more understanding of personnel; patients, principles of supervision, and methods of teaching	7
Provided me with better preparation for the position I hold, such as better methods of teaching, and evaluating	6
Fulfilled campus requirements for a degree	1
Able to accept more responsibility in position	2
Of no particular help in present position	1

In Group M, the following replies were given to the question:

Provided me with the qualifications necessary for the position I hold	11
Enabled me to finish requirements for an advanced degree	3
Provided me with more understanding of personnel, principles of supervision, and methods of teaching . .	6
Master's degree essential, especially in preparation of curriculum	1

The majority of the answers given by the recipients of the traineeship funds indicated that the individuals had received the benefit for which the funds were established.

In a recapitulation of the plans for the future of the two groups only the immediate future was tabulated as this question was

repeated partially in part V of the questionnaire in the question concerning future educational plans of the person. The plans were categorized according to type of position, to determine the number of individuals who planned to become employed in the types of position for which the traineeships had been established, namely to provide leadership in nursing through the increase in the number of administrators, supervisors and teachers. The responses have been classified as administration including those in hospital administration, directors of nursing service, supervisors, and head nurses. Nursing education pertaining to those who plan teaching in any type of school of nursing; degree, diploma, associate arts or practical nurse. Those included in further education are the individuals who indicated that enrollment in school was the next change they would make; some will be doing this in the fall. Table XVIII depicts the future plans of the 92 respondents included in the tabulation.

TABLE XVIII

TYPES OF POSITIONS OR OTHER PLANS FOR THE FUTURE
OF THE 92 RECIPIENTS OF PROFESSIONAL NURSE
TRAINEESHIPS AT THE UNIVERSITY OF
OREGON SCHOOL OF NURSING

1956 to 1960

Type of Position or Other Plan	GROUP B	GROUP M
Administration	13	10
Nursing Education	17	22
Staff Nursing	5	1
Further Education	5	1
Peace Corps	1	
Mission for Church	1	
No plans made	5	3
No answer	3	5
Total	50	42

It is noted that 30 or two-thirds of the individuals in group B plan to assume positions of leadership in nursing. Thirty-two of the respondents in group M indicated a similar position. This represented 76.2 percent of the post-baccalaureate students. One of the individuals who had not made any plans for the future and three of the persons, who did not answer the question, are currently enrolled in school.

The last part of the questionnaire concerned the effects of the traineeship as apparent to the individual recipient. This portion contained fourteen questions. The replies to each question have been grouped and representative answers for each question have been included with no attempt at editing.

In the question concerning the clinical knowledge gained about 75 percent of the pre-baccalaureate students felt they had gained, while about 60 percent of the post-baccalaureate students agreed. Part of each group felt that the knowledge gained was limited and others felt it had not helped them. Some of the responses for each of these groups are included.

1. Did you gain in clinical nursing knowledge? Explain.

Yes, I had the opportunity to see many new things and refresh my memory on others by having an opportunity to participate during my field work. Discussions among students was another source of information.

- (1) Observation in out-patient department
- (2) Observation of team nursing
- (3) Observation and practice in teaching and supervision.

Yes, particularly in those classes where a term project was required that necessitated delving into clinical aspects of nursing in order to complete the requirements of the course. Methods of Teaching, Curriculum Materials.

Yes, the traineeship allowed me to study and gain

practical experience without financial stipulations.

Yes, my clinical practice helped me in this.

Yes - With the pt. care assignments and clinics to observe - one could hardly do anything but gain -

Yes - Education helps make one more alert - an alert nurse gains clinical knowledge nearly every day.

Limited. Specialty is functional, i. e. teaching and supervision.

Only a limited amount in regards to specific diseases. Much that was offered served as a re-fresher and as re-enforcement. I did gain helpful knowledge in the realm of communications in a clinical setting.

Little. Most of the courses were nursing education and clinical nursing knowledge was a by product.

No, my field experience was in a field with which I was familiar and in which I had recently worked

No, the academic approach was used to present subject material in both teaching and supervision.

Absolutely none -- it's hard to obtain in a class room.

In the second question concerning the improvement noted in teaching there was a higher percentage, who indicated positively. There were some who have not finished school, so could not answer the question from a usage standpoint.

2. Did you improve your competency in teaching? Explain.

Since this was a completely new field, much was learned but I feel more courses in teaching should be taken as time and experience passes due to new & better ideas & methods.

Yes -- through development of a greater concept of all the aspects of "teaching"--from preparation of lesson plans through presentation of materials to class -- to grading, etc.

Yes -- Teaching patients was the area where I improved.

Yes. I am able to organize my teaching and have learned to take advantage of learning situations which arise. I am able to locate information more easily.

Yes. Probably through increase in self confidence

Yes -- was able to observe good teaching & methods as well as participation.

I hope so -- I had no experience before the courses I had at U of O. Believe I should have had more practice teaching, since I do not feel competent yet. (Current position is teaching nursing skills to practical nurse students)

Somewhat -- again the experience offered was of a limited nature and under very artificial conditions for the most part.

