

up to 2,000 applications to be received by the ICS. Limitation of the number of bona fide candidates has been through selection of those with first class and second class, first division honours degrees.

Lord Griffiths questions whether the filter should be at the first stage - entry to the BVC or at the second stage - obtaining a pupillage. He indicates that this issue will be taken up at the review of legal education. Presently the Advisory Committee on Legal Education is analysing the responses to a consultation paper designed to search out the contentious areas of legal education. The main areas for discussion at first legal education conference of the Legal Advisory Committee to be held in July 1994, will be the results of the consultation and funding of vocational courses.

Equal opportunities at the Inns of Court School of Law: Final Report
[See Students]

EVALUATION

Lord Chancellor's Advisory Committee review of legal education

SPTL Reporter, 8, Spring 1994, p 15

Article is a full copy of the submission by the Fellows of the British Academy. Focuses on the role of academic lawyers, and argues against a false distinction between academic and professional legal education. Argues against a professional formation of lawyers which is restricted to preparation for the perceived demands of routine legal practice. Legal

education, to be worthy of the name, must put law in its social, historical and cultural context. Reaffirms the Ormrod suggestion that all entrants to the legal profession should be graduates and should normally hold a law degree.

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

Commission on the financing of legal education

C C Monk

94 *AALS Nltr* 1, February 1994, 6

Reports on the work of the Joint Commission on Financing of Legal Education: Balancing Mission and Resources. This Commission is a joint venture of the AALS and the ABA Section of Legal Education and Admissions to the Bar. The ultimate goal is to produce a report that will help each law school address the school's finance issues in the context of its particular environment.

The report will include a history of legal education financing, a narrative of the role of legal education in society and the relationship of resource and finance issues to the quality of legal training. It will also examine forces that operate on the law school budget, and will examine the array of revenue sources available to legal education. An important feature of the report will be a section on means of enriching the academic program through cooperation among schools in the same region. A section will also address student finance issues.

Obtain a printout of all digested articles in your area of interest

If you would like a printout of all articles which have been digested, since the *Digest* was first published in July 1992, on your area of interest, just write or fax to the Centre and we will provide it to you. We can only provide printouts under the Subject Area headings listed in bold on the last page of this issue. The cost is \$Aus5 per A4 page, which includes postage.

GOVERNANCE

[no material in this edition]

HISTORY

[no material in this edition]

INDIVIDUAL SUBJECTS/AREAS OF LAW

Loyola-Chicago introduces Civitas ChildLaw Center

XXV *Syllabus* 1, Winter 1994, 14
Reports on the establishment of the Civitas ChildLaw Center at Loyola University Chicago School of Law. Its primary purpose is to educate and train law students as specialised litigators and advocates on behalf of abused and neglected children.

INHOUSE CLE

Designing and running continuing legal education programs in a private law firm

A Blunden

11 *J Prof L Educ* 1, pp 35-50 *
Why have in-house continuing legal education programs? This article

looks at the developments of the '80s, the changes of the '90s, recruitment, pre-admission training and external CLE for trends giving rise to the growth in in-house legal training.

What is in-house CLE? Everything lawyers need to develop their ability to practise law. Who is it for? How do you do it? What are the benefits? Audrey Blunden addresses these questions, drawing on her experience in practice, and in legal education from the university to the law firm.

INSTITUTIONS & ORGANISATIONS

[no material in this edition]

JUDICIAL EDUCATION

Continuing judicial education

18 *Comm L Bul* 3, July 1992, p 1037

Reports on a workshop convened by the Commonwealth of Learning in March 1992 in Vancouver to review the practice and potential of continuing judicial education in the Commonwealth. The workshop developed a common frame of reference, and identified five levels of judicial orientation - initial orientation, practical training, mentor scheme, observation and an introduction to associated systems, and follow-up programs. It then considered a number of common needs which could possibly be met within a Commonwealth context. Finally the article summarises the discussion of different forms of learning for judicial officers, relevant educational technology and the workshop's recommendations.

Policy development in continuing judicial education: an assessment of some approaches taken in NSW, USA, UK and Canada

L Armytage

11 *J Prof L Educ* 1, pp 51-77 *

"The picture of the judge as learner is complex. The considerations of age, prior professional training, not to mention attitudes brought to the bench, make the design of a comprehensive continuing judicial education program extremely complex": Catlin.

This paper explores the question how to provide continuing judicial education (CJE) through a policy-setting perspective. It defines and considers a number of underlying philosophical questions, and postulates a framework of educational theory with which to approach CJE. In the process, a number of critical issues on the nature, role, purpose and scope of judicial education are identified. How these issues are resolved has fundamental implications on the character of the education process and its outcomes.

The need for continuing judicial education

L Armytage

16 *UNSW L J*, 2, 1993, pp 537-584

Judicial education has the ability to undermine the independence of the judiciary. Consequently, the judiciary should decide how and what should constitute continuing judicial education (CJE). The reasons for participation in CJE were judicial competence, collegial interaction and professional perspectives. This was in contrast to many other professions which saw further education as a path to promotion or change in career path.

The Judicial Commission of NSW has conducted an educational needs analysis for the various categories of judicial officer. Magistrates perceived their needs to be, in descending order of importance, collegiate networking and experience sharing, skills development, especially court management and administration, the art of judging, substantive law and lastly procedural law. The judiciary of the Supreme, District and Local courts and members of the federal Administrative Appeals Tribunal ranked their CJE needs, in descending order of importance, as keeping abreast of current developments, maintaining current abilities, enhancement of professional competence and development of new knowledge and skills.

Continuing judicial education: the education programme of the Judicial Commission of New South Wales

L Armytage

3 *J Jud Admin*, 1993, pp 28-46

The Judicial Commission of NSW (JCNSW) is an independent body established by the Judicial Officers Act 1986 (NSW) with a charter, among other things, to supervise an appropriate scheme for continuing education and training of judicial officers. The JCNSW consists of the heads of the six state courts (Supreme, Industrial, Land & Environment, District, Compensation and Local Courts). The JCNSW has utilised educational research and theory in deciding that its educational services should use knowledge of adult learning theories.

The JCNSW has undertaken two needs analyses to assist it in the