

fully the basic principles and precepts of a modern university.

The consequences of adherence to those propositions would be that legal education would widen and deepen the areas it covers and would cost more to provide than at present. The author concentrates mainly on legal education in universities because, he argues, those who provide most of the leadership and influence within the legal system have learnt law at university. He also says that to achieve the change in legal education which is necessary, the support of the legal profession and the judiciary is needed because a forward plan requires broadly supported ultimate objectives and generally accepted notions of practical ways of achieving them.

Argues that one of the most fundamental and demanding challenges to academic lawyers is the development of a science and philosophy of law appropriate to these changing times. The wholesale departure by the majority of university law schools from research, teaching and scholarship in jurisprudence has led to a shallowing of legal education and a diminution in its quality.

To be certain of its destination, legal education needs to be able to obtain guidance from the past, but teaching in constitutional and legal history has also been largely abandoned in Australian law schools.

In law schools effort should be concentrated on researching and teaching both the law and the legal system as they are and as they ought to be.

Concludes by suggesting that the continuance of democracy demands that the universities through their academic lawyers fulfil a much more responsible and demanding community role than hitherto.

SKILLS

International Client Counselling Competition

J M Burns

37 J L Socy Scot 5 (May '92) p 187

Article reports on the development of the Scottish and International Client Counselling Competitions. The competitions are based on the belief that interviewing is a transferable skill, which can be learnt. Describes the competitions in Scotland in recent years, and the University of Glasgow's involvement in the 1992 international competition in the United States.

How do Lawyers really Think?

N L Schultz

42 J Legal Educ 1, pp 57-74

Article argues that the law schools cannot really teach students how lawyers think without teaching them at the same time what lawyers do. "Thinking like a lawyer is a much richer and more intricate process than collecting and manipulating doctrine."

Article presents a case for offering in legal education a complexity that matches the complexity of the legal world in which students will function after they graduate. Argues that the dichotomy prevalent in legal academic circles - "skills" versus "substance" - ought to be banished from our thinking.

The second part of the article presents a number of practical suggestions, designed to stimulate new dialogue and reflection about what it means to "think like a lawyer".

STATISTICS

Too many lawyers spoiling the tort?

S Matchett

Aust, Higher Education 7 October 1992

Discusses major growth in law student numbers as result of new Australian law schools. Some say the market will not absorb them, others that more lawyers will be a benefit. May mean that the "currency will be devalued" and a further postgraduate degree will be necessary. Law schools in Australia have grown from 12 in 1987 to 22 at present. Some say that the way of the

future is for lawyers to specialise and the role of the law schools is to offer more specialist courses, especially at postgraduate level.

TEACHERS

The Future of Women Law Professors

H Kay

77 Iowa L Rev 1, p 5

Recounts the history of women as teachers in American law schools. Outlines further research planned, including a study of the influence women law professors have as scholars on the development of the law.

Controversial Scholarship and Faculty Appointments: a Dean's View

G R Stone

77 Iowa L Rev 1, p 73

Discusses how a dean should think about the institutional issues posed by the need to evaluate novel, controversial, or unorthodox forms of scholarship in the context of faculty appointments and promotions. Discusses what is meant by good scholarship, and problems in deciding whether this exists or not. Discusses the risks of both undervaluing and overvaluing. Suggests the two ideals should be: 1. law schools should always be open to new ideas, and scholarship should never be dismissed as unworthy merely because it is unorthodox, controversial or even deeply unsettling. 2. at all levels of appointment, law schools should insist on excellence in scholarly research.

The Hypothetical that left Classroom for Court

G Leech

Aust Fin Rev, 14 October 1992

Article on a law teacher's threat to sue for defamation those students who lodged a complaint with the dean about what they considered to be offensive material used in the teacher's tutorials. Raises issues of pressure being placed on teachers as to how they teach, and the appropriateness of a teacher suing his/her students.

[Also brief article entitled "Lecturer lodges defamation claim" in The Australian, 21 October 1992.]