

appreciation of the strengths and weaknesses in adjudication and mediation and develop the ability to gain a more thorough factual grasp of a case.

The author describes in detail how she incorporated the study of mediation into the course "Lawyering and the Public Interest" through various teaching methods, including simulation. As an example, the author also provides a hypothetical case "Smith v Jones" within the article itself. She examines how mediation can be limited to smaller learning units within a required law school course.

**Teaching Mediation: the need to overhaul legal education**

K D Kraemer & D Singer  
47 *Arbitration Journal* (Sep 1992) p 12

Law schools need to change their curricula, from being focused almost completely on training lawyers to litigate to teaching them to be problem solvers and the skills to mediate disputes. Lawyers must change their thinking from winning and losing to working toward resolution. This change of focus would resolve much of the congestion courts are enduring and free the courts to deal with the few cases that should be litigated. Not only textbooks in law schools must change, but so must the attitudes of professors and deans.

**Teaching Legal Research: Past and Present**

J M Janto and L D Harrison-Cox  
84 *Law Library Journal* 2, p 281

The article traces the history of legal research courses and argues that academic law librarians are the best suited to developing and teaching such courses because they have devoted their professional lives to mastering legal bibliography and refining research skills. The authors examine the legal research program which was designed, developed and is being taught by professional library staff at the University of Richmond Law School in the USA. This program has been in existence for five years and results show that the students are much better researchers with a greater respect for librarians and library staff.

**Cosmic Consciousness: Teaching on the Frontiers**

O C Dark  
38 *Loyola L. Rev* p 101

The author was asked to develop a course that was somehow related to torts, involved three or four speakers with national reputations, and could only be scheduled once a week for two hours. The article describes this course and the most favourable evaluations it received from participating students. The course consisted of four topics: 1) Mass Tort Suits and The Tort System; 2) Moods, Methods, and Roles in Tort Lawmaking; 3) Dignitary Torts; 4) The Future of Tort Law. The segments were conducted by

Sheila Birnbaum, Judge Robert Keeton, Professor Richard Delgado, and Dr Debra Hensler respectively.

Assessment of the course was based upon a paper written in stages, demanding the students' own thoughts and requiring three consultations with the author prior to completion.

**INHOUSE CLE**

[no material in this issue]

**INSTITUTIONS & ORGANISATIONS**

**Training Opportunities for All**

I Watson  
34 *Law Socy Gaz* (23 September 1992) p 31

The author describes the legal education and training provided by the (English) Institute of Legal Executives. The ILEX training provides legal qualifications to both non-graduates and graduates over a six year period in a manner similar to five year articles. It is a practical course involving study of legal procedures and substantive law, while also retaining coverage of essential Common Professional Examination subjects.

**JUDICIAL EDUCATION**

[no material in this issue]