

**INHOUSE CLE**

[no material in this edition]

**INSTITUTIONS & ORGANISATIONS****Teaching law in Transylvania: notes on Romanian legal education**

G A Critchlow

44 *J Legal Educ*, 2, June 1994, pp 157-174

The author gives an anecdotal account of his year long experience as a law teacher at the University of Sibiu in Romania. The author taught Human Rights and Comparative law courses, but found that he was at liberty to teach virtually anything he wanted as no one had any preconceptions of what such courses would look like.

English language skills were a precondition for his courses. His courses did not carry a grade or credit. There was no law library to speak of and the books that were available were those approved by Ceausescu's communist regime. Students appeared to be inherently racist. University facilities were, at best, squalid and teaching resources were non-existent. On paper the

law school curriculum appeared comprehensive. It demanded that students spend as much as 35 hours a week in class. Classroom time, due to the absence of textbooks and an adequate library, was dominated by the lecturer dictating to the students. Little analysis or explanation of the law was able to be offered. Student attendance in class was low.

A survey of the students conducted by the author found the reasons cited by the students for non-attendance were inconvenient scheduling, too many class hours scheduled, family commitments and dissatisfaction with the teaching methods. Romania's economic crisis is a major obstacle to reform. However, even if money were available, there is the more intractable problem of pedagogical dogma and inertia - the legacy of more than four decades of Communism.

**Once and future law schools**

Rt Hon Sir Ninian Stephen

1 *Griffith L Rev* 1, 1992, pp 10-14

The article is the transcript of a speech given by Sir Ninian Stephen, a former Justice of the High Court of Australia and former Governor General of Australia, at the opening of a law school of Griffith University, Queensland, Australia.

Law schools stand apart from other university faculties in that they have structural links with the governance of the community. Those graduates who go on to practise law will form a part of the resource from which the judiciary is selected and that resource will also provide the community with its legal practitioners and law officers and a proportion of its legislators. The future shape and well-being of a community's legal system and the

essence of its governance under the rule of law lie very much in the hands of its law schools.

Griffith University Law School represents the second wave of change in legal education in Australia. The first wave of change was the establishment of law as an academic discipline, to be taught by resource faculties at universities. The second wave, of which Griffith law school is representative, is the provision of integrated degree courses, where law teaching is fully integrated with the teaching of other disciplines. The changes in Australian society, including Australia's new sense of place in the world, independent of Imperial Britain, the focus on trade with economic giants such as Japan and the establishment of ASEAN have created change in the scope of modern legal education in Australia. Domestic factors of change, such as our over-exploited environment, our heightened concern with equality of opportunity, human rights and the growth in information technology are also of importance to those within the law. As the world becomes more open, more international and society more complex, the necessary interests and areas of skill of lawyers must broaden.

**Index envy in the adolescent law school**

R Strickland

94-3 *AALS Nltr*, August 1994, p 1

This article discusses the insatiable desire to rank law schools. Accurate data should be available so that students can make choices, but it is alarming to use these data to create a comparative statistical index for ranking purposes. It is misguided, dangerous and unhealthy. Argues that all relevant

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