In the question concerning job satisfaction, the majority of the individuals who are currently employed answered this in the affirmative. The following are some of the sample replies received.

3. Did the traineeship help provide you with job satisfaction? Explain.

Broadened field of professional knowledge and helped develop insight into solutions encountered in the psychiatric milieu.

Yes -- because I am able to utilize a large part of the knowledge I gained.

I do a great deal of guidance work and interviewing and some teaching -- the classes I took & group assoc. was beneficial in preparing me for this job --

Yes. The scope of education was revealed as a slow, but vigorous onslaught against the "old rut". I am able to be patient (not content) with slow but sure progress.

Yes. Because of the traineeship I was able to obtain my degree sooner and because of my degree I was considered and obtained a position as instructor -- which was my goal.

Yes. It hastened me toward obtaining an advanced degree which in turn opened doors to positions in teaching and administration, which I have found very challenging and satisfying.

"Ignorance is sometimes bliss." Inc. educ background makes one less satisfied when things are not achieved as desired. However the satisfactions of overcoming problems associated with the job are also greater.

Yes and no. Yes, because I feel I am now more equipped to meet patient's total needs and to help others to meet these needs. No, because I am more aware of such things as misuse of the nurse's time, etc. (I don't think this dissatisfaction is bad though)

No, but I believe judicious discontent leads to progress rather than job satisfaction.

Question four was answered in a variety of ways. For some individuals the traineeship enabled them to change to a position

they desired, others it helped them continue in the position they had, some hoped it would provide them with the type of employment they want and others haven't tried so did not answer the question.

4. Has the Professional Nurse Traineeship assisted you to obtain a position you desired? Explain.

Through the traineeship, I was able to get additional & complete preparation for a degree, without this degree, I could not have the job I have now.

Yes, I was able to teach, which has been a goal for many years.

Advancement in grade in Federal service has as one of its criteria a degree in nursing.

Yes, a master's degree is necessary to be a director of a two-year program.

Not getting one but in maintaining position

Yes. I desired a teaching position which required a Master's degree and will be able to obtain it when I complete my studies.

The answers to the question concerning increased professional activity included those on the job, in professional organizations and the use of the nursing journals. The following remarks are examples of the replies received.

5. In what ways have you demonstrated increased professional interest and activity?

I am now a member of the planning committee for in service education.

I think this has been reflected best in my increased ability to assume faculty responsibility.

Volunteering for the orientation program. Continually attempting to improve pt. care.

More aware of my responsibility to my profession.

I have always been interested if not I would not have gone to school.

I am district president, attended state conventions

I wrote one article - (hope to do more) Have been able to encourage my staff to begin graduate work and participate in their professional organizations

Joined the NLN. Volunteered for Committee work in ANA and NLN.

Participation in many more professional activities as a representative of the hospital. Able to share knowledge and information with more nursing personnel

Attended workshops, conferences, meetings etc. when possible & hope I am helping to motivate students.

The majority of the individuals answering the question concerning the profit they gained from others at the school, felt it was very beneficial in many ways.

6. How did you profit by contact with individuals in school?

Have learned a great deal in discussion of the many and varied topics.

I was inspired to continue my education having met such fine people who were "growing educationally and professionally."

From my teachers I received an increased desire to learn

Broadened scope of types of nursing education offered throughout U.S. Contacts with intelligent, interesting women.

I think there is much value in just learning about the philosophies of other people... whether they be professors or fellow students.

Found it stimulating

Shared common interest made school more interesting

Profit was both positive & negative. On positive side, mental stimulation to seek new approaches to problems was great. On negative side, had to cope with "grippers" and "paper borrowers" & procrastinators.

Made new friends.

The question about the use of tax funds for traineeships was answered with a "yes" for the most part, but with a variety of reasons.

7. Do you think the tax funds were invested wisely in providing you a traineeship?

Yes - Personally the education I received has made me not only a better nurse but also a better citizen for my self I think

I would like to say yes because I personally have profited from the expenditure of funds. I feel I do a better job of nursing, have better relationships with patients & personnel & teach intrinsics more. As far as outward appearances are concerned, probably the funds were misspent.

Yes - I feel I am re-investing the tax funds by doing my best at the V.A., encouraging my fellow

employees to give the best they can in every aspect of nursing care.

I would say so as had I not received it, I would have stopped attending full time.

I am so grateful for them that of course I think they were well invested & I keep trying to return on the investment.

Yes; the objective was to prepare teachers and supervisors, and I have been teaching for over two years.

No, my feelings about taking government funds have changed radically. I would not ask for it were I going to school now. I appreciated it very much at the time, but would rather borrow & pay back.

The persons who answered yes to the previous question would support the further use of tax funds for nursing education.

Some of the reasons for such support are listed below.

8. Would you support the further use of tax funds for nursing education? Why?

Yes: (1) The shortage of trained personnel in nursing - (2) So others might profit personally as I did.

