

highlights the distinctive features of Community law which justify making the study of the subject compulsory for all intending practitioners of the law. English lawyers who are familiar with Community legal method will have increasing opportunities to provide legal services both in England and elsewhere in the Community. A suggestion is made that the existing professional courses be replaced with a postgraduate year for those intending to practise. The postgraduate year would have a number of objectives including the opportunity to give students proper academic training in subjects considered by the professions to be essential, and for which time cannot currently be found in the undergraduate syllabus.

#### **Learning to teach gender, race, class and heterosexism: challenge in the classroom and the clinic**

B Balos

3 *Hastings W L J* 2, p 161

The structure of the law which claims neutrality, abstraction and objectivity disguises the reality that the dominant culture "effectively silences and subordinates non-dominant groups". Legal education perpetuates this dominant culture by teaching students to think like lawyers, and by failing to analyse the structure of the law as political in nature. The author concedes that even in teaching Gender and the Law, gender issues alone do not adequately address the complexity of "marginalisation" and discusses attempts to integrate issues of race, class and sexual orientation into the course. She discusses the use of legal mechanisms to obtain rights for clients, the limitations of the rights discourse, and the deconstruction of the legal system's "illusion of objectivity". The author also evaluates the content of the course materials and the pedagogical techniques employed in developing the course. Final comment responds to suggestions that the course tends to "ghettoise" the issues and places the burden of education on the few women and men of colour in the class.

#### **Teaching law reform in the 1990s**

J E Schukoske

3 *Hastings W L J* 2, p 177

The author explores the perceived limitations of legal education and discusses mechanisms by which law schools can better equip their graduates to address pressing social problems. A seminar subject entitled "Law and Social Reform" is discussed. The seminar requires students to observe a social problem, interact with

community activists and affected parties, participate in debate and attempt to explore "ways to achieve equality for historically excluded people". By encouraging students to participate in the process of law reform, they are given a different perspective of social justice and the role they as lawyers can take in the future. A collaborative approach to teaching and learning was adopted to convey skills and strategies that differ significantly to those experienced in traditional legal education. The article examines examples of student projects and concludes with an evaluation of student responses to the course and the author's own reactions to teaching it.

## **INHOUSE CLE**

#### **Creating and maintaining in-house training materials**

B K Geier

7 *AILTO Ins* 2 Spring/Summer 1993, p 1

A practical guide to getting started in creating and maintaining inhouse training materials. Article deals with sources of training materials, equipment for viewing and listening, and technical problems with taping of inhouse programs. It concludes with some suggested policies concerning training materials.

#### **Coping with a turbulent environment: development of law firm training programs**

E H Greenebaum

10 *J Prof L Educ* 2, pp 185-216

In 1987 four London commercial law firms had appointed full-time directors of education and training. These individuals met informally to support each other in the development of this new role, and subsequently they formed the Legal Education and Training Group (LETG). By December, 1990, LETG had 96 member firms. The professional and organisational development of practitioners and firms, and how they relate to each other formed the basis of a study upon which this article was founded.

The development of law firms' inhouse training programs is one aspect of organisational development. A goal in undertaking the study was to learn about the factors which facilitate and inhibit firms in using training to achieve their development objectives.

The article discusses:

- changes in law firms' external and internal environments,
- training agenda and their implementations, and
- the management of training programs and the role of training officers and directors of education and training.

Regarding the future of training programs, the writer explains how, in the bad and good economic times, the implementation of training programs and the role of directors of education and training will depend on the extent to which the programs progress beyond "first-level", cost-effectiveness goals to deeper "management agenda" and, further, cope with "submerged" agenda.

The study commenced here will continue over eight years, and developments since 1991 will be reported in subsequent publications.

## **INSTITUTIONS & ORGANISATIONS**

#### **Legal education: the present and future role of the Kulliyah of Laws, International Islamic University**

A Ibrahim

*Legal Education in Malaysia- Quo Vadis* 1993, pp 1-5

The speaker discusses the steps that have been taken by the Kulliyah of Laws, IIU to achieve its main objectives which are, firstly, to prepare students to become qualified legal personnel committed to the promotion of Islamic principles and, secondly, to enable Islamic law to be accepted as the law of the land for Muslims. Currently, the curriculum at the Kulliyah of Laws combines both civil law and the Shariah. A fifth year course has been designed leading to a second degree, the LL B (Shariah), to enable students to have a deeper knowledge of Islamic Law. Measures that have been taken by the Kulliyah to achieve its objectives include the introduction of an inservice diploma for existing judicial and legal officers of the Shariah Court, a two year course for graduates in the Shariah, and a part time course for advocates and solicitors who want to be admitted as peguam syarie.

The speaker also points out some problems faced by the students and staff at the Kulliyah. Malaysian students in particular, have difficulty in reaching an advanced level in both English and Arabic. The policy of IIU which requires all lecturers to obtain a Ph D has made it