

and the ABA's MacCrate Report on legal education, issued in August 1992, have caused some legal educators to allege ABA meddling in their field. Legal educators have long disagreed on the law school's function, some viewing it as a graduate school teaching students to think like lawyers and some wanting more vocational training.

## HISTORY

### The Annual Survey of American Law at fifty

J J Marke

*1992 Annual Survey of American Law*, April 1993, p 1

The fiftieth issue of New York University School of Law's annual Survey of American Law is celebrated. The history of the Survey is described, including the contribution of the Survey's creator, Arthur T. Vanderbilt. The contemporary importance of the Survey is also discussed, including remarks from both student and professional commentators.

## INDIVIDUAL SUBJECTS/AREAS OF LAW

### The teaching of legal classics

C C Day

68 *Ind L R*, p 263

The author discusses the course "Legal Classics" which is offered at Syracuse University College of Law. The course studies the great works of Western legal thought and includes work by Edmond Burke, William Blackstone, Aristotle, Marx, Hegel, Unger. The objective of the course was to give law students experience with great thinkers who considered issues such as order, justice, the effect of legislation, who is the final judge, succession of governments, rights, economic development. Its purpose was to study the moral and theoretical underpinnings of the Western system of laws, to consider choices not made and to enjoy the beauty of language and thought. The course was designed to refine analytical thought and writing techniques of the students. It was a course that was taught by a team, so that the students were exposed to different teaching styles, outlooks and approaches.

### Correspondence: the stuff of Constitutional Law

N E Devins

77 *Iowa L Rev*, 1992, p 1795

The author contends that the course Constitutional Law focuses too much on the reading of cases, and not enough on the historical materials that highlight the framer's intentions. Recognition should also be given in the course to the fact that constitutional decisionmaking is not the sole result of the United States Supreme Court, but that other government branches interpret the Constitution and influence the judiciary. The author concludes that the course and the supporting casebooks should include substantial excerpts from constitutional politics, empirical studies, policy analyses and editorial commentary, in order to place Constitutional Law into context.

### Teaching mediation: the need to overhaul legal education

K D Kraemer

47 *Arb J*, Sept 1992

The author maintains that to solve the problem of inefficiency and expense of the civil courts, mediation needs to be seen as an integral step in resolving disputes. This would require a considerable change in the way lawyers assess cases and advise clients. To achieve this, mediation must play a greater role in legal education. In first year, mediation should be integrated into the traditional courses so that students can learn to be problem solvers, not just follow the present casebook paradigm. After the first year, the curriculum should provide skills building courses in negotiation and mediation. If the American Bar Association were to include mediation and ADR on the bar examination, law schools would quickly change their curriculum and the resulting demand on textbooks would also force publishing companies to re-write textbooks with greater emphasis on mediation.

## INHOUSE CLE

[no material in this edition]

## INSTITUTIONS & ORGANISATIONS

### New Commonwealth Law Schools

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, pp 13-18

Descriptions of new law programs in Australia: the University of Newcastle, the University of South Australia, Deakin University (including a listing of its guiding principles), and Griffith University (highlights of its first year).

### New names for old

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, p 18

With the ending of the binary system in the UK, most polytechnics have changed their names. Article lists those which have law schools, showing their new names.

### New centres and programmes

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, pp 19 - 21

Brief description of the new Centre for Business Law at the University of Auckland, New Zealand; the new Bachelor of Laws and Bachelor of Legal Studies at LaTrobe University, Australia; the new National Institute for Law, Ethics & Public Affairs at Griffith University, Australia; and the new Centre for Refugee Studies at York University, Ontario.

### University of the South Pacific

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, Appendix II

Reports the recommendations of the Law Curriculum Workshop convened by the University of the South Pacific in March 1992. Includes the objectives of the new LL B program and an outline of the curriculum.

### An Academic Year in Cambridge

R S Summers

19 *Cornell L F*, p 8

The author was awarded the Arthur L. Goodhart Visiting Professor of Legal Science at Cambridge University, which chair lasts for one year. In his article he briefly describes Cambridge University and mentions some of its more famous graduates. He also describes the manner in which legal study and research is carried out at Cambridge; and then concludes with an extract from the Goodhart Lecture he delivered on the formal character of the law.