

Pro bono work: for the good of not only the public, but also the lawyer and the legal profession

N Strossen

[see Purpose]

Stewardship

D B Ayer

[see Purpose]

CONTINUING EDUCATION

[no material in this edition]

CURRICULUM**The importance of traditional labour law in the legal curriculum**

W McLeod

43 *J Legal Educ*, 1, March 1993, pp 123-132

The author acknowledges the debate which argues that the traditional labour law course is no longer useful in light of the numerous changes in the employment relationship, unionism and collective bargaining. However, the author contends that to the contrary, studying traditional labour law is advantageous because it provides a uniquely political view of the law and reveals the active, biased role of law and government, whilst at the same time providing the student with a vigorous critical inquiry into the nature of the law. The author contends that the traditional labour law course should retain its place in legal curriculum, with possibly a greater emphasis on its theoretical importance rather than the specificities and technicalities.

The MacCrate Report: of loaves and fishes, and the future of American legal education

J J Costonis

[see Skills]

ENROLMENT POLICIES

[no material in this edition]

EVALUATION

[no material in this edition]

A series of articles on academic freedom, published in the *Journal of Legal Education*, are abstracted under the heading Legal Education Generally.

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

[no material in this edition]

GOVERNANCE

[no material in this edition]

HISTORY

[no material in this edition]

INDIVIDUAL SUBJECTS/AREAS OF LAW**But is it law? Using literature to penetrate societal representations of women**

T E Foster

43 *J Legal Educ*, 1, March 1993, pp 133-148

The author taught a Law and Literature course which focused on representations of women. No traditional "legal" materials, as such were used, rather literary works and films provided the basis for the course. The purpose of the course was to give students an opportunity to explore the myriad of conflicts inherent in being a woman in a male-dominated society. This article is an account of the course and the response it evoked in the students.

Mobilizing law schools in response to poverty: a report on experiments in progress

H S Erlanger & G Lessard

43 *J Legal Educ*, 2, June 1993, pp 199-226

The founding of the Interuniversity Consortium on Poverty Law is indicative of the resurgence of scholarly interest in poverty law. The Consortium's goals are to increase law school scholarship into the relationship between disadvantaged persons and the legal system, and to link that scholarship with those individuals and organisations already involved in assisting disadvantaged persons. The Consortium pursues its goals through the 'Project Group'(PG). The activities of the PG fall into three categories: A. Classroom Teaching, focusing on undergraduate courses in poverty law; B. Transformative Practice, involving law school students developing legal skills through service to disadvantaged persons and organisations active in servicing the needs of disadvantaged persons and; C. Policy Formation, where the PG provides an interdisciplinary forum (lawyers and non-lawyers) to discuss advocacy and legislative action to assist disadvantaged persons. The article reviews the efforts made by member universities in the above categories.

Globalization of constitutional law and civil rights

D Weissbrodt

43 *J Legal Educ*, 2, June 1993, pp 261-270

The teaching of constitutional law in US law schools is remarkably insular and egocentric. By encouraging the study of comparative constitutional law, and by acknowledging that international treaties may be of value and assistance in the interpretation of the vague provisions of the US Constitution, the study of constitutional law will be 'globalised'. The attitude that there is insufficient space and time in constitutional law texts and courses to allude to the globalisation of constitutional law is seen by the author to be a pedagogical barrier to globalisation. It is posited by the author that an institutional barrier to globalisation exists as indicated by the courts' repeated refusal to hear arguments that use international treaty provisions in constitutional disputes.