

PRACTICAL TRAINING**What can the public expect from the newly qualified lawyer?**

R Scragg

8 JPLE 21 (June '90) p21 *

This paper concerns itself with the question of what the public can expect of the newly qualified lawyer. Implicit within this question are the further questions of what newly qualified lawyers can expect of themselves and what their employers can expect of them. The quality of legal services is a matter of universal concern. Much has been written about ways of training intending practitioners for admission but such writings commonly stop short of saying what the people who undertake the courses can, at their conclusion, actually do.

This question of "what can the practitioner do?" is a harder question to answer than the one of "what does the public expect?". What the public expects is competence. When a person is admitted to practice that qualification is the public's indicator of competence but what is that competence?

In answering this question this article considers the methods of professional legal training available and the admission qualifications required in equivalent jurisdictions. The question is specifically answered with regard to New Zealand which is a jurisdiction which has recently radically changed the nature of its professional legal training course, by focusing on the hidden significance of s.55 of the Law Practitioners Act 1982 [NZ].

Professional Legal Education in Hong Kong

M Littlewood

8 JPLE 47 (June '90) p47 *

As has happened and is happening throughout the Commonwealth, professional legal education in Hong Kong is in a state of growth and development. This article aims to describe the present state of the discipline in Hong Kong, to explain

why it is as it is, and to outline the likely course of developments in the immediate and medium term future. It is in the following sections:

1. a brief outline of the development of professional legal education in Hong Kong to date;
2. a description of the present system;
3. a discussion of Hong Kong's need for more lawyers, and an account of the partial meeting of this need by the establishment in 1988 of Hong Kong's second law school at the City Polytechnic of Hong Kong;
4. an outline of the developments planned for professional legal education in Hong Kong;
5. a summary of a report by Prof Neil Gold on the City Polytechnic professional legal education course, together with an account of its implementation thus far.

An Evaluation of the Instructional Materials of the Litigation Module of the Institute of Professional Legal Studies (NZ) materials

P Boyle

Institute of Professional Legal Studies, New Zealand

An evaluation, with recommendations, of the instructional quality of the litigation materials used by the Institute of Professional Legal Studies

A Change for the Better? - New Rules for Admission to Practice as a Solicitor

S Burford

1 Obiter 3 (June 1992)

Article discusses new requirements for admission to practice in New South Wales from a student's perspective.

PURPOSE**How much training do cemetries need?**

BRW June 19, 1992, p39

A case challenging the constitutional validity of the Australian government's training guarantee

legislation has wider implications. The challenge is based primarily on the argument that the training legislation is unconstitutional because the federal government is not given the power to legislate for the provision of training.

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

[no material in this edition]

STATISTICS

[no material in this edition]

STUDENTS**The Monomyth goes to Law School**

T C Galligan, Jr

66 St John's L Rev 1, p129

The monomyth is characterised by separation - initiation - [and] return. This journey is a psychological or spiritual journey in which the traveller learns about himself and his relationship to the world. Law students and law school are considered from the monomyth angle.

The Influence of Legal Education on Moral Reasoning

S Janoff

76 Minn L Rev 2, p193

Article presents the results of a study that included the experiences of women in its investigation of the impact of legal education on moral reasoning. Study first examined the moral reasoning of students about to enter law school, then reexamined their reasoning at the end of their first year at law school. Study was designed to explore whether legal education changes students' moral perspective, and if so, whether it affects the perspectives of men and women differently. Study