Yes. I feel that many nurses would not continue their education if traineeships were not available. (because of finances.

Yes -- we cannot have nurses to meet present and future needs -- unless we have persons education to assume positions in fields of leadership.

Yes. To help meet the need for qualified nurse instructors, which in turn will result in better

educated nurses and therefore raise the standard of nursing care to the patients.

I am in favor of giving gov. support to all areas of education, nursing included. Such support should of course be carefully granted with the recipient first showing evidence of wanting to complete the work. All people are contributing to taxes throughout their adult life, not only the parents of children but the recipients whoever he or she is therefore they are paying on this gov. "loan" before and after.

Only judiciously! If I must give a yes & no answer. I would say no. Surly, there are other ways. We need to revive the free enterprise spirit & personal initiative.

Only fifteen of the individuals answered yes to number nine.

9. Would you have been able to complete your education in the same length of time without the traineeship?

Yes - I had already borrowed money to attend school - This helped me to pay my debt back sooner -

Yes - but with financial problems involved in being a wife and mother plus the strain of paying for full time university schooling the traineeship funds assisted greatly in getting us over a few months' hurdle.

Yes, by borrowing the money on interest from the bank.

Yes, but I probably would not have.

No. Had planned on taking six years for completion of a Master's degree

No - it would have taken at least 3 years longer & by then I doubt that I would have maintained the motivation.

As to whether the individuals plan further academic study, and if so, where did they plan to attend and what major were they considering, thirty of the respondents in Group B answered in the affirmative. One other individual is attending full-time at Wayne State University in a teaching of clinical nursing major. Six of the individuals were considering additional work in education or in combination with counseling and guidance; two of the individuals were interested in Sociology; four were interested in administration; three in public health nursing; three in maternal and child health; six were interested in nursing education; and the remainder did not state a preference. The school most frequently mentioned was the University of Washington.

About half of Group M, indicated they had considered additional education some time in the future. Five of the group indicated they were interested in further work in education. One of the individuals has 12 hours toward a doctorate in education. One of the individuals is currently employed as a Director of Nursing Service and is considering a doctoral degree in either hospital or nursing administration. Two other individuals would like to improve administrative and teaching skills through additional education. One person is interested in completing public health nursing, another in midwifery and a third in psychiatric nursing.

The remainder of the group had made no definite plans, but were considering additional education in some phase. The University of Washington and Portland Extension Center were the schools most frequently mentioned.

In the question concerning what further academic study had been done, the amount of time ranged from completion of requirements for a master's degree by one individual to one course by others. The major in which this had been done was the one in which they had indicated an interest in the preceding questions.

The last question was included to provide the recipient an opportunity to express any suggestions they felt were necessary in the programs of which they had been a part. The replies which were received were most varied and samples are included. The first part is from Group B.

I felt that I desperately needed every course that was offered.

I was grateful for the well qualified faculty.

Same requirements (basic) as for other academic programs and degrees.

More standardization of courses and correlation between university programs, so credits are not lost in transfer.

- a. Reductions of theoretical emphasis
- b. More education courses - not specifically nurse oriented.
- c. Less research in old AJN', etc.

Should be more divisions to major in such -- as teaching then subdivide into various nursing fields - More instructors to teach the education courses -- Received quite a one sided opinion -- The ideas were good -- but needed more professors with more opinions.

More opportunities for supervision & teaching of students

Programs designed to improve skill at actual bedside nursing.

Since the knowledge, skills and experience of each graduate is different therefore the program of each graduate student should be different that is more particularly in the electives. I feel that in counseling with each student regarding her field work program she should indicate what she feels are her weaknesses and her needs and the program so geared. I was fortunate in this respect but I know this is not always true.

Include more of the humanities and exclude basic sciences subjects that were included in basic programs such as nutrition. Concentrate less on public health theory by substituting more principles of teaching.

I feel there should be programs offered in nursing administration. I also feel there is too much emphasis on public health courses for those under the teaching program and not enough in supervision.

- (1) Careful counseling by the people who are helping the nurse to plan her course of study
- (2) An evaluation of the courses required - sometimes college people give one the feeling that they are dealing with young adults just out of high school.

(3) When the older nurse makes the sacrifice of time and money to go back to school, she should be given some consideration.

(1) Better prepared faculty to teach graduate nurses

(2) More dynamic et stimulating curriculum

(3) More selected and varied field experience

Broaden the program to include psychiatric oriented nursing programs. Re evaluate the present curriculums and eliminate duplications and overlapping of subject material

Careful selection of students.

There's too much busy work.

The following remarks are from the post-baccalaureate degree recipient of Professional Nurse Traineeships.

Especially for graduate nurses in the masters program - more opportunity or variety of activities from which to choose; better planning and organization of the activities so as to make them worth while. I am referring to practical experiences mainly.

More faculty for graduate students. Closer guidance in research for master's students.

Equal stress on administration and education. Definite distinction between Bachelor's degree and Master's degree curriculum. Elimination of time spent in field work experience. Faculty advisors to work closely with students.

