

**Mix and match**

J Ames

*Law Socy Gaz* 31 March 1993 p 9

Discusses the introduction a new scheme for continuing education in Britain. The system is described as being "more liberal and flexible" and designed to incorporate distance learning courses, audio/visual instruction and legal research. The variety of teaching methods is believed to have created a whole industry of providers and changed the attitude of the younger members of the profession towards continuing training.

**CLE has a role in Asia**

C Kenny

*Proctor* Jan/Feb 1993, p 18

Article discusses a workshop on "Setting up and managing a CLE program", run by the Legal Education Standing Committee of Lawasia. The aim of the workshop was to share the practical experiences of running CLE programs with as many Asian countries as possible.

**CURRICULUM****Reconceiving professional competence**

N Gold

10 *J Prof L Educ* 2, pp 135-149 \*

Working out clear ideas about professional competence in law has proved to be a somewhat elusive task. Educators and regulators alike have an interest in being able to describe competence in order in the first instance to prepare practising lawyers to meet that minimum standard, and in the latter to supervise the quality of legal services rendered to the public. In this paper the author reviews the impetuses to define competence in legal practice, comments on various views of competence, and provide clarifications of its particular elements.

**Humour in legal education and scholarship**

J D Gordon III

2 *Brigham Young U L R* p 313

The author maintains that humour has an important role to play in the legal classroom; improving students' receptivity and providing a valuable tool for analysis and deconstruction. Footnotes conceal an avalanche of "jokes and one liners" which successfully argue the case against.

**ENROLMENT POLICIES****Legal education - changing university law admission policy in New South Wales**

M Burdack

18 *Alt L J* 1, Feb 1993 p 36

The author argues that the increasing number of universities teaching law in Australia should create an opportunity to diversify how and to whom law is taught. However, it is contended that admissions policies of individual institutions is yet to reflect the social and cultural mix of society. The replication of law schools, with similar curriculum and aims will attract students predominantly from the same social and economic group. By altering admission requirements and procedures it is contended that it is possible to effect the composition of the student body.

The admissions policy of Macquarie University School of Law is discussed. A prerequisite of ancient or modern history was introduced to attract students other than the predominantly science/mathematics students who are currently more likely to gain a place in law. This alternative is discussed as an example of the school's commitment to a broad-based and interdisciplinary legal education, and the opportunities for specialisation of individual law schools as opposed to replication.

**EVALUATION****The AALS role as an accrediting body**

C C Monk

93-3 *AALS Ntr*, August 1993, p 3

A brief sketch of the AALS' role in accreditation of American law schools, and how the AALS interacts with other accrediting bodies nationally. Discusses site visit every seven years by team representing the ABA and the AALS. The author notes that the site visit reflects the dual role of the law school as an academic institution and an institution for training members of the profession. The author sees a creative tension in this dual role which, if managed properly, can build greater strength in legal education. Also describes interaction through the Council on Postsecondary Accreditation. Discusses background to imminent dissolution of that body. Author acknowledges the need for a balancing of the need to enforce minimum standards of excellence with the need to avoid the adoption of standard that inhibit creativity and innovation in legal education.

The general theme for the 1994 Annual Meeting of the Association of American Law Schools is "The Legal Educator: who we are, what we do, and why we do it". The meeting will be held in Orlando, Florida from 5 to 9 January 1994. Inquiries should be made to the AALS in Washington DC - tel: (202) 296 8851 or Internet [algrbu@digex.com](mailto:algrbu@digex.com)

**FACILITIES**

[no material in this edition]

**FINANCIAL ASPECTS****Law deans make second degree HECS levy plea**

E Aubert

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

The Committee of Australian Law Deans argues that the federal budget decision to charge a double HECS levy for second undergraduate degrees would adversely impact on law students. It is not "abnormal" for law students to have undertaken other degrees, with disadvantaged students more likely to have gained entry to graduate law as a "second chance". The deans also claim that the proposed levy will exceed the EFTSU allocation returned to law faculties.

**GOVERNANCE**

[no material in this edition]

**HISTORY**

[no material in this edition]

**INDIVIDUAL SUBJECTS/AREAS OF LAW****Preparing English lawyers for Europe**17 *Eur L Rev* 3, June 1992 pp 232-243

F G Jacobs

The paper discusses the legal education of English lawyers in Community law, and