

## CONTINUING EDUCATION

**Lawasia takes CLE to PNG**

Lawasia September 1992 p 14  
Article reports on workshop in Port Moresby on how to establish a continuing legal education program.

**Child Protection Agencies: Multi-Disciplinary, Post-Qualification Legal Training**

M Homer

26 Law Teacher 1 (1992) pp 36-42 \*

Current trends are leading to the articulation of a theoretical and practical basis on which to plan and evaluate post-qualification training. One aspect of professional competence will be the acquisition of appropriate legal knowledge for individual and inter-agency working. Although the short course is likely to continue as a medium for communicating legal rules and their application, it is likely to exist in a much wider context of evaluated professional training. Lawyers will need to be familiar with the frameworks and strategies which are likely to be developed by the agencies seeking our services. They will also have to consider their role in evaluating and assessing their contributions in terms of operational effectiveness.

**The Role of Assessment in the Continuing Professional Development of Lawyers in England and Wales**

P Hassett

26 Law Teacher 2 (1992) pp 130-144

In the past, assessment in the legal profession has been used primarily as a tool to police minimum competency at the entry stage of the profession. However, assessment can serve developmental as well as policing functions. Article looks at the role that development assessments could play in promoting post qualification professional development within the legal professions. Identifies some of the specific current forces for change in the legal professions in England and Wales. Explores potential role of

education in responding to change in the legal professions. Considers assessment component of legal education and identifies significant differences between its policing and developmental functions. Identifies some of benefits which might flow from adoption of developmental assessments in legal education.

## CURRICULUM

**Curricular Innovations**

XXIII Syllabus 3 (Summer '92) p 3

Reports on the following innovations - the Study Abroad at Home Program, the Jamaica Project and the Citizen Education Program at Capital University Law School, and a requirement for all students to complete uncompensated, noncredit pro bono experience as part of the requirements for graduation at the Touro Law School.

**International and Foreign Law Curricular Trends**

P Winship

AALS Nltr No 92-3 (August '92) p 10

Discusses growing law school interest in international and foreign law studies. Developments reflect the growing significance for U S attorneys of transnational problems. Outlines different types of new courses.

**Shakespeare comes to the Law School Classroom**

N Cook

68 Denv U L Rev 3, pp 387-411 \*

Experimentation in law teaching methodologies has opened up the range of options for those engaged in law teaching. The resulting proliferation of possible subject areas is forcing legal educators to look closely at their curricular offerings. It is also forcing educators to make difficult decisions about what is the best and most efficient way to transfer knowledge and to prepare students to utilise their knowledge, skills and perceptions in the practice of law. Author proposes that introduction

of non-legal subject areas into class helps to bridge the gap between students' life experiences and their legal careers. The integration of the non-legal with the legal enables students - and teachers - to see connections between different aspects of their lives, discloses new perspectives and meanings, clarifies and simplifies the mysteries of law practice through the device of analogy, and provides a measure of entertainment that enhances living as well as learning.

Article is in five parts. Part 1 provides basic historical background to the subject of legal pedagogy, and particularly the rise of the clinical method. Part 2 identifies the existing problems law teachers face in deciding on course content for skills-related courses. Part 3 discusses the author's approach to course design. Part 4 examines the multiple ways in which the subject of Shakespeare could be used to accomplish the objectives. Part 5 details the ultimate choices made and their justifications.

## ENROLMENT POLICIES

**Getting beyond affirmative action**

V Quade

19 Barrister 2, p 21

*Review of Reflections of an Affirmative Action Baby* by Stephen Carter. He discusses where quotas fit in the professional world. Affirmative action programs have a limited role - to allow a person a chance to show what he/she can do. But after a point in a person's career, should be judged by the same standards as everyone else.

**The CPE - backdoor or gateway?**

P R Glazebrook

New L J July 31 1992

Response to a proposal from the Society of Public Teachers of Law that the one-year Common Professional Examination (CPE) course be extended to three years. Author defends the course and its students.