

The *ALTA Law Teaching Workshop Newsletter*, edited by Richard Johnstone of the University of Melbourne, contains articles on using technology in lectures, client interviewing - an experimental course, the Melbourne Law School's teaching evaluation scheme, and an observer's report on the international client counselling competition.

Reports on the National Conference on Components of the 21st Century Legal Learning Environment held in March 1993. The sessions dealt with space planning, library additions and renovations, planning, phasing and operating during renovations, and planning for technology. An outcome was a Law School Facilities Reference Book (obtainable from Sandy Nogle of the American Bar Association for \$US25).

Evolution in the design of law school buildings

C D Kelso

XXIV *Syllabus*, 2, Spring 1993, p 5

Article describes the many changes in law school facilities and in the process used for their design. Highlights challenges future law school planners must face if they are to avoid serious mistakes and produce better designed facilities. (Note: this edition of *Syllabus* contains photographs of a number of recent law school building projects.)

FINANCIAL ASPECTS

[no material in this edition]

GOVERNANCE

[no material in this edition]

HISTORY

The theme of early American law teaching: the political ethics of Francis Lieber

P D Carrington

42 *J Legal Educ* 3, pp 339 -398

Early American law teachers were not concerned with the technical training of lawyers or in academic discourse. Rather they were consciously engaged in moral education: preparing young people for public life in a democracy. They sought to inculcate standards of public conduct appropriate to popular self-government subject to constitutional constraints. Lieber was the first to set forth those standards of conduct.

The article deals first with the tradition of early American law teaching, and then the revolutionary view of classical civic virtue. The author outlines Francis Lieber's life, and then examines in depth his work on ethics, which Lieber describes as the "science of duties and virtues". He concludes by discussing whether Lieber's concepts of patriotism were utopian, and his notion of the university transmitting democratic values.

Legal education in the Philippines: the role of the Philippine Law Journal in the 1990s

I Cortes

65 *Phil L J*, Mar-Jun 1990, pp 1-111

The author describes the history and role of the *Philippine Law Journal* in Philippine legal education. She sees it as being and continuing to be mainly a vehicle for studies in depth done by faculty and other writers, and for students in supervised or independent research and writing.

INDIVIDUAL SUBJECTS/AREAS OF LAW

SPTL Property Committee - response to review of the Academic Stage of Legal Education

D Hayton

SPTL Reporter, No 6, Spring 1993, p 5

Article summarises the SPTL Property Committee's submission to the Training Committee of the (English) Law Society in regard to the core curriculum of the law degree and in particular the area of equity and trusts. The Property Committee is concerned that students need to understand the "equitable"

dimension within which law increasingly has to be practised.

Teaching appellate advocacy in an appellate clinical law program

J T Sullivan

[see Clinical Legal Education]

Reflections at the close of three years a law school: a student's perspective on the value and importance of teaching Roman law in modern American law schools

J Fogerty

66 *Tulane L R*, pp 1889-1901

Student article on the importance of teaching Roman law in common law as well as civil law systems; that Roman law has benefit for its intellectual, ethical, historical and comparative value.

Law students go to the movies

P N Meyer

24 *Connecticut L R*, 3, pp 893-913

Description of an experimental course in Law and Popular Storytelling which uses movies as the primary texts and required course materials. The author explains why he decided to incorporate movies in the syllabus, and describes some of his specific selections.

INHOUSE CLE

[no material in this edition]

INSTITUTIONS & ORGANISATIONS

The CUNY law program: integration of doctrine, practice and theory in the preparation of lawyers

B L Bezdek

9 *J Prof L Educ* 1, pp 59 - 72

The CUNY law program differs markedly from every other law school in the United States. Founded in 1983, at a great, diverse, public university sprawling across New York City, its curriculum emerged from the Law School's mandate to rethink the traditional law school curriculum and develop approaches oriented toward public interest and public service law, with emphasis on clinical teaching methods.

In this paper, the author provides a concrete description of the CUNY Program, and articulates the principles expressed by CUNY's extensive redesign of typical American legal education.

