

Discusses the following issues: the appropriate relationship between the Law Society and the law schools, whether articling should be abolished, whether the Law Society Admission Program should be delivered in a "sandwich" model, alternating periods of articling with study in professional training programs, whether there should be a quality assurance model for articling or a more laissez-faire supportive approach, what factors should influence the content of the Professional Legal Training Course, whether that course should be a "one-size-fits-all" model or be geared more to individual learning needs, whether the current market-based system for CLE should be changed to focus more on the actual educational needs of lawyers, how lawyers can be motivated to participate in CLE, and how the current range of post-call activities can be expanded to focus more on performance instead of knowledge.

## PURPOSE

[no material in this issue]

## RESEARCH

[no material in this issue]

## RESOURCES

[no material in this issue]

## SKILLS

### Solicitors and their Skills

A Sherr

The Law Society, *Research Study No. 6*, 1991

This report is a study of the viability of different research methods for collating and categorising the skills solicitors utilise in their professional work. Its purpose was to discover the feasibility of using observation, diary and interview techniques to identify and record the skills which solicitors use, and to design and test a method of classifying, identifying and recording skills which could be used in a more comprehensive study.

### Look Before You Leap: Knowledge and Learning in Legal Skills Education

J Macfarlane

19 *Journal of Law and Society* 3, Autumn 1992, p 293

In view of the increasing demand for legal skills education, the author argues that it is necessary to examine the various theoretical frameworks available for the development of such courses and to debate which of such theories is most appropriate and successful in aiding the design of a legal skills education course. These theories can help course planners to recognise the options for design and delivery which are available to them in the development of skills programmes. The author therefore considers some of the more significant models of analysing and understanding skills education, such as theories of knowledge, cognitive

development theory, moral development theory, adult learning theory and educational philosophy.

## STATISTICS

### Looking at some figures: increases in the number of law graduates

C Roper

2 *Crossexaminer* 1, Autumn 1993, pp 18 - 21

Article analyses the major increase in law student numbers, considering cause and effect.

## STUDENTS

### Older, wiser, more altruistic: today's law students seek personal, professional balance

K Myers

14 *Nat L J* (Aug 17 1992) p 1 col 1

Law students of the 1990s are more diverse demographically than those of the 1980s and they are more interested in doing social good through law than their income-minded predecessors. Students of the 1990s seem to be more interested in environmental issues and public interest law. Sceptics claim that this is more of an apparent than real difference and that these interests are not the result of individuals' interests but of cultural and economic influences.