

Decision to introduce it at masters level is based upon recognition that European Community law is entering the domain in a big way. Describes the seminar program.

The Durham Law and Computing Course

R Widdison
3 Computers and Law, March '92, p 29
Describes undergraduate program. Sets out syllabus and reading list.

Teaching Modern Company Law - the Pint Pot

A Hicks
26 Law Teacher 1 (1992) pp 4-13
The growing bulk of company law is a challenge. But greatest challenge is to break the common law mould. Company law is a dynamic process requiring considerable skills of analysis and creativity, and is not solely an historical and backward-looking discipline.

Thesis of article is that the teaching of company law should enable students to create a frame of reference around basic principles; to study a selection of statutory issues chosen to illustrate the contemporary failure of the common law to adapt to change, and because they provide a good training ground in handling modern statutory materials. Debate should focus not on content but on developing new approaches to learning that develop an expanded range of legal and personal skills. A proper liberal education demands more than the ability to absorb and regurgitate knowledge.

Teaching Medical Law to Undergraduates: Possibilities and Embryo Experiments

D P T Price
26 Law Teacher 1 (1992) pp 14-25
Describes how this subject is taught at Leicester Polytechnic. Discusses learning objectives, teaching methods, and medical law as a discipline.

INSTITUTIONS AND ORGANISATIONS

A Catholic Law School

J T Noonan, Jr
67 Notre Dame L Rev 4, pp 1037-1048.
States that the essential disciplines of question and argument, distinction-making and reasoning to a conclusion do not depend upon any religion and are common to all law schools. Nonetheless are three intellectual aspects of a Catholic law school's origins and activity that make it different. They are its connection with the history of the law, the place of philosophy in a Catholic law school, and the teaching of ethics. The relationship of law and theology is symbiotic: the living together of two dissimilar organisms in a mutually beneficial relation. The greatest debt of law to theology is the idea of the person.

Women and the (Legal) Academy: a Paradigm Shift?
(see Women's Issues)

JUDICIAL EDUCATION [no material in this edition]

LEGAL EDUCATION GENERALLY

Legal Education Watershed

R Morgan
17 Alternative L J 3, pp 140-141
Article notes that number of Australian law schools has doubled. Suggests six reasons why these many new law schools have come into existence. Looks at some exciting developments in law schools, but conflicting external pressures which might stifle those developments. Discusses recent developments, namely proposed uniform requirements throughout Australia for admission to practice, and New South Wales' Blueprint for Practice.

Whether Legal Education can be Critical Education

I Duncanson
6 Socio-Legal Bulletin, Winter '92, pp 8-10
Article looks at growth in Australian law schools and asks if growth will bring variety and liberalisation, and substitute technicolour breadth for the alleged monochrome narrowness. What does this mean for the future of socio-legal studies, especially critical (but not by any means merely a Critical) socio-legal studies? Goes on to discuss what being critical implies. Then examines whether the expanded site of legal education will provide an environment for critical sociolegal inquiry, and concludes that it is unlikely.

Lecturer threatens to sue law students

The Australian, Higher Education Supplement 2 September 1992
Reports on a lecturer's threat to sue students for defamation who made allegations against him to the dean. Seen by some as the precursor to a political correctness movement which will eventually try to curtail academic freedom.

Article leads to a letter to the editor in 9 September 1992 edition of The Australian which raises a number of questions.

LEGAL ETHICS

Professionalism in Action

The Professional Lawyer, May '92
Describes program called "Partnership for Professionalism". Object is to bring judges, law students and lawyers together in a relaxed atmosphere to discuss ethical and professionalism issues that arise in everyday practice of law. Students and professionals discuss hypothetical fact patterns. Students only get facts on day of meeting, so as to cultivate their instinctive reactions to the issues raised.