

Mix and match

J Ames

Law Socy Gaz 31 March 1993 p 9

Discusses the introduction a new scheme for continuing education in Britain. The system is described as being "more liberal and flexible" and designed to incorporate distance learning courses, audio/visual instruction and legal research. The variety of teaching methods is believed to have created a whole industry of providers and changed the attitude of the younger members of the profession towards continuing training.

CLE has a role in Asia

C Kenny

Proctor Jan/Feb 1993, p 18

Article discusses a workshop on "Setting up and managing a CLE program", run by the Legal Education Standing Committee of Lawasia. The aim of the workshop was to share the practical experiences of running CLE programs with as many Asian countries as possible.

CURRICULUM**Reconceiving professional competence**

N Gold

10 *J Prof L Educ* 2, pp 135-149 *

Working out clear ideas about professional competence in law has proved to be a somewhat elusive task. Educators and regulators alike have an interest in being able to describe competence in order in the first instance to prepare practising lawyers to meet that minimum standard, and in the latter to supervise the quality of legal services rendered to the public. In this paper the author reviews the impetuses to define competence in legal practice, comments on various views of competence, and provide clarifications of its particular elements.

Humour in legal education and scholarship

J D Gordon III

2 *Brigham Young U L R* p 313

The author maintains that humour has an important role to play in the legal classroom; improving students' receptivity and providing a valuable tool for analysis and deconstruction. Footnotes conceal an avalanche of "jokes and one liners" which successfully argue the case against.

ENROLMENT POLICIES**Legal education - changing university law admission policy in New South Wales**

M Burdack

18 *Alt L J* 1, Feb 1993 p 36

The author argues that the increasing number of universities teaching law in Australia should create an opportunity to diversify how and to whom law is taught. However, it is contended that admissions policies of individual institutions is yet to reflect the social and cultural mix of society. The replication of law schools, with similar curriculum and aims will attract students predominantly from the same social and economic group. By altering admission requirements and procedures it is contended that it is possible to effect the composition of the student body.

The admissions policy of Macquarie University School of Law is discussed. A prerequisite of ancient or modern history was introduced to attract students other than the predominantly science/mathematics students who are currently more likely to gain a place in law. This alternative is discussed as an example of the school's commitment to a broad-based and interdisciplinary legal education, and the opportunities for specialisation of individual law schools as opposed to replication.

EVALUATION**The AALS role as an accrediting body**

C C Monk

93-3 *AALS Ntr*, August 1993, p 3

A brief sketch of the AALS' role in accreditation of American law schools, and how the AALS interacts with other accrediting bodies nationally. Discusses site visit every seven years by team representing the ABA and the AALS. The author notes that the site visit reflects the dual role of the law school as an academic institution and an institution for training members of the profession. The author sees a creative tension in this dual role which, if managed properly, can build greater strength in legal education. Also describes interaction through the Council on Postsecondary Accreditation. Discusses background to imminent dissolution of that body. Author acknowledges the need for a balancing of the need to enforce minimum standards of excellence with the need to avoid the adoption of standard that inhibit creativity and innovation in legal education.

The general theme for the 1994 Annual Meeting of the Association of American Law Schools is "The Legal Educator: who we are, what we do, and why we do it". The meeting will be held in Orlando, Florida from 5 to 9 January 1994. Inquiries should be made to the AALS in Washington DC - tel: (202) 296 8851 or Internet algrbu@digex.com

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS**Law deans make second degree HECS levy plea**

E Aubert

3 *Campus Rev* 37, 30 September 1993, p 5

The Committee of Australian Law Deans argues that the federal budget decision to charge a double HECS levy for second undergraduate degrees would adversely impact on law students. It is not "abnormal" for law students to have undertaken other degrees, with disadvantaged students more likely to have gained entry to graduate law as a "second chance". The deans also claim that the proposed levy will exceed the EFTSU allocation returned to law faculties.

GOVERNANCE

[no material in this edition]

HISTORY

[no material in this edition]

INDIVIDUAL SUBJECTS/AREAS OF LAW**Preparing English lawyers for Europe**17 *Eur L Rev* 3, June 1992 pp 232-243

F G Jacobs

The paper discusses the legal education of English lawyers in Community law, and

highlights the distinctive features of Community law which justify making the study of the subject compulsory for all intending practitioners of the law. English lawyers who are familiar with Community legal method will have increasing opportunities to provide legal services both in England and elsewhere in the Community. A suggestion is made that the existing professional courses be replaced with a postgraduate year for those intending to practise. The postgraduate year would have a number of objectives including the opportunity to give students proper academic training in subjects considered by the professions to be essential, and for which time cannot currently be found in the undergraduate syllabus.