Inclusion of academic content in area of nursing specialty that one plans to teach, or serve

None - I thought it was excellent.

I question the value of the clinical quarter for some students.

A chance for the students to exchange ideas and experiences in the classroom, rather than in the coffee shop.

Better organization of curriculum.

More instructors.

More variety in courses

A Committee of thesis research advisors consisting of at least 3 members (qualified)

Extending the time - allowing no more than 12 hrs. to be taken per term

A social program committee establishment for promotion of social activities on campus to get graduate nurses well acquainted with all groups.

A fully activated nursing service administrator major on master's level.

Masters programs should not be available to nurses without having some experience in nursing. Those students who have had no experience on a "nursing job" have little to apply to much of the learning experiences in a masters program. Nursing Instructors need some experience as well as education.

The requirements for granting degree should be more uniform;

Example - Catholic U takes 2 years for same degree some require thesis, some not.

Begin to emphasize the importance of research in nursing and the choice of a thesis topic in the first term for those enrolled in a master's program. Emphasis of clinical material in programs for graduate nurses on a bachelor's level.

2 yr's ago I would have given you lots of ideas, as I felt very strong about some of my wild ideas. -

now however I have "mellowed" and am quite satisfied with my own background in grad. sch. as I meet & talk with more people coming out of other grad nurse programs.

As in the results of the study done by Earls⁽⁷⁾ at the University of Washington, the majority of the respondents at the master degree level felt that there needed to be more student guidance in the area of research activity. Other areas which needed strengthening in the study by Earls were revisions in some of the courses, change in the teaching methods and field experience. Many of the comments made by the persons in each of the two groups expressed much the same idea as the study at the University of Washington.

Under additional comments, some of the individuals felt the questionnaire was too long, others commented that it was very searching and interesting, and another felt it was a study that needed to be done. In relation to the traineeship, one individual felt the funds should be repaid by the user and another thought the students should be selected more carefully. The other type of comments included the individual users' appreciation of the Professional Nurse Traineeship Program. This is an example:

Opportunity for the Traineeship gave me just the encouragement needed -- it's a bit tiresome to keep on at night school. I owe thanks to a faculty member who urged me to make application when the fund was available unexpectedly at the U. of O.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study was initiated as a follow-up of the individuals, who had received Professional Nurse Traineeship, Title II funds, P.L. 911 or P.L. 86-105, while enrolled in registered nurse programs at the University of Oregon School of Nursing from September 1956 to August 1961. The follow-up was designed to determine whether the individual recipient thought the traineeship had helped her and in what manner this had occurred; to determine the difference in the positions held by the baccalaureate and master degree candidates; to obtain information concerning the individuals, who had received the traineeship funds during the first five years of the program; and to ascertain the number of individuals who were fulfilling the purpose for which the traineeships were created. The study was limited to the 114 recipients of funds, who had been enrolled in the teaching and supervision or general nursing programs between September 1956 and August 1961. These 114 individuals had received \$253,315.00 as stipends, tuition, dependency support, and travel expenses.

A questionnaire was developed as the tool for use to procure the data for the study. The questionnaire was mailed and presumably received by 109 of the 114 recipients of the traineeship funds. Ninety-two or 84.4 percent of the recipients completed and returned the questionnaire before the cut-off date of May 1, 1962. The data were tabulated and the tables were constructed from an analysis of the data.

For the purpose of this study, the recipients were divided into two major groups: Group B was the pre-baccalaureate degree candidates and Group M was the post-baccalaureate degree candidates. Group M was further divided into M_1 and M_2 in some parts of the tabulation of the data. Group M_1 referred to the graduate student who received her basic nursing education in a generic baccalaureate nursing program and Group M_2 denoted the student who obtained her nursing in a diploma school and then earned a baccalaureate degree at a later date.

The information acquired from the follow-up study provided the primary source of data which was supplemented by a review of the available literature and related studies. The results of the master tabulations are presented in Chapter III of this report.

Personal Data:

The 50 participants in Group B had a mean age of 34.16; 23 of the group are married, but the occupation of the husband had very little effect on the employment of the recipient; the dependents of the group number 34; "family responsibilities" was the most frequently used reason for not working; and forty-three of the group resided in one of the thirteen western states. In Group M₁, the 21 respondents had a mean age of 30.65; 15 of the group were married, but the occupation of the husband had very little effect on the employment of the recipient; there were 17 dependents in this group; "family responsibilities" was the most frequently used reason for not working; and 17 of the group resided in one of the thirteen western states. Group M₂ had a mean age of 36.09 for the 21 participants; seven of the group were married; there were 15 dependents in the group; and 17 of them lived in one of the thirteen western states.

