

BOOKS AND REVIEWS

ment of the Geneva Conventions — has directed its efforts to “ weapons that may cause unnecessary suffering or have indiscriminate effects ”, a question that was the subject of a recent report drafted by a group of experts.

In the last chapter, Mr. Kalshoven examines the implementation of the law of warfare. He shrewdly analyses the factors militating in favour of, or against, its application, and reviews the means available for the law to operate positively. It is certain that, though the letter of international law often rises to the level of its spirit, it is in the sphere of sanctions that, notwithstanding constant progress, its weakness is most often to be encountered. It is here that both the grandeur and misery of the human condition are best understood.

There is no doubt that this book, thoughtfully planned and well written, will constitute an excellent summary for students of law and all those whose functions require them to know the laws of armed conflicts. Though these laws have so far rendered good service, the benefits that can be drawn from them in the years ahead can be greater still, for, far from being a memorial to the past, they have kept their full significance and are even now gathering renewed strength and vitality.

J. P.

ETHEL GROFFIER: “ TERRORISME ET GUERILLA. LA RÉVOLTE
ARMÉE DEVANT LES NATIONS. ”¹

This extremely topical book contains a number of documents and ideas that will interest those concerned with the application of humanitarian rules and principles in such controversial situations.

The writer quotes a wide range of views on present-day revolutionary violence, studies problems posed by guerrilla warfare in

¹ Editions Leméac, Ottawa, 1973, 181 pages.

the law of war, and lastly refers to the problem of terrorism as debated in the United Nations and to various western proposals on repression.

A bibliography listing recent books, both in French and English, aptly completes this brief yet substantial document.

M. V.

Towards a learning society: the International Commission on Education reports, *Unesco Chronicle*, Paris 1973, No 11

Education throughout the world is likely to change out of recognition in the next generation, according to the findings of the International Commission on the Development of Education headed by Mr. Edgar Faure, which carried out a world-wide survey at Unesco's request. The Commission's report has just been published in English under the title *Learning to be*.

To begin with, the process will start much earlier as the importance of pre-school education is more widely recognized; then it will never end, for the signs are that the concept of lifelong education, already an ideal, is about to become a practical reality. Examinations, the bane of every student's existence, may wither away, for they will be meaningless to people who are learning at their own pace. Fixed subjects and curricula are likely to go into the melting pot and schools themselves, if not as physical locations then at least as places exclusively for children, are threatened with extinction.

Above all, spirit and aims will change: the emphasis will be on learning, not teaching, and education's productions will be measured not in terms of so much knowledge dispensed but of so many complete human beings who have developed.

How will all these changes come about? The Commission was called on to make proposals which would help governments to work out strategies to meet their own educational situations and these decisions can only be taken at national level. There are many stumbling blocks, ranging from economics to mere inertia, in the way. The report and its recommendations were submitted to the Unesco General Conference this autumn.

The International Commission has been able to draw on educational experience throughout the world; it has benefited from around 75 specially prepared expert reports and has visited 24 countries to examine conditions at first hand. Furthermore, the composition of