

One should add (as in reviewer's private duty bound) a word as to the set-up of the book. It is well, clearly and accurately printed. Some kind of marginal or other key on each page, to indicate the number and name of the case, and the author of the judgment being extracted, would help in a later edition. It seems a little odd to one accustomed to law reports to read pages of judgments without being able readily to see who is speaking.

Sir John Robertson said, after the 1891 Convention, that "Federation was as dead as Julius Caesar"¹. The recollection of that observation in this day and age does no more, perhaps, than indicate the darkness of that particular knight; but one does wonder what he would think today of this volume of over 500 pages.

R.R.S.

1. Quick and Garran, p. 150.

Education for Professional Responsibility: a Report of the Proceedings of the Inter-Professions Conference on Education for Professional Responsibility held in Pennsylvania, 1948: Pittsburgh: Carnegie Press: pp. 207.

The purpose of the conference was to exchange experience between teachers of law, medicine, divinity, engineering and business. There were three sessions: the first concerned the broad objectives of professional education, the second the content and methods of professional instruction, the third dealt with education and the humanities as a preparation for professional responsibility and citizenship.

The volume is stimulating. It is significant that the same type of problem is emphasised by the leaders of each of the professions. Professor Fuller states quite reasonably that the traditional law course has concentrated on the process of adjudication and has rather ignored the process of legislation. He considers that the emphasis should be on the legal processes rather than on the learning of a number of rules. The student must grasp that the purpose of law is compromise between conflicting interests.

Dr. Romano complains that while medical students are trained in the technical side of their work, most courses fail to give the student any opportunity of learning the nature of man and his relationship to the society in which he lives. However, the older traditions are now being broadened. Even the engineers emphasise the need for training the student in the humanities and in social science. "The democratization of society by making all men free citizens meant that the two kinds of education, 'liberal' and 'practical,' once given separately to different classes, must be given together to all alike."¹ These points will remind the lawyer of the campaign of Pound for broadening legal education.

This is a welcome volume in that it faces squarely the real problems of professional education. In every University the specialist is always insisting on pushing more and more into the courses. The problem is that

1. Professor Buck at p. 202.

every year the equipment which a professional man needs becomes greater. Clearly the only escape is to require a sound general education before a professional course is commenced. This statement is not an admission that no professional course can ever have any "cultural" value. Whatever culture may be, it cannot be regarded as a monopoly of those who read Homer and Horace. But every discipline (whether law or engineering) tends to develop a particular framework with which to approach the problems of society. It is essential that the student should be exposed to great minds whose experience has been in a different sphere in order that there may be developed a critical faculty, a sense of history and an awareness of the unity of social problems.

G.W.P.

Law Reports of Trials of War Criminals, selected and prepared by The United Nations War Crimes Commission, Volume IV.; pp. ix., 130. Foreword by Lord Wright of Durley. His Majesty's Stationery Office, London, 1948.

Of the many hundreds of trials conducted before the various Allied courts, the United Nations War Crimes Commission selects for reporting those considered of the greatest interest legally and in which important points of municipal and international law arise and are dealt with.

Volume IV. (one of a series of a projected 15 volumes which, when completed, will contain reports on approximately 100 trials) deals with the responsibility of commanders of armed forces for offences committed by their troops other than those specifically ordered by them. The cases reported are :

- No. 21. *Trial of General Tomoyuki Yamashita* ; United States Military Commission, Manila (8th October—7th December 1945) and the Supreme Court of the United States (judgments delivered 4th February 1946).
- No. 22. *The Abbaye Ardenne Case. Trial of S. S. Brigadefuhrer Kurt Meyer* ; Canadian Military Court, Aurich, Germany (10th—28th December 1945).
- No. 23. *Trial of Major Karl Rauer and 6 others* ; British Military Court, Wuppertal, Germany (18th February 1946).
- No. 24. *Trial of Kurt Student* ; British Military Court, Luneberg, Germany (6th-10th May 1946).

In addition to the reports, the volume under review contains an informative annex on Canadian municipal law "concerning trials of war criminals by military courts." It explains such matters as the jurisdiction and the composition of Canadian military courts and the rules of procedure thereof.

General Yamashita's Case in particular is of importance in the law of war because of the judgment of the United States Supreme Court majority who *inter alia*—