Education:

Seventy-one of the respondents had received their basic nursing in a diploma school. Seventy-one of the group came from schools conducted by voluntarily controlled hospitals. The participants had completed their basic nursing between August 1925 and

and September 1959. They came from classes in their schools of nursing ranging from seven to 100 in size. Fifty-three of the respondents came from one of the thirteen western states. In Group B the length of time from the completion of a diploma program to receipt of a baccalaureate degree produced a mean of 13 years; in Group M₁ the mean was 8.75 years between baccalaureate and master's degree; and in Group M₂ the mean was 12.98 years between the completion of the diploma and the master's degree programs. Fifty-eight or 63.74 percent of the total participants had attended school on a part-time basis before receiving a Professional Nurse Traineeship. The largest percentage of the group first heard of the traineeship program from the school.

Professional data:

A current nurses' license for the state of Oregon is held by 46 of the respondents in the study. Only seven of the 91, who responded to this question do not hold an active or inactive license in one of the thirteen western states.

Seventy-one of the respondents have a current membership in the American Nurses' Association and 39 maintain a membership in the National League for Nursing; 91.18 percent of the employed respondents hold a current membership in the American

Nurses' Association; 54.17 percent of the number who hold a membership in the American Nurses' Association have not held an office, participated on a committee or acted as chairman of a committee in any of the groups within the association.

The participants, 91.21 percent, in the follow-up study have a subscription to The American Journal of Nursing; 54.94 percent receive Nursing Outlook and 25.27 percent subscribe to Nursing Research. Forty-three of the respondents subscribe to R.N., which is a periodical not sponsored by the nursing organizations.

Employment:

In Group B, fourteen of the respondents had held positions as clinical instructors before returning to school enrolling in a program designed for preparation in teaching and supervision. In Group M₂ none of the participants had been employed as clinical instructors before receipt of a baccalaureate degree.

Thirty-five of the forty-two respondents in Group B are employed in a position involving teaching or supervision. Two of the others in the group will soon assume leadership positions. This is representative of 74 percent of the 50 participants in Group B.

Twenty-seven of the forty-two respondents in Group M are employed in some form of nursing. Nineteen of the twenty-seven are currently employed in positions of teaching or supervision. Three others will soon accept similar positions. One of the group is a Hospital Administrator. These 23 persons account for 54.76 percent of the 42 participants in Group M; 33.33 percent of the group are still enrolled in school.

The hospital is the employer of 44 of the respondents; 30 of the group are employed in schools of nursing; the length of time in the present employment of Group B produced a mean of 27.2 months and Group M had a mean of 21.96 months. The salary mean for Group B was \$456.25 per month and Group M was \$500.00 per month.

The Professional Nurse Traineeship helped the individuals in their present positions in a variety of ways. The responses given the most frequently were: "Enabled me to finish the degree requirements"; "Provided me with the qualifications necessary for the position I hold"; "Provided me with more understanding of personnel, principles of supervision and methods of teaching"; and "Provided me with better preparation for the position I hold, such as better methods of teaching, and evaluating".

In a recapitulation of the future plans of the trainees, 30 of the respondents in Group B and 32 of the respondents in Group M plan to assume positions of leadership in nursing. This represented 68.3 percent of the total group.

Effects of the Traineeship:

A large percentage of the respondents felt that they had been helped in gaining clinical nursing knowledge, through the classroom as well as by experience in their field work. Most of the respondents considered that they had improved competency in teaching from the preparation of the class projects and practice in the teaching situations. The response to current job satisfaction as a result of the traineeship was answered in the affirmative by the majority, who felt much had been gained through their educational experiences. The traineeship enabled some individuals to change to a position they desired; it helped others continue in the position they had, and some hoped it would provide them the type of employment they wanted. The respondents had gained in a number of ways in professional activity, including on the job, in the professional organizations, and in the use of the nursing journals. The contacts made by the respondent when she was enrolled in school were considered very beneficial to the participant. A high majority

of the group felt that the traineeship funds were invested wisely and they would support the further use of these tax funds for nursing education.

Conclusions

The need for increasing the number of qualified leaders in nursing was the paramount necessity for improving the nursing profession as determined by those individuals who studied the dilemma of nursing. The approach to the solution of the problem was the financing of graduate nurse education through the Professional Nurse Traineeships, a federally supported program. The participation of the University of Oregon School of Nursing in the program provided assistance for 114 individuals preparing to assume leadership positions in the profession. The follow-up study of these individuals provided the data from which the investigator has made the following conclusions:

1. The majority of graduates at the University of Oregon School of Nursing from the programs designed for a baccalaureate degree in general nursing or teaching and supervision and from the Master of Science degree, who were recipients of the Professional Nurse Traineeships, have accepted positions of more responsibility and leadership than previously held. It is thus concluded that these

individuals have fulfilled the purpose for which the traineeships were provided that of increasing the number of qualified leaders in the nursing profession.

2. There appears to be no appreciable difference in the types of positions which are assumed by the baccalaureate or the master degree graduate. The last students enrolled in the pre-baccalaureate specialization in teaching and supervision will complete in June 1962. It can be anticipated that in subsequent years there will be greater differentiation between the graduates of the baccalaureate and the master degree programs.

