

The Report recommends that the Western Australia legal profession review its training of new practitioners if it is to meet the challenges it face in the next decade.

**The proposed program for service of articles in the Campus Law Clinic: reflections on implementational issues**

P F Iya

11 *J Prof L Educ* 2, 1993, p 231

The central thesis around which arguments develop and revolve in this paper is that the enactment of the Attorneys Amendment Act No. 115 of 1993 of South Africa, introduces the training of candidate attorneys through the service of their articles of clerkship at university law schools, has far reaching significant effects on the legal system, the legal profession and legal education in South Africa. To the extent that the amendment provides an alternative route to joining the attorneys profession, thereby solving the problem of entry to the legal profession as has been the case in the apartheid system in South Africa, legal educators have questioned the suitability of universities in assuming those roles of professional training which over the years had been the responsibilities of professional institutions.

In this respect the paper analyses the significant characteristics of and main trends in the training of lawyers for legal practice; and the effect of the proposed program on the existing practical training program in South Africa. The training for practice at the Campus Law Clinic of the University of Witwatersrand has been cited as a case in point. The paper concludes by asserting that the 1993 Act demands a new response by universities and their accredited law school clinics to the peculiar professional and social needs in the current socio-political and legal circumstances of the new South Africa. It urges the University of the Witwatersrand to accept the challenge and champion the introduction of the new program of training candidate attorneys at its Campus Law Clinic in conformity with the provisions of the Attorneys Amendment Act and the broad objectives of legal education in South Africa.

**Teaching substantive law through problem based learning in Hong Kong**

A B Szabo

[see Teaching Methods]

**PURPOSE**

**The future of legal education: why? and how? Doubtful assumptions and unfulfilled expectations**

J Goldring

11 *J Prof L Educ* 2, 1993, p 149 \*

This article, for the most part, concerns such assumptions about legal education and their consequences, and some ideas about what needs to happen at the university stage of legal education which may run counter to some common expectations. It is intended to provide a background and a framework for consideration of issues fundamental to the future of law schools in Australia. The questions cannot be answered properly until we understand the aims and objectives of legal education, which will be reflected in the content of the curriculum.

**Legal education and the ideal of analytical excellence**

J H Wilkinson III

45 *Stan L Rev* 6, July 1993, pp 1659-1669

Legal education should be first and foremost an intellectually demanding enterprise. It is feared that law schools are compromising the analytical and intellectual components of legal education. The classroom is the heart of the law school. The time constraints on law professors from governmental committees and the corporate sector and the growing number of conferences to be attended exclude or infringe on classroom time. Law students, clamouring to make early career decisions are distracted from the classroom by interviews and call-backs from summer employers. "Diversity" within law schools is fashionable however, cries of political incorrectness and insensitivity should not be used to silence unfashionable arguments.

A report released by the American Bar Association, *Legal Education and*

*Professional Development - An Educational Continuum* laments that only 9% of instructional time is comprised of professional skills training. However, there are limits to what the law schools can be expected to accomplish. What law schools do best is teach legal theory, and what law firms do best is impart practical skills. Time at law school is not a time to undertake clinical instruction. It is a time to keep abreast of substantive knowledge, address difficult societal issues and develop analytical skills.

**The value of public service: A model for instilling a pro bono ethic in law school**

J Chaifetz

45 *Stan L Rev* 6, July 1993, pp 1695-1711

There is a heated debate over public service or pro bono obligations of practitioners. Central to this debate is the role law schools should play in inculcating a public service ethic into its students. The perceived lack of prestige of pro bono work is thought to explain the lack of professional involvement with it. The curricula of most law schools have a heavy corporate bias whilst public interest courses appear sporadically, rarely becoming part of the permanent curriculum. Questions of equity and fairness are not commonly discussed. Research has shown that there is a major shift in student attitudes during first year from the use of law as a tool for social change and betterment to a perception of law as a system of conflict resolution.

Students may also be reluctant to participate in pro bono programs as they feel ill-equipped, perhaps due to the dearth of professional skills training they receive. Furthermore, the larger financial rewards offered by the private sector, societal emphasis on material goods and the idea that good lawyering means that the concerns of the individual client come before the public concerns, may contribute to the low level of law student involvement in pro bono work.

To maintain the interest of the students in the use of the law as a tool for social