Since it began in 1983, the CUNY Law Program has been the subject of much scrutiny, in academic journals, bar publications, and the general press.

CEELI program continues to flourish

XXIV *Syllabus*, 1, Winter 1993, p 1

Describes the CEELI Sister Law School Program which provides opportunities for American law schools to develop relationships with central and eastern European law schools. Discusses the most recent components of the program.

JUDICIAL EDUCATION

Continuing judicial education

18 *Comm L Bul*, 3, July 1992, p 1037

A detailed report on a workshop convened by the Commonwealth of Learning in Vancouver in March 1992 to review the practice and potential of continuing judicial education in the Commonwealth. Article deals with a common frame of reference, judicial orientation, needs, forms of learning and technology.

LEGAL EDUCATION GENERALLY

The future of the public law schools

J Crawford

9 *J Prof L Educ* 1, pp 1-10 *

Commencing with a comparison of the two major reports into legal education in Australia, one conducted in 1979 and the other in 1987, the author investigates the developments in university law schools, their public and professional acceptance and the changing issues relevant to their operation. This leads then to consideration of the major stresses placed upon law schools and a discussion of a range of possible solutions.

The function of a degree: core subjects

R E McGarvie

9 *J Prof L Educ* 1, pp 11 - 26 *

A law degree today with the core subjects of Legal Process, Criminal Law, Torts, Contracts, Property, Equity, Company Law, Administrative Law, Federal and State Constitutional Law, Criminal and Civil Procedure, Evidence and Legislation would produce a lawyer with basic legal knowledge. Such lawyers would have the basic knowledge to enable them to protect and advance the interests of their clients.

A fundamental change of emphasis is necessary if law schools are to produce graduates capable of sustaining the legal and judicial system needed by a modern democracy. Such graduates need the knowledge and skills provided by the core subjects: constitutional and legal history; jurisprudence; the independent judicial arm of government; judicial administration; social science research skills; access to the law; and legal system overview. This would require the research and teaching of law schools to expand beyond the law as it is and ought to be, to the legal and judicial system as it is and as it ought to be if it is to achieve applied justice.

Funding akin to that of engineering schools would be necessary if law schools are to produce graduates with the same capacities to sustain the legal and judicial structures of the community as engineering graduates have to sustain the community's engineering structures. A democratic community should provide law schools with sufficient funds to do that.

The reform of legal education in Germany: the never-ending story and European integration

J Brunnee

42 *J Legal Educ* 3, pp 399 - 426

This article reflects on the current efforts for reform of the legal education system in Germany in the light of the history of the current system, its problems, and previous reform endeavours. It concludes that European

integration will force reformers to consider a new dimension to the debate.

The author discusses contemporary legal education in Germany, looking at university education, practical training career choices, and historical aspects of the German system. She then discusses the prospects for legal education in Germany, looking at the problems on which there is agreement, and then outlining the debates which have occurred on reforms. She concludes by considering the added dimension brought on by the Europeanization of German life, and sees a need for the debate to be less introspective.

The participation of indigenous Australians in legal education

D Lavery

4 *Legal Educ Rev* 1, pp 177-200

Articles outlines and discusses the results of a survey to investigate the interface between indigenous Australians and law studies. It also discusses a similar Canadian study. It draws some general conclusions, in particular the need for an intensive nationally-based pre-law preparatory program.

Too many lawyers in Singapore, says PM

Lawasia March 1993

Reports a speech of the Singapore PM, Goh Chok Tong, which argues that there are proportionately too many lawyers, and the government's plan to intervene in the supply of lawyers.

One hundred flowers already bloom

C J Berger

93 *AALS Nltr* 2, April 1993, p 1

Reports on the institutional diversity and experimentation in legal education in America. He gives examples of innovations that are taking place in curricula and the rich diversity of subject matter. The author argues that the AALS should facilitate and encourage innovation, recognise successful innovation, but also insist that standards of academic excellence should be maintained.