Teachers and human rights education, by Audrey Osler and Hugh Starkey, Stoke-on-Trent, Trentham Books, 166 pp., £20.99, ISBN 9-7818-5856-3848

This book is, in many ways, a delight. It is readable, comprehensive, committed and stimulating. It purports to 'clarify the relevance of human rights to teachers' everyday work' and it does what it says on the tin. This publication would be a real support to a teacher who needs a bit of support in teaching or applying human rights principles.

The authors take an explicitly international perspective. They open with three 'narratives' to make the point. One tells the story of a young Japanese American who was interned after Pearl Harbour; another the story of an Indian caught in Singapore by the invasion of the Japanese; the third an HIV-infected woman in modern-day South Africa. They use these stories to set out their stall in explaining the international development of human rights. They operate from the basis that:

> Despite the increasing use of human rights rhetoric, we have observed a widespread lack of familiarity with human rights instruments among educators in a number of countries, Many people know of the Universal Declaration of Human Rights 1948 (UDHR), but unless they have a legal background or went to school in a country where the UDHR featured prominently in the curriculum, they are often unable to clarify its status or provide an overview of its content. (15)

The first section of the book provides an excellent overview of the structure of human rights protection. There is a very clear explanation of the layout and structure of the UDHR, built around the 'four freedoms' – the two positive ones of speech, and belief and the two negative ones of freedom from fear and want. There is a really useful comparison of provisions in the UDHR with the Nazi decrees from 1933 onward to which they could be seen as a response. Just as an example, the Nazis banned 'mixed marriages' in 1935–1936 to which the response of those drafting the UDHR was Article 16: 'Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and found a family'.

The book is at its strongest on the history of the UDHR. A teacher reading it would feel well prepared on how and why it came about. It follows discussion through the Atlantic Charter agreed between Winston Churchill and Franklin D Roosevelt in 1941. It touches on Churchill's difficulty in giving any kind of recognition that the fight against fascism raised issues that were in any way similar to those in the struggle against imperialism though Roosevelt made the connection without difficulty. The Atlantic Charter was dusted down and expanded in January 1942 when the US, UK, USSR and China signed the Declaration of the United Nations. As debate then moved on to the UN Charter, the battle over the rights of colonial peoples intensified and broadened as more countries and UK dominions demanded entry into the debate and as organisations such as the wonderfully-named Provisional World Council of Dominated Nations emerged to articulate a more sensitive approach. The authors are clear on the UDHR's 'great conceptual innovation', theorised by Rene Cassin of France, that 'rights attach to individuals, wherever they live; they are not the gift of the nation state' (35). That, indeed, is the core of human rights. It is why, for example, the right against torture extends to the right not to be deported or transported to a country where there is a real risk that you will be tortured – a running problem for the UK government and an issue which the UK public has had difficulty accepting.

The chapters on the UDHR are then followed by sections on 'politics, culture and inequalities' and 'human rights and democracy in schools'. There is an interesting chapter on 'human rights and global change', a title that covers inequalities, development, education and the environment as well as the 'global civil society' and the role of international NGO. This allows a discussion of the role, for example, of Make Poverty History (MPH). MPH provides an interesting example because, as the authors state, it did not present a human rights approach:

> The predominant sentiments expressed in MPH were largely charitable, in spite of this being a political campaign … This perhaps explains the capacity of the campaign to find support in the conservative media and the relatively successful attempts by the Prime Minister and Chancellor to be leading it. (82)

This raises a paradox that requires consideration. Human rights provide a unifying and global context which assists in defining a principled approach to difficult issues. However, in some contexts, the language of human rights can perhaps obscure rather than clarify. We can see that in domestic UK debate where all three major political parties seem happier with the language of civil liberties than human rights. We can see it, too, in a country like China where human rights can seem to challenge the state in a way which an insistence on constitutional rights might not.

My only cavil with the book, which is likely to be personal since I am not a teacher but an activist, is that I would have liked more detailed case studies along the lines of the excellent approach of the authors to the birth of the UDHR. I know most about the UK where the fate of the Human Rights Act, now in force over the last decade, has swung in the balance as both Labour and Conservative parties have doubted the effect of the Act and the way that it appears to them to have shifted power from politicians to the judiciary. I think that is wrong but it is a widely held view that raises difficult issues. If this were felt to be too parochial for a book asserting a global reach, then we could have had similarly detailed treatment of the development of South Africa's constitution, a world leader in its commitment to human rights, or China which – as in all things – is highly complex. However, this is perhaps to ask for a different book. This one is a solid grounding in a topic which inspires students around the world if taught in the right way. If you are interested in doing that, buy it.

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The capitalization of knowledge: a triple helix of university–industry–government, edited by Riccardo Viale and Henry Etzkowitz, Cheltenham, Edward Elgar, 2010, £89.95, ISBN 978-1-84844-114-9

Henry Etzkowitz has turned the notion of the triple helix – how university research interacts with business and government – into more than merely an academic cottage industry. In a stream of books and papers since the 1980s, accompanied by an international conference series, sometimes in association with the sociologist Loet Leydesdorff, he has been one the leading figures in analysing and publicising this particular economic function of the modern university. The student of university entrepreneurship has himself become a considerable academic entrepreneur.

Etzkowitz's essential thesis is straightforward: as he puts it at the start of one of his earlier books with 'triple helix' in the title, 'The interaction among university, industry, and government is the key to innovation and growth in a knowledge-based economy' (2008, 1): note, not *a* key, but *the* key. The universities produce knowledge; industry uses it productively; and government acts as a referee, to ensure fair play. But these roles are fluid, as at times the universities might spin-out new firms, industry might participate in research, and government might act as a venture capitalist. (There are similarities here with the 'Mode 2' knowledge thesis (Gibbons et al. 1994), but Etzkowitz seems not to notice them.)