siderable amounts of acid or alkali are added. The buffers hold the degree of acidity within close limits, while the kidney excretes excessive amounts of either basic or acid substances. The blood also retains or eliminates carbon dioxide through the lungs as indicated. With this brief discussion of acid base balance as an outline the more extensive discussion of the subject in the textbooks should be studied. F.R.M.

INTRODUCING THE DEPARTMENT OF EDUCATION

"The highest object of the critical faculty is not to censure faults, but to disengage excellencies. * * * The basis of criticism is imagination, its spiritual quality is simplicity and its intellectual distinction is balance."

It is my pleasant privilege to introduce to the membership, the new "Department of Education," and to outline as clearly as I can, its function, scope, and objectives.

As the title implies, a program of teaching, it may be rightly assumed that the primary function of this department will be to publicize the teaching activities of the American Association of Nurse Anesthetists, as developed by its Education, Correlating Committee, which committee is to be responsible for selection and arrangement of such teaching material as will appear in future issues of this department.

An important contribution, already made in the form of a published inclusive curriculum, will provide a framework, upon which to elaborate further progressive patterns of instruction. With this object in view, the present curriculum is now undergoing revision, and one of the, to be, expected early contributions will be this revised edition. As new developments take place in anesthesia, the accepted pattern of education will evidence the progress.

Discussion of the curriculum naturally leads to consideration of schools of anesthesia, and invites comparison of curricula of such with our present standard of education. In order to do this effectively, the American Association of Nurse Anesthetists, through its Educational committee, is arranging a survey of listed schools of anesthesia; the object of which shall be to obtain first hand information as to the educational facilities of same, relative to education afforded the student nurse anesthetist. It is the hope of the education committee that this initial survey will be regarded as a form of educational conference between school heads and appointed visiting advisors, and as such will yield: enlightening data on the needs of schools; constructive criticism on our present curriculum, and concrete suggestions as to how best the schools can be served through this Department of Education.

A questionnaire, covering the information required is an essential part of this survey and a study of data thus acquired will greatly aid in formulating a system of instruction which will adequately cover the educational content of the program planned.

The scope of this program will include a series of articles on the physiology of respiration, circulation and nerve function as related to anes-
thesis. It will also elaborate in teaching articles the educational content of the accepted curriculum.

The function of this program will be threefold; first—that of providing to schools a uniform approach to curricular contents, thus standardizing the education given the student; second—by presentation of current material, in teaching form, keep the education of the student in pace with progress made in anesthesia; third—publication of this teaching material will not only provide continuity of instruction but will make the “Bulletin” still more valuable and permanent as a reference journal on teaching activities. As the value of certain articles, as teaching guides, becomes apparent, it is hoped that such will be re-edited by the Correlating Committee, and reprinted by Publishing Committee, in more convenient form for use by school instructors.

With the foregoing in mind, we now approach discussion of benefits accruing to schools, from this educational plan. The first of these will be to bring the school into prominence, as an important part of our organization. This is as it should be, because from whatever angle the subject is considered, the school remains the repository of our hopes, the guarantee of security for our association. Perpetuity of nurse anesthetist service depends in large measure upon the soundness of preparation given the student, and this in turn depends on the excellence of the school, which educates and graduates her into the practice of anesthesia. It is therefore emphatically our duty and greatly to our interests, as an association, to direct every effort towards raising the educational level of school instruction, and devising new measures to constantly improve the type of teaching given the student.

It is hoped that the American Association of Nurse Anesthetists will, in due time, through its education committees, encourage and foster the organization of teaching institutes and extension courses, as a means of additional preparation to instructors engaged in teaching anesthesia.

The advantage of this will be readily seen in regard to another function of this department, namely—that of a forum for the exchange of opinions, among school instructors, on teaching problems. We will all agree that instituted plans to broaden the intellectual life of the teacher, are of benefit to the group as a whole, inclusive of the student body.

Discussion of our next topic, the education of the student nurse anesthetist, brings us to the heart of this whole matter, revealing the raison d’être of our teaching program, epitomizing our future aspirations and hopes; because the student body of today becomes the membership of the future, and in the hands of the membership lies the destiny of our association. It would seem, therefore, that any educational plan which integrates cultivation of spirit with scientific training of mind, and skill of hands, will be richly repaid in the golden coin of good membership. I am trusting, therefore, that with “learning” the student will be given understanding—a perception of spirit which will make very real to her, that the most valuable and permanent thing in her life is realization of the importance of the service she is privileged to give. This will be to her a sustaining force, a light upon the unknown way.

