there any basis for viewing our disparate attempts to carve out limited areas of practice, or keep a grasp of our limited theoretical understanding, as in some way subject to a uniform demand upon us all? This question may be related to some of the points noted above. The indeterminacy of our meaning, practice or theory is potentially countered by the contingency of common experience. Our ability to explore the possibility of having a common experience is dependent on our current recognition of ignorance. The usefulness of theory is ultimately a matter of what we are prepared to experience, or indeed are capable of experiencing, in common.

Postmodernism: legal theory, legal education and the future
T Murphy
7 *Int'l J Legal Prof* 3, 2000, pp 357-379

The future of legal theory will depend on the future of legal education. The future of legal education will depend on the future of law. The future of law will depend on the future of legal practice. The future of legal practice will depend on?

We do not know the answers to any of these questions. Nor are such neat strings of dependencies themselves without their problems. For example, the future of legal theory must depend on the future of legal education. Obviously. But the future of legal education will depend as much on the funding of teaching and research in the future as on anything else. This in turn is linked to academic salaries and terms and conditions of employment of academic staff, and therefore to the kind of personnel universities old or new will be able to recruit in the future and, in the field of law, over the next two decades. The future of legal education in terms of its scale and scope as well as content will also depend on the students it is able to recruit: on whether the present high volumes of applications are sustained; on the composition of entrants in terms of class, gender, ethnicity and national origins; and on the level of opportunities in the future for law graduates to enter the legal profession in some capacity or other.

Students are going to need to know more about the world and less about the law in the traditional sense of the minute contents of cases. And this may mean not just more policy, or even more of an injection of socio-legal studies, but also more theory. At the same time, legal education will need to adapt to what students already know and what they do not. Teachers cannot remain oblivious to the cultural horizons of their students.

As for what kind of legal theory, it is already too late for legal theory to return to the old enclave it used to inhabit. The genie is out of the bottle. There is an unparalleled range of reference points for legal theory, which is itself the product of a range of factors. Legal theory has almost always been derivative, or parasitic upon other disciplines, usually philosophy. But what is happening now is a genuine collision of discourses within legal theory itself, which may or may not prove to have impact on legal education.

With institutional contexts in mind, there are two trends set to continue that flow from those developments which have already taken place. First, the critical evaluation of legal scholarship, with its implications for the personnel of the academic legal profession in the future, seems likely to become more problematic or even arbitrary. Secondly, one would expect legal theory or jurisprudence courses to continue to diversify as to their content in legal education.

Postmodernism is probably best seen as a shorthand for a complex network of critical strategies and possibilities drawn from heterogeneous sources, not as a coherent movement. More a collection of often warring tribes than a unified nation, there is perhaps an identifiable core theme or sensibility which is shared by 'postmodern' authors, namely a reaction against certainty or 'central control' mechanisms, whether these are sought for or postulated as operating in the human subject, in human society, in texts, in history, in truth or in meaning.

A crucial variable for the dissemination of post-modern theory into legal education is clearly the development of accessible secondary works serving as commentaries on authors or on themes. So far, Foucault, like Habermas, has been quite well served here. Popular postmodernism is as necessary as popular science, and for purists carries the same risks and dangers, as well as a tendency in some commentators for little of the main cultural impetus of the work to survive its translation into a different cultural space.

Post-modern theory is not a way of smuggling into legal education a range of proposals or projects about how the law or the legal profession should develop or behave in the future. It is not in the business of ethical certification, although other forms of legal theory are. For legal education, the principal strength of post-modern currents is a certain distance from the present, which is opened up through the plurality of the critical resources post-modern writers make available to us.

That antithesis or conflict between post-modern theories and much more practical issues of the 'future of law' – and especially the 'future of the legal profession' – is artificial and unnecessary. Traditional legal-theoretical strategies are largely bankrupt as handles on the analytical questions which arise in seeking to pose alternatives for the future. There is one challenge in/ for the future which both mainstream liberal theory and its critical cousin postmodernism may face: the implications for theory of the recognition of multiculturalism.

CURRICULUM

Building the world community: challenges for legal education
C Grossman
18 *Dick J Int'l L* 3, 2000, pp 441-449

We are witnessing a dramatic transformation in the world today, caused by a combination of forces, such as global trade, foreign investment, the advent of the Internet and other communications technologies, the breakdown of authoritarian political structures, the emergence of new nations, and expanded roles for individuals, multinational corporations and non-governmental organisations in international activities. In this new, essentially bor-