3. There was general consensus that the individuals profited personally and professionally by the traineeship funds.

4. There was also a general consensus that further federal funds should be made available for nursing education.

Recommendations for Further Studies

The following recommendations are made, based upon the findings in this study:

1. Pursue further follow-up of the recipients in subsequent years. This recommendation is made despite the fact that the Public Health Service also makes a follow-up study; such data do not relate closely enough to a selected setting. Future follow-up

studies might be focused on fewer factors than this study and hence assess the impact of the traineeships more effectively.

2. Query the employers of graduates of the programs at the University of Oregon School of Nursing for the purpose of identifying performance that is satisfactory or unsatisfactory. Such findings might have implications for curriculum planning.

BIBLIOGRAPHY

1. American Nurses' Association. Facts About Nursing. 1955-1956 edition. New York: American Nurses' Association, 1956.
2. American Nurses' Association. Facts About Nursing. 1960 edition. New York: American Nurses' Association, 1960.
3. American Nurses' Association. Facts About Nursing. 1961 edition. New York: American Nurses' Association, 1961.
4. Bridgman, Margaret. Collegiate Education for Nursing. New York: Russell Sage Foundation, 1953.
5. Brown, Esther Lucile. Nursing for the Future. New York: Russell Sage Foundation, 1948.
6. _____ . "Diploma Programs and Accreditation Praised." NLN News. 9:3: May-June, 1961.
7. Earls, Mary Edna. A Survey of Opinions of the 1953-1957 Graduates of the Master's Program of the University of Washington School of Nursing Regarding Three Areas of Advanced Study. Unpublished thesis. Seattle, Washington: University of Washington, 1958.
8. Ewing, Oscar R. The Nation's Health. Washington, D.C.: United States Government Printing Office, 1948.
9. Faculty of the Minnesota University School of Nursing. A Study of the Graduates of the University of Minnesota School of Nursing. Minneapolis, Minnesota: University of Minnesota, 1952.
10. Ferlic, Anne. The Nature and Scope of Educational Programs Undertaken by the 1948 - 1955 Alumnae of Two Schools of Nursing. Unpublished thesis. Portland, Oregon: University of Oregon, 1957.

11. Galenpaul, Dan, editor. Information Please. Almanac Atlas and Yearbook, 1962. New York: Simon and Schuster, 1962.
12. Ginzberg, Eli. A Program for the Nursing Profession. New York: The Macmillan Company, 1948.
13. Goldmark, Josephine. Nursing and Nursing Education in the United States. New York: The Macmillan Company, 1923.
14. Good, Carter V. and Douglas E. Scates. Methods of Research. New York: Appleton-Century-Crofts, Inc., 1954.
15. _____ . "Graduate Nurse Education in Colleges and Universities." Nursing Outlook. 2:12:638-641, December, 1954.
16. _____ . "Health Amendments Act". The American Journal of Nursing. 56:9:1130, September, 1956.
17. _____ . "Health Amendments Act Traineeships Exhausted for This Year". The American Journal of Nursing. 56:11:1450, November, 1956.
18. Heidgerken, Loretta. "Meeting the Teacher Shortage". Nursing Outlook. 4:9:514-516, September, 1956.
19. Jenney, Mary O. and Annabel Wehrwein. "Federal Traineeships - the First Year". The American Journal of Nursing. 57:6:727-728, June, 1957.
20. Leone, Lucile Petry. "Where Will We Find Teachers?" Editorial. The American Journal of Nursing. 55:12:1461, December, 1955.
21. Levine, Eugene. "How Many Nurses Have College Degrees?" Nursing Outlook. 2:1:23, January, 1954.

22. Loveland, Dorothy. Occupations of the Graduates of a School of Nursing. Unpublished thesis. Palo Alto, California: Leland Stanford Junior University, 1949.
23. Mann, Sister M. Jacinta, S.C. and L. J. Lins. "Activities and Success of University of Wisconsin Graduates Within Eight Years After Graduation". College and University. 36:1:57-67, Fall, 1960.
24. Mc Kenna, Thomas M. Thresholds to Professional Nursing Practice. Philadelphia: W.B. Saunders Company, 1960.
25. National League for Nursing, Division of Nursing Education. Accrediting Your School of Nursing. New York: National League for Nursing, 1956.
26. National League of Nursing Education, Committee on the Grading of Nursing Schools. Nursing Schools Today and Tomorrow: Final Report. New York: National League of Nursing, 1934.
27. National Nursing Council. A Thousand Think Together, A Report of Three Regional Conferences Held in Connection with the Study of Schools of Nursing. New York: National Nursing Council, Inc., 1948.
28. _____ . Nurses for a Growing Nation. New York: National League for Nursing, 1957.
29. Newton, Mildred E. "Developing Leadership Potential". Nursing Outlook. 5:7:400-403, July, 1957.
30. Pace, C. Robert. They Went to College. Minneapolis: The University of Minnesota Press, 1941.
31. _____ . "Preparation of Nursing Leaders". Nursing Outlook. 4:9:415-521, September, 1956.
32. President's Commission on Higher Education. Higher Education for American Democracy. Volume I. Washington, D.C.: United States Government Printing Office, 1947.

