

BOOKS AND REVIEWS

the seven-man Commission—which included members from France, Syria, the People's Republic of the Congo, the Soviet Union, Chile, Iran and the United States—makes the fact that they were able to reach wide agreement remarkable and compelling.

In the Commission's report, the experts show understanding—and even acceptance—of the reasons for youth's rebellion against present-day education; they express the belief that lifelong education is not just a theory but already a fact and one which education systems should take account of to help people to be able to cope in a changing world where the quantity of knowledge increases faster than individuals can keep pace with, and where in some countries half the working population are in jobs that did not exist at the beginning of this century . . .

Health professions tomorrow, by Dr Vulimini Ramalingaswami, *World Health, WHO, Geneva, April 1973.*

. . . Schools for the health professions must show twin responses in the future—an *educational* response in training the health team and a *research* response in investigating models of health care and the health problems as they are found in different parts of the world. To respond effectively to these two challenges, we need to be free from the tyranny of previous educational systems and free to experiment. It is essential that schools have strong links with the universities. Whether it is the training of a physician or an auxiliary nurse-midwife, we must employ the principles of modern educational science and educational technology.

We need a system of education that is oriented towards the community, an education that is directly and unmistakably linked to the social and economic well-being of the people and to the national goals of socio-economic development. Universities can no longer remain spectators of a society steeped in poverty, ignorance and disease, a society that has set up the university itself at great cost and sacrifice. We need a new direction and a new content for the education of medical and other health personnel. We need to prepare young men and women in a variety of ways to participate as a team creatively in the welfare activities of society.

The goals of education for medical and other health personnel must be clearly defined in terms of meeting the needs of the community. The general goals must be translated into specific goals for the teaching of various components and from these general and specific goals a curriculum needs to be constructed. There has to be a totality of commitment on the part of the entire teaching faculty for the fulfilment of the goals . . .