

FOREWORD

By

The Right Honourable Lord Hope of Craighead KT

It gives me great pleasure to welcome the inaugural edition of the Strathclyde Student Law Review, and to congratulate all those who conceived and have given birth to the idea.

Five years have passed since the first student-produced law review was published in Scotland. So I am afraid that Strathclyde Law School, although almost always in the vanguard of innovative and creative thinking in the teaching and study of law, cannot claim to be the first in this field. But that does not in any way diminish the importance of the step that has now been taken. The practice of publishing a student-produced review has long been established among the leading law schools in the United States. Holding the post of editor of one of these publications is a much sought after privilege, as is that of having a paper accepted for publication. I could not help noticing that all the former law clerks to the US Supreme Court Justices who came annually to visit us while I was serving on the UK Supreme Court had had that privilege. The Justices choose their own law clerks in that jurisdiction, so one can infer that they value those who can include this activity in their list of achievements. And, of course, the higher the reputation of the review and the more intense the competition to be part of it, the more valuable is the badge of success that comes with having contributed to its work. So I am very glad, but not in the least surprised, that students working in our Law School have decided to follow that example and produce their own review.

The key to a successful review lies in the fact that law, perhaps more than any other discipline, is about the use of language to convey ideas. Thinking about law is at least as important as learning what the law is. Indeed, there is a case for saying that it is more important. The law must remain relevant and kept up to date if it is to serve the public. Thinking about how the law measures up to these tests is an essential part of that process. Writing about that, and developing the skills that this requires, is an essential part of it too. Constructive criticism is an art. The best way of developing it is by sharing with others the ideas that it gives rise to. That is what contributing to the Review is all about. I am sure that its publication will enhance the reputation of the Law School, and it deserves to be widely supported. I wish the Review a long and active life as one edition follows on another, and I wish all success to its editors and its contributors.

David Hope
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