

BOOKS AND REVIEWS

No one imagines that progress in Afghanistan will be rapid: the gap in technological years is too great to close overnight. But the first, and most painful, steps have certainly been taken. . . .

Changing Nursing Education in the USA, *International Nursing Review*, 1968, No. 1

At present three distinct forms of nursing preparation exist in the USA: diploma programme (hospital); baccalaureate degree programme (college or university) and associate degree programme (junior college).

Nursing education in the USA is coming at the moment under intensive scrutiny, aimed at improving its quality by changing the present systems. An outline of the general education system in the USA emphasizes the upsurge of Junior Colleges. All three nursing education programmes have several common denominators: they prepare nurses for registration and are open only to high school graduates. The diploma programme is the traditional and still most common form of preparation. The cheap labour hospital school students provided in the past produced today's emphasis on separating service and education. Diploma courses cover nursing care, various science subjects, but not courses in the liberal arts.

Nursing courses are taught by nurses. Clinical experiences are carefully selected and controlled. The diploma course is more hospital oriented; the graduate is qualified for a beginning position in nursing. Fees are generally subsidized by the hospital and hence by the patient.

Baccalaureate degree programmes in nursing give the student a general college education and demand normal college admission qualifications. The student either starts nursing and general studies together, from the beginning, or completes one or two years general studies before beginning nursing studies. In some cases clinical experience must be gained in institutions at some distance from the college, but this is still under the control of the college faculty.

Medical Care Teaching in Latin American Schools of Public Health (Summary), *Boletín de la Oficina Sanitaria Panamericana*, 1968, No 3.

A growing interest in the effective training of future health administrators and in the coordination of medical services to include both prevention and treatment has been evident in Latin America for a number of years.

In 1964 a study was made under PASB auspices on curriculum content in the field of medical and hospital administration in five public

health schools. Subsequently, in 1967, additional data was received from those and other public health schools. The study in question was based both on the survey and the data received subsequently from the eight public health schools located in Argentina (1), Brazil (2), Colombia (1), Mexico (1), Peru (1), Puerto Rico (1) and Venezuela (1). It was found that curriculum content changed rapidly, and that variations among the schools were substantial. Generally there is a tendency to pay greater attention to hospital administration than to the organization of medical care. The first years of medical curricula should, without exception, contain basic courses on "principles of administration". In general, curricula were heavily loaded and there was a scarcity of text books and other literature. Good statistical data were lacking also.

The future health administrator of Latin America should be informed on the overall organization of medical care, as well as on the problem of disease prevention and the internal administration of hospitals.

A topical outline for a course in Latin American schools of public health is suggested as a guide; it consists of 14 sections, and over 50 subdivisions or subjects which refer to the planning, organization, operation and coordination of medical care services. For a careful study of the subjects, its total duration would be 30 to 90 classroom hours and would include visits to hospitals and public and private health institutions, the staff of which might participate in the teaching program and thus help to promote the principles of coordination and the spirit of cooperation.

The Ibero-American Bureau of Education, *Bulletin of the International Bureau of Education*, 1968, No. 166.

In 1967 was celebrated the 10th anniversary of the IIIrd Ibero-American Congress of Education, at which the Santo Domingo Convention was signed, constituting, in its present form, the Ibero-American Bureau of Education. The Bureau is an intergovernmental organization for educational and cultural co-operation for the Ibero-American countries. Its aim is to organize information and documentation services on the development of education in Latin American, to advise and guide individuals and organizations interested in this question, to diffuse the Bureau's principles and recommendations and to promote their implementation through cultural exchanges, seminars and congresses. It collaborates in the preparation of texts and teaching materials and co-operates with the Ministries of Education and the technical services of the Ibero-American countries in carrying out their educational plans. In addition, many specialized establishments have been set up: institutes and centres for research, documentation, exchanges, etc. The present Statutes of the Bureau were approved and signed in 1957 by the following States: Brazil,