

## BOOKS AND REVIEWS

are so closely related to matters of acute political controversy that it is not surprising that technical co-operation in these fields should have lagged far behind what has been done in such politically more neutral fields as training, management development, conditions of work, health and safety, and social security.

New forms of technical co-operation may become desirable as such co-operation impinges on acutely political issues, but the whole practice of technical co-operation for economic and social development between world organisations and governments is so new that its purpose, scope and methods must still be regarded as experimental. Major developments, far from being improbable, are to be anticipated. They may include ways of coming to grips more closely with these ticklish issues. Orderly and constructive industrial relations, for instance, are primarily an art of dialogue between partners who respect, trust and keep faith with each other. What part can the ILO play in teaching the practice as well as the philosophy of this art of dialogue?

On the eve of the International Year for Social Justice it is important to reassess the adequacy of what has been achieved in all these matters to the scale of the present and prospective need for effective action, and the adequacy of the methods of action and resources available to the immensity of the challenge which this need presents.

The objective is to get the maximum social dividend from economic growth through what the Declaration of Philadelphia describes as "the fuller and broader utilisation of the world's productive resources"; the attainment of that objective is, as the Declaration likewise affirms, "a matter of concern to the whole civilised world" which calls for "continuous and concerted international effort"; the ILO contribution to the promotion of human rights has already transformed world thinking on the subject and had a substantial practical impact, but it has only just begun. The first half-century of the ILO represents no more than a day in the progress of social justice in the world community.

### **Medical Schools in Africa, *World Health, World Health Organization, Geneva, July, 1968.***

What is the situation at the present time? There are eleven medical schools in eight countries of Middle Africa. In the Democratic Republic of the Congo, Ghana, Madagascar, Nigeria and Uganda these schools were set up before independence. Since then others have appeared in Ivory Coast, Rwanda, and Tanzania. New ones are now planned in Cameroon and Kenya.

In Asia and Latin America, there is hardly any country of more than three million population that does not have a medical school. In the

African Region there are still nine such countries without a medical school, and seven of these as yet have no plans for setting one up.

In the eleven medical schools now functioning, a total of 170 African students were expected to terminate their studies in 1967 and by 1970, the total yearly output should be around 400 graduates. How inadequate this is can be seen from the following calculation: The population of the African Region, now approximately 200 million, is increasing at a rate of 2%, or by about 4 million per year. If at least one doctor is needed for 10,000 people, 400 new graduates are required each year simply to keep pace with the normal increase in population. In medical training, the countries of Africa have to run in order to remain in the same place.

But a crucial question must be answered. Will health progress remain dependent on foreign personnel indefinitely? Is it not time to make a fresh effort, and deliberately plan for the day when African countries, in line with the rest of the world, will have health services manned by their own nationals trained in their own medical schools and institutions? The replies to these questions will determine the direction and scope of Africa's health progress in the next twenty years.

**Finnish Nurses Found a Research Institute**, Aila Leminen, *International Nursing Review*, Basel, 1968, Vol. 15, No. 2.

For the past 40 years Finnish nurses have taken a keen interest in nursing research. Many are today doing postgraduate studies in fields related to nursing. The Finnish Foundation for Nursing Education which had formed its own research committee, was the prime mover with the Finnish Federation of Nurses in setting up a Nursing Research Institute opened in 1966. The Institute, financed by a Sponsoring Association, employs two researchers whose scientific work is directed by a Research Council of University teachers. Present subjects of research are: basic dimensions of nursing and nurses' participation in decision-making in hospitals.

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