

and fragmented to the tidily hierarchical with "zero price" to the patient.

"We can no longer let virtuoso medicine impress us", writes Dr. Eric Martin, President of the ICRC, in a preface. "Young hospital doctors should be taught to use available resources rationally and economically and to treat with due reflection; at present most of them have little idea of this essential part of their job... The training given medical students still pays scant attention to these requirements and undesired consequences of scientific progress... The spirit prevailing in medical faculties will have to be changed and their curriculum given a new slant".

B.E.

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**Thoughts on a New Approach to Public Health Nursing, *International Nursing Review, Geneva, Issue 201, 1975.***

What will our future society be like? What will be the place of man in this society, in which the rhythm of change will accelerate? Shall we let ourselves be overtaken by the mounting tide of technology without being conscious of the profound currents it creates? Must we ask ourselves how nursing is concerned with all this? If nursing has some specific contribution to make to human life, how can nursing ignore the changes taking place economically, socially and culturally? How can nursing not benefit from the contribution of biological and human knowledge in order to respond better to its *raison d'être*: to help to live, by discerning all the capacities of life and of human development which constitute the most precious wealth of every man, and in contributing to help him to utilize it to the utmost? But is it so much about nursing that we should ask questions, or about ourselves, who provide nursing care? Doesn't nursing depend on our conceptions and our beliefs about life, in this total of dynamic capacities which represents health?

Examining a new approach to public health nursing and the quality of the care provided can only lead to an evaluation of how nurses are educated. Does this education consist mainly of learning to apply some knowledge or to utilize some ability, or does this education lead the nurse to explore and to utilize concrete situations as they appear in life, to identify needs, resources and problems, to formulate hypotheses, to seek suitable solutions, to evaluate the proposed nursing intervention and to acquire significant knowledge from real-life experiences?

## BOOKS AND REVIEWS

In reconsidering public health nursing, we also raise the question of the rigidity or mobility of structures. We have been accustomed to providing care within a solid, even immutable, framework. But it is no longer possible for us to act within the framework of very structured organizations without considerably limiting the operational scope and effect of health care. However, we must admit that the structures we establish reflect our behaviour, our attitudes and our expectations, and that the first change must come from within ourselves.

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### **The International Bureau of Education, *Unesco Chronicle, Paris, N° 4, 1975.***

The oldest-established of Unesco offices is the International Bureau of Education in Geneva, which though it became an integral part of Unesco in 1969, was set up in the days of the League of Nations. Its activities are mainly concerned with educational information and consist in collecting and processing data which are made available to users. Its biennial International Conference on Education provides a forum for an increasing number of Member States; it was attended in 1973 by delegates from more than 90 countries. The special theme for the 1975 conference is the changing rôle of the teacher and its effect on pre-service and in-service training.

But directly arising from the function of organizing this meeting is another: the international conference reviews major trends in educational policies, and reports from Member States now add up to an unparalleled collection of educational "country profiles" which is being extended to cover all Unesco's member countries.

IBE's documentation unit works by pooling resources with the regional offices and with a number of national and international organizations. Data are stored on computer and the information processing service should be operational by the end of 1976. For indexing the material selected—analytical summaries of documents, national reports, and data from inventories—a bilingual (English and French) education thesaurus is maintained; a Spanish version of this is now in preparation.

A new IBE enterprise is the building up of an International Educational Reporting Service which is intended to become a world information network. It already exploits the resources of the four regional offices, FAO, ILO and OECD as well as Unesco headquarters, and reaches 60 documentation centres, concentrating initially on reporting innovations in developing countries and on projects dealing with training for rural development.

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