

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

including international law, dispute resolution and corporate law and is aiming to expand overseas enrolments.

JUDICIAL EDUCATION

Training judges

T Holland

143 *New L J* No 6605, 18 June 1993 p 95
The training process for a newly appointed assistant registrar takes 3½ days, and represents a major development on judicial training. The author likens this process to "a mad hatter's tea party, with no one understanding why the system was the system". It is argued that the present system of judicial training is incapable of producing a steady supply of good judges that are experienced in the requisite fields. The author recommends that the specialisation of the legal system should apply to all levels, and that it was time to consider specialist training for those on the bench.

LEGAL EDUCATION GENERALLY

Colleges in courts

P Kaye

Solic J 20 August 1993, p 805

The article raises the possibility of dissatisfied foreign students suing their UK universities for failing to deliver expected standards of teaching. Claims for breach of contract, tortious liability or for misrepresentation are discussed. Particular focus is on the jurisdictional implications of such an action and the potential for students to proceed in their own country.

Stirring the pot of legal education

M F Fitzgerald

10 *J Prof L Educ* 2, pp 151-184

The recent turmoil surrounding the education of lawyers in the United Kingdom makes the time ripe to look at the current system of legal education. This paper examines the criticisms of legal education, reviews the recent developments and makes a number of practical suggestions. It is hoped that this paper will provide a basis for future debates on legal education for the purpose of providing a better education for students of law and ultimately creating better lawyers.

The "pot" of legal education has been stirred and before it settles again there must be assurances that all the good ingredients

have been included and all the bad ones excluded.

Learning the law in Malaysia

J Hussain

31 *L Socy J* 7, August 1993, pp 38-41

Article is by an Australian legal practitioner temporarily teaching professional practice at the International Islamic University in Malaysia. After describing some aspects of the Malaysian legal system, in particular the Shari'ah court system, she outlines how the legal profession is structured and the court system. She then states the requirements for admission to practice, and describes the legal education system, both in Malaysia and elsewhere, where many Malaysian law students are trained. She discusses some current controversies in Malaysia about the legal system and the profession.

The law teacher, the law student and legal education in South Africa

C R M Dlamini

109 *Sth Afr L J* IV Nov 1992, pp 595-610

This article examines legal education in South Africa, and how it can satisfy the needs of students, the legal profession, and society.

In the past, South Africa's system of apartheid prevented legal education inculcating a strong sense of justice in a student. The positivistic theory of law dominated, and so a lawyer would concern him/herself with black letter law and not its implications in practice. Deliberately discriminatory laws disadvantaged black people in many ways.

The writer notes that there have been changes in South African attitudes, and now there is more emphasis on teaching the law in its social context. He reiterates that legal education should produce graduates committed to the pursuit of justice and truth, even though there are still many problems to be solved in the political system.

Legal education in Europe

H G Schermers

30 *Common Mkt L Rev* 1993 p 9

The integration of Europe and the demand for lawyers to respond to the increasing "internationalisation" of the law raises the question of whether a common program of legal education should be taught throughout Europe. The author proposes that such a development would ultimately offer at least five advantages; more uniformity in legal concepts, an improvement in the standard of teaching, and a reduction in the need for

exchange courses. A common year for all European law schools is proposed together with a suggestion for amicably introducing such a program.

LEGAL ETHICS

An introduction to lawyers' ethics

R H S Tur

10 *J Prof L Educ* 2, pp 217-233

"Lawyers' ethics matter; not simply to lawyers, but to everyone because erosion of lawyers' ethical standards rebounds upon the quality of the criminal and civil justice systems and ultimately upon the quality of life. Lawyers' ethics matter too, not only to practising lawyers but also, and importantly, to law teachers who must convey some sense of the process values of the law and of the ethical standards essential to good lawyering". In this paper the author explores some of the consequences for legal education of taking lawyers' ethics seriously. Drawing on a wide range of materials the author considers different perceptions and theories of lawyering and of law, and illustrates the challenges that lawyers' ethics present to the law teacher with examples drawn from the literature on lawyers' ethics and with some recent startling cases. The paper concludes with a plea for recognition of the ethical dimension of the study and practice of law and for the incorporation of lawyers' ethics into the law school curriculum because "a life in the law is an adventure in applied ethics".

LEGAL PROFESSION

[no material in this edition]

LIBRARIES & INFORMATION

[no material in this edition]

MANDATORY CLE

[no material in this edition]