

Trier Academy of European Law

10 *Socio-Legal Newsletter*, Autumn 1993, p 8

The Trier Academy of European Law provides information on European law to individuals and institutions concerned with the application and implementation of EC law; it offers further education, an exchange of experience at European level, and informal feedback for the EC institutions from the Member States. The Academy organises congresses on issues of public interest, holds expert symposia on specific European law issues and introductory courses for practitioners of law who are not familiar with European law.

JUDICIAL EDUCATION**A proposal to establish a national center for the education of appellate judges**

K J O'Connell

71 *Or L Rev*, 1992, p 901

The author recommends that a National Center for the Education of Appellate Judges be established. Appellate judges deal with a wide range of doctrine, many of which often require further study to aid the judge in making a better decision. The Center could be designed to help with this. As well as helping with the disposition of cases, the Center would keep judges informed as to what is happening in the legal world, new books and articles that have been published, legislative programs affecting adjudication and assist in the establishment of mini-libraries at appellate courts which would collect materials relating to adjudication.

LEGAL EDUCATION GENERALLY**Preparation for a diverse profession**

N Duncan

27 *Law Teacher* 2, 1993, pp 181 - 184

Discusses the likely responses to the review document of the Lord Chancellors's Advisory Committee on Legal Education. This document proposes new structures for preparation for legal practice. One question is what is the best way to prepare non-law graduates for the vocational stage. The article discusses the debate about whether the Common Professional Examination (CPE), which is a one year covering six core subjects, is a sufficient

basis for professional legal study and practice. He notes there has been little research to identify what advantages and disadvantages those coming through the CPE bring with them. The article considers some of the CPE's inadequacies, and some proposals for improvements.

He concludes that it would be unwise to limit the diversity of routes into the legal profession, but of the need for more research to enable proper development of the CPE route.

The rise and rise of the non-law graduate

P Birks

7 *SPTL Reporter*, Winter 1993, p 3

Reports that in 1993 in England an astonishingly large proportion of training places, formerly called "articles", went to non-law graduates, and that a third of places in the Inns of Court School of Law also were taken by non-law graduates.

Articles notes there is no oversupply of law graduates, and that because of the rules non-law graduates have an early start. Sees danger of a largely underqualified profession, injustice and waste, and the undermining of the law schools by the profession. Sees ultimately a decline in status, reputation and business for lawyers.

Many practitioners say they are better lawyers - but what does this mean? Thinks English legal professions are consciously or unconsciously determined to defeat the meritocratic tendency of the age.

Qualifying degrees: new proposals for 1995

P Birks

7 *SPTL Reporter*, Winter 1993, p 14

From October 1995 in England a qualifying degree will be one which follows a course in which the graduate has studied law for 1½ years (50% of a three year course) and that period of study has included the following seven subjects - Obligations 1 (mostly contract), Obligations 2 (civil wrongs), Property, Equity and Trusts, Crime, European Community, and Public Law. Says that SPTL has opposed this change, especially as the Lord Chancellor's Advisory Committee is in the midst of a major review. Thinks that these changes will make it very much more difficult for that committee to do the things that need to be done. Claims these changes will preempt the most important debate of

all, whether to make a full law degree obligatory for aspiring lawyers. Argues why this would be desirable.

Legal education in Scotland: an overview

A J Gamble

7 *SPTL Reporter*, Winter 1993, p 15

Notes there are significant differences between Scotland and England and Wales. Describes how the legal system works. The structure of education and training for the two branches of the profession is largely common, which is a distinctive feature. Other distinctive feature is the involvement of the universities in legal education both in the academic and pre-vocational stages.

Describes in some detail the three stages of education and training: academic, pre-vocational and practical. At the academic stage there is much greater prescription with the core subjects being extensive. The pre-vocational stage is a one year full-time diploma in legal practice. At the practical stage the entrant undertakes traineeship or pupillage.

Legal Education in Germany and the United States - A Structural Comparison

J R Ostertag

26 *Vand J Transnat'l L*, May 1993, p 301

In this article, the author compares German and United States legal education. He believes that the differences in the two educational systems result from such factors as the separate development of the respective educational programs, the different training goals each system has for law students, and the relative significance of code law instruction and case method instruction. The author perceives a dichotomy between legal theory and practice, and he believes that law schools could bridge this gap through a comprehensive internship program that would expose students to all aspects of legal practice.

Jump Start - A new ABA report suggests how law schools should prepare students for practice

J E Bahls

21 *Student Lawyer*, April 1993, p 19

The author discusses the findings of the ABA's Task Force on Law Schools and the Profession: Narrowing the Gap. This Task Force was set up to study the legal education and the extent to which it prepared the student for legal practice. Its findings were published in the MacCrate