

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

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