33. President's Commission on Higher Education. Higher Education for American Democracy. Volume II. Washington, D.C.: United States Government Printing Office, 1947.
34. President's Commission on Higher Education. Higher Education for American Democracy. Volume V. Washington, D.C.: United States Government Printing Office, 1947.
35. _____ . Professional Nurse Traineeships. Part I. Report of the national conference to evaluate two years of training grants for professional nurses. Public Health Service Publication No. 675. Washington, D.C.: United States Government Printing Office, 1959.
36. _____ . Professional Nurse Traineeships. Part II. Facts about the nurse supply and educational needs of nurses based on data compiled for the national conference to evaluate two years of training grants for professional nurses. Public Health Service Publication No. 676, Washington, D.C.: United States Government Printing Office, 1959.
37. _____ . Professional Nurse Traineeship Program. Bulletin, United States Department Health, Education, and Welfare. Public Health Service Division of Nursing, Revised 4/1/61.
38. Roberts, Mary M. "Those With the Will Should be Helped With the Bill." Editorial. Nursing Outlook. 1:11:615, November, 1953.
39. Rumel, J. Francis. An Introduction to Research Procedures in Education. New York: Harper & Brothers, 1958.
40. Smith, Sister M. Rosalie. A Study of the Graduates of a Selected School of Nursing from 1949 Through 1954. Unpublished Dissertation. Washington, D.C.: The Catholic University of America, 1956.
41. Traxler, Arther E. Techniques of Guidance. New York: Harper & Brothers, 1945.

42. Troyer, Maurice E. and C. Robert Pace. Evaluation in Teacher Education. Washington, D.C.: American Council on Education, 1944.
43. Tyler, Ralph. "The Road to Better Appraisals". National Educational Association Journal. 38:337, May, 1949.
44. University of Oregon School of Nursing. Catalog Issue 1961-62. Portland, Oregon, 1961.
45. West, Margaret and Christy Hawkins. Nursing Schools at the Mid-Century. New York: National Committee for the Improvement of Nursing Services, 1950.
46. Western Council on Higher Education for Nursing. Nurses for the West. Boulder, Colorado: Western Interstate Commission for Higher Education, 1959.
47. Wise, Frances Louise. A Study of the Graduates of the University of Washington School of Nursing Harborview Division. Unpublished thesis. Seattle, Washington: University of Washington, 1951.
48. Wolfe, Cynthia L. Wiggins. A Follow-Up of Graduates of All Nursing Programs at the State College of Washington. Unpublished thesis. Pullman, Washington: The State College of Washington, 1951.

APPENDIX A

3422 N. E. Flanders Street
Portland 12, Oregon
March 24, 1962

Dear _____,

In partial completion of requirements for a master of science degree at the University of Oregon School of Nursing, I am undertaking a study of Nurses Receiving Professional Nurse Traineeships at the University of Oregon School of Nursing - 1956 to 1961.

The records show that you were a recipient of a federal traineeship during that period. I am hoping you will be willing to participate in my study by responding to the enclosed questionnaire and returning it to me before April 10, 1962.

A copy of the thesis will be placed in the library of the University of Oregon Medical School for use by those interested in the results of the study.

Thank you for your cooperation and valuable assistance.

Sincerely yours,

(Mrs.) Betty C. Haugen

APPENDIX B

Questionnaire for Nurses Receiving Professional Nurse Traineeships in Preparation for Teaching and Supervision

Please feel free to answer sincerely and frankly as none of the replies will be identified with the respondent. If there is insufficient space for your answer, use the reverse side of the sheet.

I. Personal data:

1. Age _____
2. Marital status S _____ M _____ W _____ D _____
3. Marital status when enrolled in school using a Professional Nurse Traineeship S _____ M _____ W _____ D _____
4. If married, husband's occupation _____
5. Dependents
 - a. Number and ages of children Number _____
Ages _____
 - b. Dependents other than children _____
6. Residence
 - a. In which state do you reside? _____
 - b. What is the size of your community? Under 10,000 _____
10,000-49,999 _____
50,000-99,999 _____
100,000-499,999 _____
Over 500,000 _____
7. Community activities
 - a. List social, civic, educational or religious societies, clubs or activities in which you assist or participate

- a. If yes, for how long? _____
- 3. Did you attend full time before you received Professional Nurse Traineeship funds? Yes _____
No _____
- a. If yes, for how long? _____
- 4. Where did you first obtain information about the Professional Nurse Traineeships?
 - a. Read about them in the nursing journal _____
 - b. Friends told me about them _____
 - c. Read the information on bulletin board at school _____
 - d. Received information in correspondence from school _____
 - e. Other (explain) _____
- 5. When did you receive your traineeship? Mo. _____ Yr. _____ to Mo. _____ Yr. _____
- 6. When did you complete the requirements for your baccalaureate degree? Mo. _____ Yr. _____
- 7. If not finished, when is the estimated date? _____

