

the range of conflicting theoretical perspectives now available. Theoretical issues may be raised in relation to each topic or, alternatively, a few topics may be chosen specifically to explore the theoretical perspectives. The author recommends the latter approach as it ensures that the theory aspect is not trivialised or covered superficially. Several sample theory questions are included in the article.

If the course is to become more practical and theoretical, some aspect of the course must be removed to make room. One possibility is to reduce the amount of doctrinal analysis of judicial decisions. As case law has steadily made way for statutory provisions, there is less need for a doctrinal approach. With respect to the blend of the practical and theoretical perspectives, the author favours a limited use of interdisciplinary material in which the object is not to produce a combination of sociologist, philosopher, political scientist etc, but rather to produce graduates who are able to work with the detail and complexity of legal materials in a way that is informed by the contribution of other disciplines.

The role of legal education in the emerging legal speciality of paediatric law

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26 *Loyola Univ Chic L J* 2, 1995, pp 131-135

Only recently has the legal profession recognised that the law and its institutions have a vital role to play in ensuring the safety of children. Law schools have an obligation to expose future lawyers to the legal issues faced

by children. Previously, children and the law only coincided in subjects like family law and succession. Other courses may have considered child delinquency and the surrounding issues. In 1978, Mnookin published a casebook examining the broader issues of children and the law which also covered child abuse and neglect. Clinical programs also began to bring law students into contact with legal issues relating to children.

In 1993, Loyola University Chicago established the CIVITAS Child Law Centre. The goal of the Centre is to identify, financially assist and train students who are committed to working on behalf of the rights of children. The CIVITAS program has four components: a formal curriculum, internship obligations, symposia and clinical experience.

Acting as an advocate for a child requires more than a knowledge of the legal issues and court processes relating to children. A paediatric law specialist may have to be familiar with other non-legal disciplines, such as psychology, social work, medicine, criminology, ethics, organisational development and economics. A challenge in paediatric law education is to determine how and what interdisciplinary areas should be included in the law school curriculum. CIVITAS encourages seminars by non-law faculty staff and spurs students to take courses with other departments in the university.

A law school program cannot produce experienced practitioners. However, it should strive to achieve a number of objectives: (1) to provide students with the

theoretical and practical skills necessary to represent the interests of child clients; (2) to develop an on-going awareness of their professional responsibility as lawyers for children; (3) to provide opportunities to explore the range of policy issues that affect children and families and acquaint them with strategies to promote the development of child-centred social policies; (4) to teach students to work collaboratively with others, especially with professionals from other disciplines; and (5) to impress on students an ongoing obligation to provide leadership on issues affecting the welfare of children.

LEGAL EDUCATION GENERALLY

REVIEW ARTICLE

First report on legal education and training

The Lord Chancellor's Advisory Committee on Legal Education and Conduct

April, 1996

The long awaited first report of the Lord Chancellor's Advisory Committee has appeared only within the past few weeks. This is the first of a series of reports to be issued by the Committee. Their inquiry constitutes the first large-scale review of legal education and training to emerge from England and Wales since the immensely influential Ormrod Report of 1971.

This first report has been published five years to the month since the Advisory Committee was established, although it did not start work on its survey of legal education until late 1992. Over