

understanding of the phenomenon of law teaching with a view to its improvement. However, in this reviewer's opinion, the project would have been greatly assisted if closer attention had been given to the research design at the outset. The data analyses do not go beyond frequencies and percentages and the necessary cross-tabulations, which is very strange for a quantitative study, even one that is essentially exploratory and not testing hypotheses. Although it is easy to discern the independent and dependent variables used in the design, the relationships between them have been inadequately treated. Thus, at points in the report claims are made of the existence of significant differences between groups. However, without subjecting the data to certain basic tests normally used to determine statistical significance, notably chi-square, t-tests and analysis of variance, such statements must remain merely conjectural. For example, it would have been so easy to have employed either t-tests or analyses of variance, where appropriate, to tease out the significant differences with respect to the relationships between the demographic variables on the one hand and the dependent variables formed by the respondents' views on the importance of various aspects of their work and the measures offered for enhancing their job satisfaction on the other.

Unfortunately, in this, as in other respects, this project has failed to live up to its promise. It has certainly not gone very far towards answering the central question posed by the authors of whether law teachers see themselves as lawyers or academics.

Editor

How important is teaching to law teachers?

P Leighton & T Mortimer
29 *Law Teacher* 2, 1995, pp 152-168

This article has been written by two of the three authors of the UK research report, *Today's Law Teachers: Lawyers or Academics?*, reviewed above. It focuses on those findings contained in the report which relate to issues about teaching.

The topic of law teachers and law teaching can clearly generate heat and controversy. The central criticisms of law teachers appear to be that they are ill equipped for their work and may even be poor teachers. And yet the pages of *Law Teacher* are packed with articles on interesting or innovative teaching methods.

Are these articles unrepresentative of law teaching generally? Is the overwhelming majority of teachers using traditional, declaratory methods requiring little active participation from students? Legal education appears to remain wedded to the notion that bad teachers are tolerable, that competent students will themselves direct their studies and that anyway law texts and other learning materials and methods are more than adequate.

Ambivalence towards teaching, as opposed to scholarship, represents one of the central dilemmas of legal education. Others concern the purpose of legal education itself: the extent to which it merely comprises stages leading to the production of effective practising lawyers or whether emphasis should be given to the acquisition of lawyerly skills, especially in the context of a need to relate legal education to its social, economical and political framework.

The article then describes the research design and methodology adopted in the study and provides a synopsis of the findings relating to law teaching. It concludes with the admission that there are aspects of the findings which clearly require further probing. Suggestions are made of further research topics which could be pursued, either by undertaking a more detailed questionnaire covering a narrower range, by interview or by ethnographic research methods.

TEACHING METHODS & MEDIA

Business law for non-lawyers: setting the stage for teaching, learning and assessment at Hong Kong Polytechnic University

L M Skwarok
29 *Law Teacher* 2, 1995, pp 189-212

Those who teach law to non-lawyers are the forgotten players in the legal education arena, shadowed from the limelight by those who lecture to prospective lawyers in faculties dedicated to the study of law. The important role played by law teachers in preparing students for the business world is seldom acknowledged by academics, students, legal practitioners or industry. The teaching of Business Law to business students needs not and perhaps should not be taught in the same manner as to LL.B. students.

Three fundamental issues relating to the teaching of business law need to be addressed: (1) What is the most effective method to teach large groups of students? (2) Students often perceive the Business Law subject as peripheral to other units, such as accounting, economics or