Sister Teresita (St. Catherine) recommended to the steering committee that it have more definite or specific topics for discussion at the next meeting.

At the close of the discussion the following list of recommendation was drawn up by the group to be presented to the entire conference.

1. The core curriculum suggested by Willis Johnson's committee be accepted with some additions as are to be noted in the additional recommendations.

2. Evolution be added to the areas of study on the advanced level.

3. Exposure to instrumentation besides microscopy, skills, techniques, and use of the library be included in work on the advanced level.

4. A senior seminar integration course which would include not only the field of biology per se, but also its relationship to other fields of knowledge.

CONFERENCE ON EASTERN BIOLOGY TEACHERS
October 25-26, 1957
Drake University, Des Moines, Iowa

Discussion Group #6
The nature and kinds of biology courses offered by Colleges of Liberal Arts for Diploma Schools of Nursing.

Chairman: Elmer J. Cloutier, The Creighton University, Omaha, Nebr.

Recorder: Margaret Peters, DePaul Hospital School of Nursing, St. Louis, Mo.

Participants: (8)

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Margaret Peters
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Jane Marie Meyer
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James S. Summers
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The Creighton University
DePaul Hosp. School of Nursing
Burlington College
Clinton Jr. College
Luthern Hospital
Marshalltown Jr. College
William Woods Jr. College
Drake University

Omaha, Nebr.
St. Louis, Mo.
Burlington, Iowa
Clinton, Iowa
St. Louis, Mo.
Marshalltown, Ia.
Fulton, Missouri
Des Moines, Iowa

By comparing programs and noting the variety of types and lengths, it was evident that there was a need for further discussion and investigation.

There was much discussion, however all felt the need of a resource person from the National League of Nursing so there would be an understanding between the colleges presenting the programs and the hospital situation. Some schools use the National League Achievement Tests at the conclusion of their courses, others knew nothing about them. Some schools have a coordinator from the hospital but feel this is inadequate since they do not understand the full nursing program and its educational standard. There was a need for defining accreditation. In view of all this confusion it was recommended the following summary be submitted.

Course Content-Suggestions

Conclusions are:

I. Recommended a spring meeting be called the Mississippi Valley Conference on Accreditation and Nursing Education for 3 Year Schools. Call in resource people from
National League to meet with Curriculum Planners and Basic Science Educators to:
1. Consider standard method of Accreditation
2. Re-evaluate and appraise nursing education

II. Motion Present to the Mid West Conference that:
1. A sequence of Science courses be taught
2. Specify the amount of time to be spent on Anatomy and Physiology

Suggestions:
1. Anatomy and Physiology be presented over a period of 2 semesters, 3 credits each semester.
2. Chemistry be taught the first semester, 4 credits minimum, 6 maximum.
3. Microbiology, second semester, 4 credits, minimum.

Each member discussed the Basic Science program in their respective schools. The subjects included, length of course and textbooks used.

The summary of these topics were as follows: Anatomy and Physiology course in most schools was a combined course varying in length from one semester to a full year or two semesters. All schools included laboratory periods however the time allotment varied from one two hour laboratory periods a week to two laboratory periods of two hours and an additional laboratory period of one hour devoted to quizzes and discussion period. One school favors lecture and laboratory concurrent five days a week.

The textbooks most widely used were Greisheimer "Physiology and Anatomy," Lippincott and Anthony's Anatomy and Physiology, C. V. Mosby.

In one school the bulk of the course was centered around the laboratory experience and in evaluating the course, 65% of the grade was over laboratory work, 35% of grade for lecture work.

Microbiology was discussed and there is a wide variation of material. Some schools do not have laboratory facilities for students. The time spent on Microbiology in most of the schools is one semester with two one hour lectures and two two hour laboratory periods a week. One school had a core course with Anatomy and Physiology and Microbiology taught in the first semester with three lecture hours and two laboratory periods to be divided between the two courses. It was proving to be inadequate length of time and was a difficult arrangement. Laboratory equipment and suitable laboratory guides were the chief complaint. It was agreed that the Microbiology courses should be discussed further and efforts for better laboratory manuals be discussed at a later meeting.

Chemistry
It was agreed that it was an essential course and should be discussed at greater length. Most schools represented, taught a combined course for nurses including Basic Fundamentals of Inorganic and more stress on Organic Chemistry. All agree it was a fundamental course which was basic for all of the remaining basic science program. Most schools taught the chemistry during the first semester along with Anatomy and Physiology. One school taught it the second semester after Microbiology.

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Discussion Group #7.