

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



necessary to appoint academic staff from other countries. Finally, the speaker suggests the possibility of a cooperation with the Faculty of Law, University of Malaya whereby postgraduate students from one school be allowed to enrol in courses offered by the other law school where expertise exists in that other law school.

**Legal education: the present and future role of the School of Law at the Institut Teknologi Mara**

K Yusoff

*Legal Education in Malaysia - Quo Vadis?* 1993, pp 7-15

The speaker discusses the role of the Law School at ITM in the light of recent developments in the legal profession and the nation. In addition to preparing students for practice, the Law School aims to instil into the students a sense of responsibility to society. The curriculum is therefore tailored to achieve this aim. The first three years are academic while the fourth is vocational. The Law School has a specific role within ITM in providing specific knowledge to students following professional courses in other disciplines. The Law School has a role within the legal profession in training lawyers for private legal practice, the Judicial and Legal Service and the corporate sector. As far as the nation is concerned, the Law School has a role in the training of bumiputra lawyers for the country. The public can now pursue a law course at the Law School through part-time study. Short courses on specific areas of the law are conducted by the Law School from time to time. In meeting the demands posed by the profession and the nation, it is envisaged that the Law School will in the near future assume additional roles which may include a greater involvement in the provision of legal knowledge to students following other professional courses in ITM, and the introduction of new subjects in the law curriculum.

**The present and the future role of the Faculty of Law, University of Malaya**

M K Majid

*Legal Education in Malaysia - Quo Vadis?* 1993, pp 17-26 \*

The speaker outlined the various courses currently being offered by the Faculty of Law, which are the Bachelor of Laws program, the graduate program, and the Certificate in Legal Practice Course. She also mentions that new courses have been introduced into the curriculum to meet the needs of society and the nation. The Faculty's plans for the future include the

introduction of an LL M program by coursework, and the shortening of its duration from two years to a year, the revival of its continuing legal education program, the introduction of a one year pre-law program, and the offering of double degree courses. The speaker also agreed with the suggestion regarding sharing of staff's expertise for the benefit of students. There is a possibility that staff members may be allowed to be involved in private practice or in the Judicial and Legal Service during their sabbatical.

**The role of law schools and private institutions of education**

H M Hashim

*Legal Education in Malaysia - Quo Vadis?* 1993, pp 31-47 \*

The present LL B course should be liberalised to include non-law subjects so that law graduates would have other options opened to them. The adequacy and professional ability of new lawyers should be tested through a single common bar examination. Since law graduates obtain their degree from different countries, there is a need to standardise practical training towards a single common bar, such training to be conducted at a single institution. The speaker suggested that the minimum period to train a lawyer should be five years consisting of three years of academic studies, followed by two years of professional training at a graduate law school. Newly qualified lawyers would not be allowed to set up their own legal firms until they have completed a two year "probationary period". The speaker also said that there should be a control on the number of lawyers admitted to the bar each year.

**The role of law schools and private institutions of education**

P K T Ngee

*Legal Education in Malaysia - Quo Vadis?* 1993, pp 49-64 \*

The speaker discusses the extent to which the teaching of law equips graduates to face the challenges of practice. He quotes a study from the USA and said the training of fundamental skills crucial to a practitioner does not lie solely on the law schools. He puts forward some recommendations which include admission criteria for law students, the review of the present law school curriculum to include preliminary instructions on certain fundamental skills, the undertaking of legal research work emphasising the functional aspects of the legal system, the setting up of an Academy of Law Malaysia to provide formalised structured training for

professional practice or, in the alternative, the setting up of an association of law teachers.

**The role of law schools and private institutions of education**

C M Wan

*Legal Education in Malaysia - Quo Vadis?* 1993 pp 65-76 \*

The speaker said that private institutions do play a positive and significant role in legal education. Private institutions enable legal education to be more accessible to many, offer substantial cost savings to students, offer legal education to many part-time students, allow "mature-age students" who do not have the requisite 'A' level qualifications to obtain law degrees, and offer many other routes to students to obtain law degrees. Admittedly, there are weaknesses in the legal education provided by private institutions. These include the unscrupulous advertisement of examination results which are sometimes misleading, the lack of qualified persons to teach law, the lack of basic facilities and exposure for the students, and the absence of an effective body to check on private institutions. The speaker recommended that strict controls should be exercised over advertisements by private institutions and an effective body established to ensure that minimum standards of legal education are met. She also said that private institutions should put more emphasis on the acquiring of legal skills.

**Victoria Uni Law Faculty gets harsh summing up**

J Rivers

*23 Campus Rev* 24 June 1993, p 3

An independent review of Wellington's Victoria University law faculty criticises the "uneven quality of administration and teaching, high staff turnover, inability to agree on policy and teaching methods, and failure to develop ways to resolve disagreement". A series of recommendations offered by the report are being implemented by the University. The panel did note the high quality of research produced by the faculty.

**Bond U adds specialist stream to law degrees**

*3 Campus Rev* 37, 30 September 1993, p 5

The newly appointed Dean of Bond University's Law School, Professor John Farrar, discusses plans to introduce specialist streams into the undergraduate law degree. It is argued that specialisation would allow greater career planning and focus on the needs of the profession. The faculty intends to introduce new units