

EDITORIAL

The issue of *Nursing Papers* (Summer 1974) devoted to the expanded role of the nurse as described by each university school of nursing was so successful that the Committee on *Nursing Papers* searched for other critical issues of concern to all of us.

In this issue of *Nursing Papers* you will see Mary Reidy's evaluation of a nursing programme. What simpler way to begin an evaluation than to determine the extent to which faculty members understand the theory upon which their curriculum is based:

Can they define the concepts?

Can they trace the relations of these concepts one to the other?

Can they give examples of the theory as it illuminates a patient situation?

Can they give examples of how their teaching of nursing reflects the theory?

These questions force us to think of the theories we ourselves espouse. How would our own faculties respond in such an evaluation?

Would the faculties of the university schools of nursing find it valuable to have an issue of *Nursing Papers* devoted to the nature of the different theories which underlie each of our curricula? Would each faculty be willing to include in their description the process of implementation of the theory in their curriculum and the theory's use in the teaching of nursing?

While the word "theory" may not be used in all faculties, we seek a description of the "rationale", framework", "structure", or "beliefs" regarding the situations with which nursing deals, that is, the ideas which influence nursing' responses to these situations.

We have asked the deans and directors of the schools to advise us immediately of their thoughts on this suggestion.

May we also suggest that summer provides an excellent opportunity for faculty members to write the articles they have been intending to write. I hope we can look forward to an influx of material for publication in the fall. Happy summer!

—Moyra Allen