

organisation of a continuing judicial education (CJE) scheme. The program of CJE that the JCNSW has devised is a matrix of "content" - substantive law, procedure, management and administration, judicial skills and ethics - and "pitch" - induction, orientation, updating, exchanging experience, specialisation and refresher - and so the CJE can accurately meet the educational needs of the particular class of judicial officer.

The JCNSW provides conferences and workshops and publishes the *Judicial Officers Bulletin* and bench books, and has developed an extensive orientation program for new magistrates.

#### **Towards a charter of continuing judicial education - the New South Wales experience**

L Armytage

9 *Comm L J*, 1993, pp 3-8

The policy of the Judicial Commission of NSW (JCNSW) is to place the control of continuing judicial education (CJE) in the hands of the judges and magistrates. The CJE program of the JCNSW began in 1988 with the introduction of a range of conferences and publications for judicial officers, including an induction program for newly appointed magistrates, and the monthly publication of the *Judicial Officers Bulletin*, and a number of bench books. Under the direction of the Local Court all magistrates have five days dispensation from sitting to accommodate a three day annual conference and two one day seminar workshops.

The JCNSW has recently completed a comprehensive analysis to determine directions for the future development of CJE. The analysis

combined judicial interviews, a judicial survey, a review of judicial management, observations of the judicial function and an analysis of the resources available to the judges for CJE.

The philosophy behind the JCNSW's CJE program is to enhance the quality of justice through the provision of educational services to judges and magistrates, specifically aimed at assisting judges in the performance of their duties. The principles used in the education of professional and adults are adopted by the JCNSW in its CJE programs.

### **LEGAL EDUCATION GENERALLY**

#### **Legal education and professional training in Canada**

C MacMillan

*SPTL Reporter*, 8, Spring 1994, p 8

Outlines the history of legal education in Canada. Law is a postgraduate degree. Admission is based on a good first degree and a good score in the Law School Admission Test. Discusses the syllabuses of law schools. The author goes on to describe the professional training elements of articles and bar admission courses.

The strengths of Canadian legal education are the requirement of a first degree, the high admission standards and the legal training which provides a reasonable level of practical skills. Its principal weakness is that the system is long and expensive.

#### **Legal education for social change**

M Gomez

Law & Society Trust, Colombo, Sri Lanka, 1993, 110pp

Questions relating to legal education and law reform have often been addressed separately in the Sri Lankan context. This monograph looks at the question of legal education against the wider backdrop of Sri Lanka's inherited legal system, legal culture and legal traditions. It argues that legal education should promote social transformation. It calls for the training of professionals who are committed to fundamental values of democracy and human rights. The author calls upon law schools and universities to be actively involved in public and social life. Questions related to language are also looked at. Sri Lanka is one of the few jurisdictions in the world where law is taught in three languages. This has affected in a very fundamental manner the content and methods of legal education.

Chapters deal with themes such as the emergence of the modern legal profession, democratisation, curriculum development, teaching methodologies, the language of the courts and of the law, bilingualism, and the role of the law school.

#### **The history of New Zealand legal education: a study in ambivalence**

P Spiller

4 *Legal Educ Rev*, 2, 1993, pp 223-254

Legal education in New Zealand (NZ) has mirrored legal education in England. NZ lawyers clung to the English notion that immersion in practice was the only path for those aspiring to be lawyers. Before the establishment of universities offering law as a discipline, entry to the NZ profession was on the assumption that the candidate was qualified elsewhere, particularly in the United

Kingdom. By 1888 the LLB degree had been established at the University of New Zealand. Despite the establishment of the LLB degree, it was still, up until the 1920s, the norm for solicitors to qualify on the basis of the solicitors' law professional exams.

In 1925 a Royal Commission was appointed to provide information on university education. The Royal Commission recommended the establishment of a properly staffed law school at the most suitable centre and the formation of a Council of Legal Education. By the 1950s more law students were attending university on a full-time basis and were shown to perform better than part-timers. The 1970s saw that most law teaching was done by permanent full-time teachers, and a greater number of optional courses were being offered. In 1987 a report from the NZ Law Society was concerned that there were too many prescribed courses in the current LLB degrees. The ambivalence that the author refers to is the reflective, critical and diverse nature of academic legal education pitted against the traditionally entrenched practical and professional face of legal training.

## LEGAL ETHICS

[no material in this edition]

## LEGAL PROFESSION

### Solicitors in the employed sector

R Woolfson, J Plotnikoff & D Wilson

[See Career Paths]

## LIBRARIES & INFORMATION

### Library holdings

*SPTL Reporter*, 8, Spring 1994, p 18

Reports on a review of the SPTL's minimum standards for law library holdings by the SPTL's Library Committee.

## MANDATORY CLE

[no material in this edition]

## OTHER DISCIPLINES & PROFESSIONS

[no material in this edition]

## PERSONALIA

[no material in this edition]

## PLANNING AND DEVELOPMENT

[no material in this edition]

## POSTGRADUATE PROGRAMS

[no material in this edition]

## PRACTICAL TRAINING

### Training lawyers in transactional skills

D A Sonenshein

8 *AILTO Ins* 1, Winter 1994, 1

Reports on a joint project between several US and Canadian law firms and AILTO, the ALI-ABA Committee on Continuing

Professional Education, the Practising Institute and California Continuing Education of the Bar. The project is working to develop comprehensive learning-by-doing training materials for transactional lawyers. The materials are based on a hypothetical acquisition of a corporate subsidiary through a stock purchase. The four modules use this fact pattern to cover the areas of due diligence, the acquisition agreement, structuring the deal, and letters of intent.

The modules are being pilot tested and are undergoing revision. Release of the initial modules is expected in late 1994 or early 1995.

### Sixth annual AILTO survey: MCLE credit for in-house activities

8 *AILTO Ins* 1, Winter 1994, 1

An update on MCLE in the USA, particularly in regard to credit for in-house activities. Includes a complete statement of requirements in all US states with MCLE and a list of contact persons in MCLE authorities.

### The Oxford Institute of Legal Practice

*SPTL Reporter*, 8, Spring 1994, p 19

The new institute is to teach the new Legal Practice Course and promote independent research in legal practice, procedure and ethics.

### Networking: law schools and practical training institutions

J Goldring

[See Curriculum]