

dilemmas. To bring out the different visions, role playing is very useful. For example, ask students if they would urge the university to hire replacements if the janitors or the faculty went on strike or whether teachers should be allowed to lie to students, as management and unions often deceive workers without any legal repercussions.

PLANNING & DEVELOPMENT

The global law school program at New York University

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46 *J Legal Educ* 3, September 1996, pp 329–335

In the next century, the world will become smaller and increasingly interdependent. The rule of law will emerge as the basis of economic interdependence and the foundation of national and international human rights. There are two movements assisting the international rise of the rule of law. The first is known as *transformation* where non-capitalist countries struggle towards democracy and free-market economies, and the second is *globalisation* which focuses on the emerging global village and the interdependent nature, both politically and economically, of the countries of the world on each other. The success of the emerging global community will depend in large part upon the integration and accommodation of disparate traditions through law.

Both the American legal system and other countries in the world have much to offer and learn from each other. Law and education are two of America's most coveted exports and so the stage is set for the globalisation of legal education. America's legal education will

undergo a change in the way that the traditional curriculum is taught, based on the recognition that law must be viewed through a global lens, and that the way law is taught must incorporate the global perspective.

New York School of Law has established a global law school program, premised on the belief that there are few significant legal or social problems today that are purely domestic. The program consists of three components. The first is the development of faculties with expertise in international and comparative law. It is now necessary to recruit a truly global faculty that draws together on a continuing basis legal minds from many different regions of the world to teach and learn together. This is partly achieved by inviting overseas scholars to teach courses at the law school, so that New York University is committed to bringing 20 of the world's leading scholars to the Law School each academic year. American law professors are also spending time in law schools throughout the world.

The second component is the Hauser Global Scholars Program, which annually enrolls up to 20 selected graduates to engage in a comprehensive program of legal study at NYU.

The third component involves a commitment to curriculum and research on the global aspects of law in an effort to bring to the law school a more diverse set of viewpoints on issues that will be a growing part of law practice next century. The courses taught by the global faculty will cut across the entire curriculum. The aspiration is to go beyond the conventional supplementation of an American legal education through a dose of

comparative or international law as if it lurks on the outskirts of American law.

These three strategies for globalising legal education are an international (or global) program for the study of law, not a program for the study of international law.

PRACTICAL TRAINING

Changes in attitude, changes in latitude: the changing climate in pre-admission practical legal training in New South Wales

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13 *J Prof L Ed* 2 1995 pp 173–197

Until 1993, there was one provider of pre-admission Practical Legal Training in New South Wales, Australia, offering a course which had remained substantially the same since its inception in 1975. By the end of 1995, that course had changed radically, three other providers were accredited to offer PLT courses, which provided diversity in style and structure, and others waited in the wings. The history of the introduction of PLT in New South Wales needs to be understood in the context of a divided legal profession in which, until 1994, the separate branches of barristers and solicitors were regulated by independent Admission Boards and professional associations.

In 1972 the Law Society established the College of Law to replace articling with institutionalised PLT. A full-time PLT course was accredited by the Solicitors Admission Board. For 20 years the College was the only PLT provider in the state, although the ANU Legal Workshop course was also accredited as a PLT course qualifying for admission as a