

The University Teaching of Social Sciences: Law, by CHARLES EISENMANN. Paris: UNESCO, 1973. pp. 1-182. ISBN: 92 3 101035 2. U.S. \$5; £1.50p.

This is a report intended to record the changes that have occurred in the organization of the teaching of Law since a similar report appeared in 1954. The features of the teaching of Law that are recorded are: the institutions within which Law is taught: the recruitment of teachers of Law; the purposes of the teaching of Law: the content of syllabuses in Law; and the methods used for teaching and examination. The countries covered are: Cameroon, Egypt, France, Germany, India, Mexico, Romania, Russia, Sweden, the United Kingdom (excluding Scotland), and the United States. In respect of two of these countries it is likely that the Report will suffer the usual fate of documents designed to record contemporaneous change, namely that it will become outdated; France apparently is still trying to come to terms with the reorganization of higher education instituted in 1968, and the Ormrod Report on Legal Education in England was published only in time for a reference to it to be included in a footnote. The main value of this report, however, for a teacher of Law, lies not so much in its recording of historical fact and change as in its provision of a compendium of ideas about the contexts in which, and the methods by which, Law can be taught. Changes in education generally, and in the syllabuses and methods of teaching of Law courses in particular, are often resisted on the grounds that students are incapable, at certain stages of their careers, of tackling particular subjects or of tackling any subject in a particular way. Frequently such assertions are no more than unproved dogma. A comparative study, such as this one, even though it attests to the predominantly conservative nature of the contents and methods of Law studies in the countries surveyed, can go some way to suggesting what might be attempted in Law teaching.

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