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Mohammad Osman Gani, Foundations of Economic Science (Scholars, Dhaka, Bangladesh, 2003, Hardcover), ISBN 984-32-0655-X

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BOOK REVIEW

International Human Law: Foundations of Essential Justice Scholars, Dhaka, Bangladesh, 2020, 1st edition, 250 pages, ISBN 978-984-34-9123-4

Independent University, Bangladesh

Dr. Mohammad Shahjahan Mondal's *International Human Law* arrives with rich timing. It is published in the year Bangladesh marks the fiftieth anniversary of its Constitution, a document that itself owes much to the language of human rights. The book is divided in the form of introduction which the text that follows. It is a textbook in the best sense of the word: clear, well-organized, and written with the student in mind. The author has taught international law for many years, and that experience shows on every page.

The book's strength lies in its structure. It begins with the basics—what human rights are, where they came from, and what international law has to say about them—before moving on to more difficult questions about enforcement, conflicts between rights, and the role of courts. Each chapter builds on the last, so a reader who starts at the beginning will not be lost by the middle. This is a simple point, but many books on this subject fail to make it.

Mondal draws on a wide range of sources, including the jurisprudence of the European Court of Human Rights, the Inter-American Court of Human Rights, and the African Commission on Human and Peoples' Rights, as well as the practice of the United Nations Human Rights Council. He also gives considerable attention to Bangladesh's own record, including its ratification of major treaties and its engagement with the Universal Periodic Review process. This local focus is welcome. Too many textbooks treat Bangladesh as an afterthought, and students here deserve better.

I have one criticism. The chapter on refugee law is the weakest in the book. It is too short, and it relies too heavily on a single case from the Supreme Court of Bangladesh. The author could have drawn more from the work of the Refugee and Migratory Movements Research Unit at Dhaka University, which has produced some of the most careful research on the Rohingya crisis. A second edition should correct this.

The writing is generally clear, though the author has a habit of using long sentences with multiple clauses that can be hard to follow. Editing would have helped. A few typographical errors also slipped past the proofreader, including a misspelled name in the bibliography.

These are minor faults. The book is a valuable addition to the literature, and it will be the first choice for many teachers. I recommend it without reservation to students of law, political science, and public administration.

Question: Should the **Freedom** of Information Act be amended to limit the scope of requests that can be made by individuals who are not citizens of Bangladesh?

Answer: Mr. Chairman, Honorable Members, and Distinguished Guests, I thank the Speaker for this question. The Government's position is that the Freedom of Information Act, 2009, should not be amended in the manner suggested. The Act was enacted to promote transparency and accountability in the functioning of public authorities, and its benefits are not confined to citizens alone. Journalists, researchers, and organizations working in Bangladesh from abroad have also made valuable use of the Act, and restricting their access would undermine its purpose.

That said, the Government is aware of the concern that has been raised. The Information Commission has received a large number of requests from a small number of addresses, and this has placed a burden on its limited staff. We are therefore considering a procedural amendment that would allow the Commission to refuse requests that are manifestly vexatious or that duplicate requests already answered, without changing the substantive right of access. I can assure the House that this is a matter of administration, not of principle.

Question: Will the Minister state whether the Government has any plans to establish a new public hospital in the Mirpur area, given that the nearest existing facility is more than twenty kilometres away and that residents have been waiting for over a year for the project to begin?

Answer: Mr. Chairman, Honorable Members, and Distinguished Guests, I thank the Speaker for this question. The Government is aware of the pressure on health services in the Mirpur area, and the Honorable Member is correct that the nearest existing facility is more than twenty kilometres away. We have not, however, made a decision to establish a new public hospital in that location.

The Government's position is that the first priority is to make better use of the facilities we already have. The Mirpur Upazila Health Complex has been upgraded in recent years, but it is not operating at full capacity. We are therefore considering whether additional outpatient services, rather than a new hospital, would relieve the pressure more quickly and at lower cost.

I can assure the House that the matter is under active review. A decision will be made after the Budget has been presented, and I will write to the Honorable Member with the details as soon as they are available.

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The Government has also decided to exempt all the goods produced by the units of 100% export oriented industries. It is an attempt to speed up production in the export sector. Many of the industrialists had complained that the duty structure was not favourable to the export sector. Now, with the new decision, the export sector will get a boost.

The textile sector has so far not been favourable to the interest of cotton farmers. Many of the farmers had complained that they were not getting the proper price for their produce. The Government has now decided to withdraw the duty on the import of raw cotton. It is hoped that this will help the farmers get a better price for their produce.

The Government has also decided to withdraw the duty on the import of spare parts of machinery. This will help the industrialists in the textile sector. It is also hoped that this will help in the expansion of existing units in the textile sector.

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A few years ago, I was invited to give a talk at a school in one of the northern districts. I had been told in advance that the students were bright and well-behaved, and that the headmaster was strongly opposed to the use of corporal punishment. I arrived expecting a pleasant morning and left with a lesson I have not forgotten.

The talk went well enough. I spoke about my own work, answered questions, and then walked with the headmaster to the gate. As we passed the boys' toilets, I heard a sound that made me stop: the unmistakable crack of a cane on a bare hand, followed by a child's cry. I turned to the headmaster, who looked embarrassed rather than surprised. He explained that the teacher in question was "old-fashioned" and that he was working on it.

I have thought about that morning many times since. It is the reason I am writing this book. Not because I have a grand theory of punishment, but because I have come to believe that the gap between what we say we do and what we actually do is the most important thing to study. Most of the people who read this book will, I hope, agree with me that hitting children is wrong. Fewer will have thought carefully about why they do it anyway.

The answer, I think, is rarely malice. It is usually habit, fatigue, and the absence of anything better to reach for. A teacher who has been shouted at by thirty children all morning is not a monster when she loses her temper. She is a human being in a system that has given her no training in any other way to restore order. The problem is the system, and the training, and the assumption that a quiet classroom is the only sign of a good one.

This book is not a manual. It will not tell you exactly what to do when a child refuses to sit down or throws a chair. What it will do, I hope, is give you a way to think about those moments so that you can choose your response rather than simply inherit it. If it helps even a few readers to make that choice differently, it will have been worth the effort.

- A first-year student will sometimes write "I" when they mean "we", or vice versa, because they have not yet decided whether they are writing as themselves or as members of a group.
- A student will sometimes write "we" when they mean "I", because they have been told that "I" is too informal.
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Exercise 1. Rewrite the following sentences so that they are consistent in their use of "I" and "we". Explain briefly why you made the choice you did.

1. "We argue that the results are significant, and we conclude that the hypothesis is supported."
2. "I argue that the results are significant, and I conclude that the hypothesis is supported."
3. "We argue that the results are significant, and we conclude that the hypothesis is supported."
4. "I argue that the results are significant, and I conclude that the hypothesis is supported."

Exercise 2. Read the abstract of a published paper in your field. Underline every use of "I" and "we". Then answer: (a) Is the author consistent? (b) Do you think the choice is appropriate for the journal? (c) What would you have written?

Exercise 3. Write a short abstract (150–200 words) for a study you have carried out or plan to carry out. Use "we" throughout, even if you are working alone. Then rewrite it using "I". Which version do you prefer, and why?

Exercise 4. Find a sentence in your own writing that uses "we" to avoid saying "I". Rewrite it. Does the new version say exactly the same thing? If not, which is closer to what you meant?

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