

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,

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Colombia, Cuba, Chile, Dominican Republic, Ecuador, El Salvador, Guatemala, Nicaragua, Panama, Paraguay, Peru, Spain and Venezuela. Later on, Honduras and Uruguay and, in 1966, Argentina and Bolivia, also signed the Convention.

**Communications for peace**, by P.A. Duignan, *Union Postale, Berne, 1968, No. 3.*

... Let us turn now to the work of the Universal Postal Union and the International Telecommunications Union in the domain of technical co-operation and assistance to countries in the course of development. Many of the specialised Agencies of the United Nations were established precisely to help developing countries in education, health, agriculture or other aspects of social and economic life. The two Unions mentioned were created because it was realised that international co-operation was indispensable to the existence and progress of the postal and telecommunication services. They survived two world wars—immediately after the wars the then existing International Regulations drawn up by the Unions before the wars came automatically into renewed operation. The Unions have essential legislative and executive functions to perform on a world-wide basis.

Both Unions recognized that, in the rapidly changing world of to-day, they had a special mission to perform in developing countries. Postal and telecommunication services are part of the infrastructure necessary for social and economic advancement. Over a number of years, therefore, the Universal Postal Union and the International Telecommunications Union have made as one of the top priorities the building up of services in developing countries adequate to the immediate and future needs of their peoples...

**The missing nurses**, *ILO Panorama, Geneva, No. 30, 1968.*

... The International Labour Office, for example, is collaborating with WHO in preparing proposals for an international instrument on the status of nursing staff. There is a world-wide shortage of nurses, attributed largely to unsatisfactory working conditions, yet the improvement of health and welfare standards is heavily dependent on paramedical personnel, including also midwives, auxiliaries and technicians. The problem is particularly acute in the developing regions because of the shortage of qualified medical staff. One nurse to 350 persons is consi-