II. Education *

A. Basic nursing education

- 1. Name of your school _____
- 2. Type of hospital _____ Tax supported _____
Voluntary _____
Proprietary _____
- 3. Type of basic school _____ Diploma _____
Associate Arts _____
Degree _____

* Post-baccalaureate

4. Size of your class in basic nursing _____
5. Years enrolled in this school 19____ to 19____
6. Date of completion of basic nursing Mo. ____ Yr. ____

B. Other education

1. If you were a graduate of a diploma or associate arts degree program
- a. From which school did you receive your baccalaureate degree?
- b. When did you start study toward this degree?
Mo. ____ Yr. ____
- c. When did you receive your baccalaureate degree?
Mo. ____ Yr. ____
2. Post baccalaureate degree
- a. When did you begin work toward a master's degree?
Mo. ____ Yr. ____
- b. When did you receive a Professional Nurse Traineeship?
Mo. ____ Yr. ____
- c. When did you receive your master's degree?
Mo. ____ Yr. ____
- d. If you have not completed your degree requirements, when do you expect to finish?
Mo. ____ Yr. ____
3. Where did you first obtain information about the Professional Nurse Traineeships?
- a. Read about them in the nursing journal _____
- b. Friends told me about them _____
- c. Read information on bulletin board at school _____
- d. Received information in correspondence from school _____
- e. Other (explain) _____

III. Professional data

1. In which states do you have current nurses' licensure?

2. Membership in nursing organizations

a. Are you now a member of ANA Yes ___ No ___
NLN Yes ___ No ___

b. Were you a member before you attended school using a Professional Nurse Traineeship?

ANA Yes ___ No ___
NLN Yes ___ No ___

c. Have you held office or committee membership in any divisions of ANA and NLN? Please list below including the year of participation

Organization	Office or committee membership	Year

3. Professional nursing journals

a. Check the magazine and the length of time which you have subscribed

Magazine	1 yr. or less	1-3 yrs	Over
THE AMERICAN JOURNAL OF NURSING			
NURSING OUTLOOK			
NURSING RESEARCH			
R.N.			
NURSING WORLD			
Others (Please List)			

b. Do you subscribe to any hospital magazines? Yes ___ No ___

1) If yes, please list

IV. Employment

A. Before traineeship

List below in order the positions you have held. Show your most recent job first. Use reverse side of page if space is insufficient.

Total time employed	Employing Firm	Position	Highest salary in this position
From: to:			\$ _____ per mo. Full time? Yes _____ No _____
From: to:			\$ _____ per mo. Full time? Yes _____ No _____
From: to:			\$ _____ per mo. Full time? Yes _____ No _____
From: to:			\$ _____ per mo. Full time? Yes _____ No _____
From: to:			\$ _____ per mo. Full time? Yes _____ No _____

B. Since traineeship

1. Are you presently employed in some field of nursing? Yes _____ No _____
2. What is your position?
 - a. Is this full time? _____
part time? _____
3. What are the major responsibilities of your present position?
4. If employed in a hospital, what type is it?
 - Federal _____
 - State _____
 - County _____
 - City _____
 - Voluntary _____
 - Proprietary _____
5. If teaching, what is the type of school?
 - Degree _____
 - Diploma _____
 - Associate Arts _____
 - Practical Nurse _____
6. How did the Professional Nurse Traineeship help you in your present position?
7. How long have you held this position? _____
8. Present salary per month

Less than \$300	_____	\$450 to \$499	_____
\$300 to \$349	_____	\$ 500 to \$549	_____
\$350 to \$399	_____	\$ 550 to \$599	_____
\$400 to \$449	_____	\$Over \$600	_____

9. List any other positions you have held since completion of traineeship, the length of time, and the salary received.

Position	Employing firm	Length of time	Salary per mo.

10. If you are not presently employed, state reason
11. What plans do you have for the future? (Respond whether or not employed)

V. Effects of the traineeship

1. Did you gain clinical nursing knowledge? Explain
2. Did you improve your competency in teaching? Explain
3. Did the traineeship help provide you with job satisfaction? Explain
4. Has the Professional Nurse Traineeship assisted you to obtain a position you desired? Explain
5. In what ways have you demonstrated increased professional interest and activity?

6. How did you profit by contact with individuals in school?
7. Do you think the tax funds were invested wisely in providing you a traineeship?
8. Would you support the further use of tax funds for nursing education? Why?
9. Would you have been able to complete your education in the same length of time without the traineeship?
10. Do you plan further academic study?
11. If yes, where do you plan to attend? What major?
12. Have you done further academic study since the traineeship?
13. If yes, where have you done this? What is your major?
14. What suggestions do you have for improvement of programs designed for graduate nurses?

Please feel free to make additional comments

Thank you for your participation

Return the questionnaire by April 10, 1962

to

Mrs. Betty C. Haugen
3422 N. E. Flanders Street
Portland 12, Oregon

Typed by
Shirley M. Fanning