The communal aspect of justice also extends into law practice through the lawyer's interaction with clients and opponents. Although a commitment to rights is the hallmark of an adversary system of justice, lawyers need to consider their commitments in a web of other relationships. With the client's rights viewed as a component of justice, rights are balanced with a concern for preserving relationships and minimising harm. Lawyers should be taught concern, not only for their own clients, but also for moral outcomes for everyone involved in a particular case. Moral outcomes are what true justice is all about.

If we focus on biblical justice as the goal of Catholic legal education, we can realise that justice is not about giving each person his or her due, but rather the restoration of right relationships. This restoration of right relationships means the transformation of legal or violent domination of individual groups over another. Such restoration results from relationships which are honest, forgiving, compassionate and inclusive. The basic premise in such relationships is the respect and dignity of all — not as we think they should be or how they fit into our plans, but as they are.

REVIEW ARTICLE

What are law schools for?
P B H Birks (ed)
Oxford University Press, 1996
118pp.

This collection of essays on the role of the law schools and the future shape of UK legal education on the verge of the 21st century was published in 1996 in the looming shadow of the first report of the Lord Chancellor's Advisory Committee on Legal Education and Conduct. There are ten contributions in all, if one recognises that Peter Birks' preface is less an editorial introduction to what follows and more a distillation of his own personal thoughts on the research and publication and the teaching functions, as well as a swipe at the role the professions assume for themselves with respect to law schools. Indeed, because the themes are so diverse, with several essays, for comparative purposes, being concerned with the problems confronting legal education in other countries, it is not proposed to review the book, merely to be content to provide a brief resumé of the contents.

In chapter one John Langbein suggests that English and American legal education have exchanged roles over the past generation: that is, that the latter has become more scholarly and the former has striven to become stronger as training centres for the profession. Gareth Jones presents his own personal view on traditional legal scholarship in chapter two. In the longest chapter in the book (28 pages) Eugene Clark and Martin Tsamenyi survey what they identify as some of the most significant challenges facing Australian legal education as it approaches the 21st century.

Nigel Savage and Gary Watt pursue Twining's notion of the idealised role of the law school as the practising profession's House of Intellect, which they subdivide into several rooms: basic education and training; specialist training and continuing education; research; high level consultancy and information service; and clinical experience. In chapter 5 Peter Goodrich uses Twining's *Blackstone's Tower* as the occasion for critically re-examining the relation of scholarship to legal education and of education to practice. In a chapter entitled 'The emperor's new skills: the academy. the profession and the idea of legal education', Stuart Toddington sets out to reorientate the debate about the discipline of law in general by rethinking some of our ideas about legal skills.

Nicholas Grief discusses the pervasive influence of European Community law in the UK and the challenges this poses for law schools in tracking its domestic influence, seeking to anticipate developments and suggesting reforms. In the final chapter Basil Markesinis makes a plea for his concept of a broader legal education.

Editor

RESEARCH

Sex, race and credentials: the truth about affirmative action in law faculty hiring
D J Merritt & B F Reskin
97 *Columbia L Rev* 2, 1997, pp 199–300

Affirmative action in law faculty hiring continues to provoke controversy. Some professors argue that discrimination continues to shackle women of colour, white women and men of colour, preventing them from securing tenure-track positions at top law schools. An equally vociferous group of professors complains that law faculty hiring is biased unfairly in favour of women and minorities. This mirrors a broader social debate over affirmative action, discrimination and the current role of sex and race in the job market.

The current study focuses primarily on the relationship of race and sex to the hiring outcomes of each faculty member. The research population included all professors who began their first tenure-track position at an accredited United States law school between the fall of 1986 and the spring of 1991. During these five years, the legal academy professed a strong commitment to implementing affirmative action programs.

Almost 1,100 professors began tenure-track jobs at accredited law schools between 1986 and 1991. About one-third of these professors were women, another nine percent were men of colour and about eight percent were women of colour. The remaining 53 percent were white men. These numbers alone