ADMINISTRATION

[no material in this issue]

ADMISSION TO PRACTICE

Trends in the Profession
M Johnston
Reporter Issue No. 1 (March 1993) pp 18 - 19
Discusses the major increase in law student numbers in Australia, and who is responsible for this trend to study law. Argues that the legal profession created the trend.

Discusses the diversification of law courses and the ultimate goal of the education process. Argues that law students are now more likely to seek employment outside the profession, but still expect to gain admission to the profession. Argues that this is a marketable commodity. Says "the real prize is Admission".

Discusses the New South Wales Law Society's proposed changes to requirements for admission to practice and lists the students' objections. First, they claim there are insufficient controls to ensure consistency of professional training during the proposed practical experience period. Second, this practical experience requirement makes admission to become a solicitor job contingent, and thus a restrictive practice. Third, the proposals fail to distinguish between admission and employment. States that "admission is merely a procedural step. It is the culmination of our training. Its denial will prevent law graduates moving any further. It has become the necessary springboard to employment ...".

Law students win delay in new admission rules
Australian Financial Review 30 March 1993
Reports on deferral of decision by the New South Wales Solicitors Admission Board of a decision on proposed changes to the system of admitting lawyers to practice. Central to the proposed change was the reintroduction of a compulsory practical experience component prior to admission to practice. The Board intends to collect further information and reconsider the matter in six months.

ASSESSMENT METHODS

[no material in this issue]

CAREER PATHS

[no material in this issue]

CLINICAL LEGAL EDUCATION

News from the University of Victoria, Faculty of Law
M A Waldron
50 *Advocate* 4 (July 1992) p 611

The author provides a brief description of the clinical legal education program at the Canadian University of Victoria Law Centre. Up to 14 students a term participate in the program and handle a variety of cases including criminal ones. They also partake in community education programs and provide advice on civil matters to prisoners in Victoria, thereby gaining practical experience and fulfilling the need for legal aid.

Notice of Appearance
S Rice
2 *Polemic* 3, (1991) p 139

The author presents arguments in favour of allowing law students the right to appear as advocates and take responsibility for suitable legal matters. He offers Kingsford Legal Centre, which is operated by the University of New South Wales as an example of where such a program can be installed.

CONTEXT, CRITICISM AND THEORY

Legal Criticism as Storytelling

S O'Byrne
28 *Ottawa L Rev* 3, p 487

The author discusses the use of storytelling by certain members of the Critical Legal Studies movement (CLS). She describes the stories told by three CLS scholars and offers the thesis that the methodology and attitudinal perspective present in their narrative voices promote a program to unmask, demystify, contextualise and reform the law, as well as to act as a foil to traditional legal scholarship. In this regard, the use of storytelling is effective. However, the author also questions CLS' use of

storytelling as a rhetorical device and subtextual strategy against counter-argument. To this extent, the author contends, CLS disregards the very standards and values of its critique.

A Moral Appraisal of Legal Education: A Plea for a Return to Forgotten Truths
M P Ambrosio
22 *Seton Hall L Rev* p 1177

The author argues that the primary focus of legal education should be justice and the relationship between justice and law. Law schools should place a proper emphasis upon the moral foundations of the law, the relationship between law and morals, and the teaching of the methods of moral analysis essential for moral discourse and moral appraisal. This ensures that a law school is an institution of higher learning and becomes a positive experience for the students in the formation of moral character. The necessity for a thorough grasp of universal objective moral standards is illustrated by the growth of international law, especially in the area of human rights. The author sets forth a synopsis of moral and legal theory, an understanding of which he feels is important for a sound legal education. He also examines how traditional first year courses should consider the relationship between law and justice and should study the perspectives of moral and legal philosophy, the history of the law and the legal profession and training in the methods of moral analysis. The article explores the impact that such an education would have upon the performance of lawyers and the operation of the legal system, and finally offers a proposal for reform to achieve such a legal education.

Voice, Perspective, Truth and Justice: Race and the Mountain in the Legal Academy
J McC Culp
38 *Loy L Rev* p 61

The author explains the difference between voice and perspective as regards one's race and gender. He argues that it is not possible to speak in a neutral voice, but that one always speaks with either a black or white voice and from either a black or white perspective. Furthermore, even if one attempts to speak neutrally, the listener will hear one's black or white voice and assess the speaker and their message accordingly. Finally, the author concludes that legal scholarship writers need to recognise that racial voice and perspective exist and will continue to exist and should incorporate this knowledge in their writings to overcome the impediments to equality and justice that remain, rather than to attain the impossible ideal of a neutral voice.

Scholarly Paradigms: A New Tradition based on Context and Color
A M Johnson Jr
16 *Vt L Rev* p 913

This article addresses the issue of whether neutral scholarly paradigms or traditions exist and, assuming their existence, whether minority scholars should embrace them. The author argues that scholars who reject the existence of voice and evaluate scholarship based on a norm of neutrality and uniformity, minimise and devalue the identity of the scholar whose work they are analysing. The author contends that the neutral evaluative academic paradigm is too narrowly circumscribed to evaluate the merit of works prepared by scholars of colour who implicitly or explicitly speak in the voice of colour. The author feels that there is an interpretive paradigm, based on the perspectives of the author and reader, that can and should be employed when the author is speaking in the voice of colour. Finally, the author argues that epistemological theory lends credence to the view that no neutral evaluative paradigm exists and that objective truth does not exist. Hence, there is no single, correct evaluative paradigm upon which to base a determination of scholarship.

CONTINUING EDUCATION

Continuing the Education of Lawyers in British Columbia
A Policy Issue Discussion Paper issued by the Post Call Curriculum Planning Committee of the Law Society of British Columbia, 1991
[see Practical Training]