

Globalisation will also lead to attempts to harmonise laws between countries based on international accords and common legal traditions and cultures, a kind of 'collective law'. The expansion of international and comparative law courses is going to be important, allowing students to obtain an understanding of the history and development of other cultures. An international perspective could be incorporated into traditional introductory courses on legal method as well as seminars and courses designed to reflect the legal profession's move towards increasing specialisation. Law schools should take every opportunity to develop closer relations with foreign schools and expand students' skills and knowledge in the practice of law in the international setting.

Historically, periods of economic expansion have created a need for legal services among those participating in the expansion. Moreover, as the economy of the world moves towards a global system ruled by a market structure, the legal profession will be pressed to adopt this system. Legal services will be considered just another commodity available to consumers and subject to the constant demands of competition and price. Legal educators must be aware of this trend. Legal education in the age of globalisation cannot afford to be dissociated from the world around it. By the year 2000, there may be one attorney for every 320 persons in the United States. The practice of law for attorneys will be diverse and some will be in a position to influence public policy regarding the democratisation of our legal system and legal policy for social change.

Law schools in the era of globalisation must pursue many different goals at the same time.

They must prepare students to practise law while realising that law is more than professional education. They must help students understand the law in its social, political and historical context. They must also help students understand the consequences of the globalisation of the practice of law. Even for those students whose practice does not involve international law, it is important to learn about comparative law to understand how other cultures and their legal systems would address similar problems.

The challenge for legal education today is developing a system that meets all these goals in a limited time. Globalisation places legal educators at a crucial juncture. Today they have to respond to the current demands of the profession and to anticipate the future needs of students. They will have to adjust the content of courses and incorporate some emphasis on professionalism and public policy, as well as adding new courses to the curriculum.

A substantial portion of the new challenges facing legal educators comes from the need to prepare students to face new economic relations without eliminating the ideals of professionalism and justice. Law schools in an era of globalisation must prepare students to practise law by providing practical instruction that would help them develop the skills and qualities needed to be successful in any kind of practice.

**Internationalisation: its impact on undergraduate pre-admission and continuing legal education**

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International developments, such as GATT, regional and bilateral trade negotiations, the lowering of tariffs

and the increasing participation by Asia-Pacific countries in the world economy will have a significant affect on Australian legal education. To date, Australian legal educators have responded to this challenge by incremental creep, characterised by ad hoc 'international' additions to the curriculum and the occasional international focus of a continuing legal education offering.

With the end of the Cold War, the community of nations has turned increasingly to issues of market reform, democratisation, constitutionalism, human rights and sustainable development. Modern technology has facilitated internationalisation. Finance and business have become globalised, which means that an international trade in legal services will become more prominent in the years ahead. The Australian government and industries have shifted trade policy focus from a domestic base to off-shore markets and Australia has been a zealous advocate of an international policy of free trade.

Legal education in Australia has become more international and more Asian. There is a need to alter our relationship with Asian countries, not only because of the creation of the European Common Market and moves to a common political union, but also because Asia contains the world's fastest growing markets which create a significant demand for various goods and services and infrastructure development. The Australian government has adopted a policy of encouragement of international and regional linkages, especially in the Asia-Pacific region. The push by the United States to include service negotiations as part of GATT negotiations is already having a significant impact on Australian legal practice. Barriers to legal practice are likely to be reduced,

giving foreign lawyers access to and the right to compete in the market for legal services.

These trends towards an international perspective have important implications for Australian law students and legal educators. Many law students will become involved in international trade during some part of their careers. Law graduates will have to be less parochial and more international in their outlook, more aware of other legal systems, more understanding of comparative law. Australian law and lawyers will need greater sensitivity to the culture of the Asian countries, with law schools having a foundation responsibility of creating these changes through teaching and research.

This new direction will have a consequential affect on the focus of legal research by law teachers. Research must be undertaken to diagnose the major functions of transnational lawyers and how law schools and others can best inculcate these skills. Research skills will have to be expanded to include research about the relevant country as well as features of its legal system. Curriculum offerings should reflect the above international trends. Existing courses should expose students to international and comparative law dimensions. Generic cross-cultural skills will be at a premium and legal educators will have to resist pressures to be too jurisdictionally bound. Steps toward a truly Australian legal profession with national admission to legal practice will need to be taken.

The impact of internationalisation is widespread and there should be a coherent institutional strategy with respect to curriculum reform which will look at short- and long-term goals. The best programs appear to be institutionally-based and legal

educators should seek to establish partnerships in which resources, staff expertise etc may be shared. Law schools generally need to broaden their activities, create more business linkages and build bridges across disciplines. Legal educators at pre and post admission levels need to cooperate with law schools in building upon the skills and curriculum content of undergraduate education. Legal firms and the profession generally should offer continuing legal education which provides the lifelong learning and relearning necessary for a rapidly changing and increasingly global reality.

Law schools can work to develop a culture of international awareness through promotion of international and comparative research, grants to internationalise their teaching, the encouragement of staff exchange and the provision of release time for international re-education. They should recruit new faculty members who can contribute to internationalisation and continue to encourage a more international perspective among students through student exchanges and the teaching of courses with international content, thereby elevating the visibility of international events.

The most common curriculum response to internationalisation is the introduction of specialised courses, such as international trade law or comparative law. A second approach is the introduction of international and comparative material into courses. At the pre and post admission level, legal educators should ensure that the approach to curriculum offerings is consistent with the promotion of more generic skills which will enable students to work in a global legal environment. Continual legal education will have to offer reskilling, which will enable present day lawyers to work in an international environment.

Although international texts and teaching materials are emerging, there is an urgent need for more materials which are international in focus and related to real-life international contexts. Text writers must also consider the impact of internationalisation. The use of electronic mail and the Internet have the potential to revolutionise legal teaching. All this has resource implications. Law schools and those offering pre-admission legal training need to look at new avenues of support and to form partnerships both with other universities and with industry.

The dawning of internationalisation has meant that the time has come for legal educators and the profession to focus upon the inter-relationships and linkages between the various stages of a legal practitioner's education, law school, pre-admission legal education and CLE, all of which should be seen as a continuum which at every level must respond to the challenges of internationalisation.

## PURPOSE

### Where are all the law schools going?

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Has the pursuit of income overtaken the pursuit of knowledge as the essential mission of the law-schools in the mid-90s? Law schools can be operated at a relatively low cost in a market where there is a very high level of demand for their services. The fact that our law schools are not anchored to a particular intellectual mission may be viewed in two ways. On the one hand, it means that they are unconstrained by a particular *raison d'être*. On the other hand, it betrays a lack of constitutional purpose. This paper