

between men and feminism within the legal academy. It argues that legal studies have much to gain from the convergences within the histories and sociologies of social practice, and in particular from feminism and theories of discourse, both of which remain at present marginal to the dominant methodology of the legal academy.

CONTINUING EDUCATION

Competency-based standards: a boon for continuing professional education?

P Hager & A Gonczl

13 Stud Cont Ed 1, p24 *

Establishing competency-based standards for professions promises to help solve many of the difficulties currently besetting continuing professional education. This paper explains why this is so by defining competency-based standards, describes their uses and, hence, showing why they have attracted so much attention recently. Likely applications to continuing professional education are suggested. In addition the advantages and limitations of three different approaches to competency analysis of professions are discussed and illustrated by examples. It is argued that professional competence can be conceptualised in a way that overcomes the common objections that have been raised against competency-based standards.

Continuing professional education and the discipline reviews

B Brennan

13 Stud Cont Ed, 1, p53 *

Continuing professional education (CPE) is an emerging area of educational provision in Australia for which there is no national policy. However, four single discipline reviews focusing on the law, medicine, engineering and teachers of mathematics and science, have been commissioned at the national level to examine, among other issues, CPE. The four reviews are discussed, using the same five

headings relating to the importance given to CPE and its purpose, the relationship between CPE and pre-service training, the mandatory and voluntary options and the delivery of CPE. General statements about CPE in Australia and possible policy developments in the field are drawn from the review reports.

CURRICULUM

Towards a Model of Competency based Training - a Training Needs Analysis

R Moss

[see Inhouse CLE]

Race and the Core Curriculum in Legal Education

F L Ansley

79 Cal L R 6, p 1511 *

Controversy about the value and meaning of a canon of traditional western culture has been raging on American university campuses for some time. Prof Ansley argues that in light of the history of the Constitution, the legal academy should be in a better position than the rest of the university to achieve broad consensus on an issue that has proved divisive elsewhere: the centrality of race to our discipline and its core texts. She elaborates by narrative, describing some of her experiences with teaching about race and sharing the reflections of her students as they encountered racially charged texts and interactions in the law school classroom. The deep racial divisions that presently exist throughout society, coupled with the discomfort and ignorance that tend to characterize our infrequent attempts to communicate about matters of racial difference, will complicate easy consensus about whether and how to more explicitly recognize race in the law school's core curriculum. She nevertheless argues that the rewards of such integration are worth the difficulties and concludes that matters of racial justice, both past and present, are an indispensable part of minimal

cultural literacy for American lawyers and legal scholars.

Investigating competency

Aust, June 24, 1992, p 16

Reports commissioning of research on how competency-based training relates to higher education.

ENROLMENT POLICIES

An Essay on Institutional Responsibility: the Indigenous Blacks and Micmac Programme at Dalhousie Law School

R F Devlin & A W MacKay

14 Dalhousie L J 2, p296

The authors identify the origins and describe the first year's operation of a programme designed to facilitate a greater presence of Nova Scotian blacks and micmacs at Dalhousie Law School. Micmacs are the first nation's people of Nova Scotia.

EVALUATION

The Responsible Law School

P K Rofes

74 Marq L Rev 2, p119

Evaluation plays a central role in the operation of the law school. Faculty evaluate students. Students evaluate faculty. Faculty evaluate prospective colleagues. Administrators evaluate faculty. Too often missing from the evaluative processes of the law school is the most important evaluation of all, a master evaluation that can only be pursued when the master question is posed, ie. the law school's success at achieving the goals that account for its institutional existence. Also are the goals the law school has set itself themselves worthy of achievement?

FACILITIES

[no material in this edition]