

**ADMINISTRATION**

[no material in this edition]

**ADMISSION TO PRACTICE**

**Legal education in Malaysia - the Certificate in Legal Practice course**  
S S Faruqi

2 *Malay L J* December 1992, pp clxxxv-cxiv

The Certificate of Legal Practice (CLP) was developed to allow those students that have completed the academic phase of their legal studies overseas to obtain the necessary qualifications and training to practise in Malaysia. The author reviews the effectiveness of this course and its ability to fulfil the needs of legal education in a Malaysian context.

Additionally, with the majority of applicants for the course having completed their academic law degrees in the United Kingdom, critical analysis is made of the British legal education system. The author suggests British undergraduate legal education's preoccupation with black letter law and Austinian positivism is inadequate training for Malaysian lawyers. There is no knowledge of Malaysian law, no grounding whatsoever in Islamic law, and insufficient understanding of local law in a socio-legal context. In order to address these problems the author proposes the introduction of a six month "Certificate in Malaysian Laws" to be a prerequisite for entry to the CLP.

**Students reject policy**

B Smith

15 *Bulletin SA* 6, July 1993, p 9

The author argues that the South Australian Law Society's proposal to link admission to employment will not only create an unnecessary barrier to legal practice but will directly perpetuate discrimination between certain groups of people entering the profession.

**Graduates are concerned**

J Wilton

15 *Bulletin SA* 6, July 1993, p 10

The author argues that the South Australian Law Society's policy of admission being conditional on obtaining employment is discriminatory and inconsistent with the government's equal opportunity policy.

**ASSESSMENT METHODS**

[no material in this edition]

**CAREER PATHS**

**Training of lawyers in Victoria**

C Bartlett

[see Practical Training]

**CLINICAL LEGAL EDUCATION**

**Skills for the masses: bringing clinical skills to more students at less cost**

L Stuesser

10 *J Prof L Educ* 2, pp 119-133 \*

This paper is about commitment and cost: the commitment to clinical programs within the law schools of Australia and the cost of providing such programs. As an outsider looking in at legal education in Australia, the author is of the opinion that in many of the law schools there is lack of commitment to clinical courses and the oft cited reason for not offering such programs is the bugaboo of cost.

There is no better example of lack of commitment cloaked within the bugaboo of cost than the **joint** submission by the law deans of Australia in 1986 to the Pearce Commission studying the Australia Law Schools. The law school deans represented a united front of indifference towards clinical legal education within their schools. Their submission on clinical legal education began by questioning whether law schools should even have clinical programs and ended by concluding that the place for such skills programs was not in the law schools of Australia. According to the law deans, legal practice courses and legal practice itself were the most "academically effective and cost-efficient" places for the learning of clinical skills.

The author disagrees. In his opinion, the submission of the law deans rests upon a misplaced view about the purpose of teaching clinical skills and misconception about the cost of teaching those skills. In this paper he presents the case for why there is a need for clinical legal skills to be taught in the law schools of Australia and why this area of learning must not be abdicated to professional training courses. Second, he addresses the resource issue and shows how certain types of skills education can be taught in the law schools at little expense.

**Report of the Committee on the Future of the In-house Clinic**

42 *J Legal Educ* 4, pp 508-574

The report is made by a special committee of the Section on Clinical Legal Education of the Association of American Law Schools. It contains several sections. The first deals with the pedagogical goals of inhouse, live-client clinics. The second reports on a data collection exercise which looked at size of clinics, challenges facing clinics, the infrastructure support for clinics, the successes which clinics had enjoyed, the demand for clinics, the type of clinical faculty and issues of tenure, student workload and other skills courses. The third report examined the working conditions of clinical teachers and commented on what those conditions should be. The last section sets out guidelines of an inhouse, live-client clinical program, which represent a consensus of experienced clinical teachers as to the minimum denominators of effective inhouse programs of live-client clinical legal education.

**Developing a system of evaluation in clinical legal teaching**

A L Ziegler

42 *J Legal Educ* 4, pp 575-590

Article argues that a structure which teaches skills of self-evaluation can be the pedagogical core around which all experienced teaching activities are organised. Once an evaluation methodology is designed, various teaching methods can be incorporated, regardless of the clinical program's particular teaching goals and activities. Evaluation methodology is a process of ongoing dialogue with students, leading to students acquiring a method for future learning from their own experiences - reflective practice.

The article reviews existing paradigms for and methods of incorporating processes of teaching self-evaluation in clinical legal teaching. She first considers the overall goals of clinical legal education and the role of evaluation methods in accomplishing those goals. She then examines three paradigms in which teaching self-evaluation is a central concept. She reviews teaching techniques from both legal and medical clinical education that use explicit and implicit evaluation methods. Finally she relates her own experiences in integrating these concepts into clinical teaching and assesses their usefulness.