No education program is complete which does not have in its content, consideration of the question of scholarships, and money grants, for extra curricular studies, made avail-
able to the gifted and ambitious student. While such may not be immediately considered, it is a question which appears on our educational horizon, as one to be fostered if the American Association of Nurse Anesthetists is to take a desired place as a teaching force among other professional organizations.

I am hoping that each school, however small, will form its own alumnae association, concerned with accomplishing, in large or small measure, the recognized traditional and valuable function of such associations, namely, that of advancing their school by contributing to the educational progress of its student body.

Later as the membership becomes—shall we say—"student conscious," we will, I believe, see efforts of alumnae associations complemented by contributions from state associations to schools located in their particular states.

Let us visualize what we may confidently expect, in the future, from this awakened interest in student education. First—the membership becomes conscious there are gifted students and that such are of great potential value to the organization; second—these scholarship gifts will make it possible for chosen students to do directed research work, and this will constitute a real contribution to the educational life of the association; third—the publication of such contributions as are deemed worthy, will demonstrate in practical fashion, the excellence of the preparation given the student; fourth—realization of the future contributing value of students, so prepared, as leaders and teachers—a potent factor in making more secure continued execution of the educational program.

This is forward vision, but in such mental preparedness lies the hope of being able to meet developing issues, inherent to progress, not on the ground of expediency or what any one group, however well intentioned, may advocate, but on the firm basis of how efficiently any proposed measures will advance the educational program and make it secure for the future. When every member of the organization begins to think in such terms, and makes thinking a reality by action, we will see the results of this intellectual process, evidenced in well informed, vital state associations, cooperating to bring about effective coordination between state plans and national projects—a long step forward towards making the American Association of Nurse Anesthetists a truly great association.

To summarize briefly; any criteria evolved, for guidance of policy, should include a proviso that the program of activities be kept consistent with the defined function of this Department of Education, namely; by the study of, and exercised discrimination in, selection of material from current literature and chosen contributors, keep the curriculum of the American Association of Nurse Anesthetists concurrent with progress made in anesthesiology; by release of this material through these columns act as a directive agency in assisting schools, to keep their curricula in harmony with the standards of the American Association of Nurse Anesthetists. To give aid on teaching problems and indicate such teaching methods as will help instructors illuminate the subject matter to students. To release by publication, as occasion demands, the sanctioned policy and plans of the American Association of Nurse Anesthetists as related to its educational teaching program.

Although the above indicates briefly the function of the Department,
there are broader implications in carrying it out involving the finer qualities of spirit and intellect, which must, if true success is to be obtained, be adhered to. It was with the hope of emphasizing qualities which, if incorporated into, would give permanence and vitality to the program—that led to my choice of the foreword quotation.

As you will perceive, its first condition implies the use of discrimination and tolerance, an ability to disengage or set free, such excellencies of material as will illuminate the subject; tolerance and conservation of energy in passing over without censure, that which is faulty or not useful to the purpose in hand.

The second condition postulates that before practical expression comes mental vision, the ability to see with the eyes of the mind (imagination) the picture as a whole, not in part. Success in an undertaking depends on how clear the mental picture of it is; its practical fulfillment depends on the degree of skill used in fitting component parts into the picture, in such a way as will bring about an harmonious attainment of objectives.

The next quality reveals the essence of constructive criticism—simplicity. This spiritual quality contains within itself inner illumination of spirit, singleness of purpose, the gift of clear expression, and by its very nature gives strength, endurance, patience, and courage to the individual or the group fortunately possessing it.

Lastly, the stabilizer of the other qualities of criticism—balance. This distinctive intellectual faculty of weighing, judging, and deciding with discriminating perception of the sequence of cause and effect is the balance wheel which keeps in proper adjustment each part of the plan, in proportionate importance to the project as a whole. Constant appreciation of the fact that a well-balanced program—one placing emphasis on important objectives—is an essential factor in creating confidence in and success of, the undertaking as a whole; will insure, from those responsible, considered, careful judgment in the formulation and execution of plans.

There must also be realization of another fact, if this project is to have the success we all so ardently desire for it, namely, the vital need of loyal support and understanding appreciation, by the membership, to the committee undertaking this difficult and exacting task. This now inaugurated Department of Education represents the educational teaching program of the American Association of Nurse Anesthetists, and the success of that is the deep concern of every member of the organization. It is our responsibility as well as the committee's.

A music commentator remarked, in a recent radio broadcast, that in reading over a certain orchestral score by a famous composer, there were found written on the margin of a crescendo movement these words, "as loud as possible"; further on was written "louder still." Translating this into the work of the Department of Education, I would like to see written on the margin of its program "the best possible," and further on, "better still." On this high note I close my presentation.

Agatha Hodgins