Learning to teach gender, race, class and heterosexism: challenge in the classroom and the clinic

B Balos

3 *Hastings W L J 2*, p 161

The structure of the law which claims neutrality, abstraction and objectivity disguises the reality that the dominant culture "effectively silences and subordinates non-dominant groups". Legal education perpetuates this dominant culture by teaching students to think like lawyers, and by failing to analyse the structure of the law as political in nature. The author concedes that even in teaching Gender and the Law, gender issues alone do not adequately address the complexity of "marginalisation" and discusses attempts to integrate issues of race, class and sexual orientation into the course. She discusses the use of legal mechanisms to obtain rights for clients, the limitations of the rights discourse, and the deconstruction of the legal system's "illusion of objectivity". The author also evaluates the content of the course materials and the pedagogical techniques employed in developing the course. Final comment responds to suggestions that the course tends to "ghettoise" the issues and places the burden of education on the few women and men of colour in the class.

Teaching law reform in the 1990s

J E Schukoske

3 *Hastings W L J 2*, p 177

The author explores the perceived limitations of legal education and discusses mechanisms by which law schools can better equip their graduates to address pressing social problems. A seminar subject entitled "Law and Social Reform" is discussed. The seminar requires students to observe a social problem, interact with

community activists and affected parties, participate in debate and attempt to explore "ways to achieve equality for historically excluded people". By encouraging students to participate in the process of law reform, they are given a different perspective of social justice and the role they as lawyers can take in the future. A collaborative approach to teaching and learning was adopted to convey skills and strategies that differ significantly to those experienced in traditional legal education. The article examines examples of student projects and concludes with an evaluation of student responses to the course and the author's own reactions to teaching it.

INHOUSE CLE

Creating and maintaining in-house training materials

B K Geier

7 *AILTO Ins 2* Spring/Summer 1993, p 1

A practical guide to getting started in creating and maintaining inhouse training materials. Article deals with sources of training materials, equipment for viewing and listening, and technical problems with taping of inhouse programs. It concludes with some suggested policies concerning training materials.

Coping with a turbulent environment: development of law firm training programs

E H Greenebaum

10 *J Prof L Educ 2*, pp 185-216 *

In 1987 four London commercial law firms had appointed full-time directors of education and training. These individuals met informally to support each other in the development of this new role, and subsequently they formed the Legal Education and Training Group (LETG). By December, 1990, LETG had 96 member firms. The professional and organisational development of practitioners and firms, and how they relate to each other formed the basis of a study upon which this article was founded.

The development of law firms' inhouse training programs is one aspect of organisational development. A goal in undertaking the study was to learn about the factors which facilitate and inhibit firms in using training to achieve their development objectives.

The article discusses:

- . changes in law firms' external and internal environments,
- . training agenda and their implementations, and
- . the management of training programs and the role of training officers and directors of education and training.

Regarding the future of training programs, the writer explains how, in the bad and good economic times, the implementation of training programs and the role of directors of education and training will depend on the extent to which the programs progress beyond "first-level", cost-effectiveness goals to deeper "management agenda" and, further, cope with "submerged" agenda.

The study commenced here will continue over eight years, and developments since 1991 will be reported in subsequent publications.

INSTITUTIONS & ORGANISATIONS

Legal education: the present and future role of the Kulliyah of Laws, International Islamic University

A Ibrahim

Legal Education in Malaysia- Quo Vadis 1993, pp 1-5 *

The speaker discusses the steps that have been taken by the Kulliyah of Laws, IIU to achieve its main objectives which are, firstly, to prepare students to become qualified legal personnel committed to the promotion of Islamic principles and, secondly, to enable Islamic law to be accepted as the law of the land for Muslims. Currently, the curriculum at the Kulliyah of Laws combines both civil law and the Shariah. A fifth year course has been designed leading to a second degree, the LL B (Shariah), to enable students to have a deeper knowledge of Islamic Law. Measures that have been taken by the Kulliyah to achieve its objectives include the introduction of an inservice diploma for existing judicial and legal officers of the Shariah Court, a two year course for graduates in the Shariah, and a part time course for advocates and solicitors who want to be admitted as peguam syarie.

The speaker also points out some problems faced by the students and staff at the Kulliyah. Malaysian students in particular, have difficulty in reaching an advanced level in both English and Arabic. The policy of IIU which requires all lecturers to obtain a Ph D has made it