

organisation; the "Attorney-General's Legal Practice."

Intellectual skills and law degrees: twelve theses

W Twining

paper presented at the 10th Commonwealth Law Conference, pp 203-208

To amateur legal educators the "skills debate" involves compiling longer and longer lists of desirable skills - a task "less intellectually demanding than selecting the World's Greatest Ever Cricket Team." However, valuable research is also being done from which can be distilled a broad consensus on the fundamentals about skills. The consensus encompasses 12 propositions which support the importance of skills in legal education.

Are skills really frills

N Gold

paper presented at the 10th Commonwealth Law Conference, pp 185-193

Skills-based training has been widely accepted throughout the Commonwealth but pockets of resistance remain. There is still an unwillingness to find a solution to the lingering complaint that lawyers are unskilful in practice.

Skills-based training recognises that while lawyers need a core of knowledge they must also have the ways and means for acquiring what they need to know to do their job. Further, law should not be isolated from its contexts of operation, such as business and family. Skills encourage disciplined habits of the mind and a means of self criticism, thus enabling learning to continue for life. Skills are complex, necessary element of legal education - not frills.

The Advocates' Society Institute's model of "strategic advocacy": A model of excellence in skills training

R Windeler

39 *CLE Journal and Register* 4, July 1993, pp 5-15

Skills training programs in the legal profession are popular but expensive to run. The Advocates' Society Institute

in Ontario, Canada, has for several years, successfully conducted an advocacy training program based on its "Strategic Advocacy" model. This is a hands-on, interactive program offering individualised instruction and critique in a small group environment. The curriculum involves 11 one-day workshops which stress either planning or performance skills. The program includes first client contact, negotiation, pre-trial planning, in-court presentation and planning for appeal. The model is different from other skills training models in that it combines many elements such as team learning, incremental learning, individual's needs and feedback.

STATISTICS

Law school enrollment decreases slightly

XXV *Syllabus* 2, Spring 1994 p 4

Reports on changing enrolment patterns in ABA-approved law schools. Overall enrolment decreased slightly in 1994, but the number of women entering law school was up. Women represent 42.8% of enrollments. Enrollments by people from minority groups also increased. A number of statistical table are provided.

STUDENTS

Two paths to the mountain top? The role of legal education in shaping the values of black corporate lawyers

D B Wilkins

45 *Stan L Rev* 6, July 1993, pp 1981-2026

The obligation thesis states that black corporate lawyers need to recognise that they have a moral obligation to the black community which must be balanced against other professional duties and personal commitments. This thesis is a coherent and morally attractive mechanism for blacks to mediate the tension between serving the needs of corporate clients and advancing the interests of the black community. The current discourse in legal education undermines the legitimacy of this race-conscious duty and fails to provide students with the

tools to carry it out. Legal education stresses generality over context, procedural formality over normative argument, and a partisan over a purposive conception of the lawyers role, thus encouraging black law students to view the obligation thesis as incoherent and unprofessional.

TEACHERS

Reflections on professional academic freedom: second thoughts on the third "essential freedom"

M A Olivas

45 *Stan L Rev* 6, July 1993, pp 1835-1858

The article attempts to shed some light on academic freedom with special attention to the emergence of conflicts that pit the rights of teachers against the rights of students. Traditionally academic freedom has protected scholarly enterprise from outside interference yet it has allowed only limited protection to professor's classroom activities that run contrary to the institutional interest. Recent decisions suggest that teaching styles and methodologies may be open to greater scrutiny by students taking action against professors resulting in the termination of the professor's appointment. The expression of controversial and unpopular ideals must be protected when a professor is teaching within his/her field.

Interference by the professor's personal views, unrelated to the subject matter being taught, are not protected by the notion of academic freedom. It would appear that any comprehensive theory of professorial authority to determine "how it shall be taught" must incorporate a feedback mechanism for students to take issue, voice complaints, and point out remarks or attitudes of the professor that may be insensitive or disparaging.