

applying to attorneys in 39 states of the USA. Attorneys surveyed in Texas said the topic of the CLE seminar was the main attraction followed by its length and the travel time required. Some large law firms have entered the CLE market, charging outside lawyers a fee to attend their seminars. Bar associations are another factor in the CLE market and have an advantage due to their nonprofit status and ability to get noted speakers for free.

#### Review finds MCLE basically sound

*L Socy J*, December 1993, p 57

In August, 1993, the Legal Education Committee of the Law Society of NSW completed a comprehensive review of the Mandatory Continuing Legal Education Scheme (MCLE). The committee prepared an issues paper focusing on nine key issues and proposing 14 recommendations. The Committee found that the MCLE Scheme and its administration was sound and no significant amendments were necessary. However, it did recommend that the Guidelines be enhanced to clarify that MCLE is only one of several obligations which a practitioner seeking to renew his/her certificate must fulfil, and to emphasise that the MCLE scheme is only a minimum requirement, and that the Society encourages its members to undertake more than the 10 hours MCLE a year.

## CURRICULUM

#### Statement of the Association of American Law Schools on the MacCrate Report

*AALS Newsletter*, No 93-4, November 1993, p 8

Welcomes the report believing it is an important contribution to the continuing dialogue about the focus of legal education. Advances the understanding of the historical context in which this dialogue has proceeded. Law schools have been involved in experimenting how to synthesise the teaching of theory and practice.

Believes the ongoing dialogue about preparing individuals for lawyering must be predicated on a broad conception of the lawyer's role, now and in the future. The education of lawyers must be more than the acquisition of knowledge and skills - it must include the cultivation of creative thinking and imagination, an appreciation

of the commonality of the human condition, and development of a sense of judgement and responsibility.

Also says that the AALS will actively participate in the establishment of the proposed American Institute for the Practice of Law.

#### Reshaping first year legal doctrine: the experience in the law schools

R Chester

*20 Fla St U L R*, p 599

In a previous article, which the author wrote together with Scott Alumbaugh, they recommended that first year curriculum be organised according to any unifying principles the subjects revealed. For example, Torts, Contracts and Property could all be taught together as "Civil Obligation"; or Criminal and Civil Procedure could be taught as the one subject "Procedure". In this article the author goes on to develop these ideas for upper level subjects where the courses would be designed around doctrinal problems actually faced by lawyers. He discusses the example of New England Law School's "Practicing Business Law", and the track system used at George Mason University Law School. He further examines reforms instituted by Yale, CUNY-Queens, Harvard, and Georgetown all with varying degrees of success. He concludes with the process and the political steps necessary for law schools to effect such major changes in their curriculum.

## ENROLMENT POLICIES

#### Study finds MBE valid, reliable

S P Klein

[see Assessment Methods]

## EVALUATION

#### Law Society visitations

*7 SPTL Reporter*, Winter 1993, p 1

English law schools, already devoting energy to the Research Assessment Exercise, the Academic Audit and the Teaching Quality Assessment now find that the Law Society intends to embark on a series of visitations. They will cover staffing, staff development and resources generally. The article expresses alarm that the standards will be set too low, and not in consultation with academic lawyers.

#### Research assessment exercise

*7 SPTL Reporter*, Winter 1993, p 2

Reports on meeting which clarified a number of aspects of this exercise, including the grading of law schools, and differences between scholarship and authorship.

#### Teaching quality assessment exercise

M J Allen

*7 SPTL Reporter*, Winter 1993, p 25

Article is critical of the English HEFCE Teaching Quality Assessment Exercise. Sees defects as being that there is no clear conception of what amounts to high quality educational provision, that the process prevents comparability between assessors, that there is no weighting as between the various things looked at on a visit to a law school, and that the visit is but a snapshot and therefore not necessarily accurate. The author regards the assessment process as arbitrary lacking legitimacy.

## FACILITIES

[no material in this edition]

## FINANCIAL ASPECTS

#### Academics are hopeful on Clinton

K Myers

*15 Nat L J*, January 11 1993, p 32

The law school community is feeling optimistic about a Clinton presidency, hoping it will result in increased financial aid for law students and strategies to draw more law students to public interest law. Insiders are hoping that Clinton's proposed national service program to repay student loans will be extended to the law school community as well.

Law students today are believed to be more idealistic, which bodes well for public interest work.

## GOVERNANCE

#### Timing questioned as bar group calls for accreditation change

K Myers

*15 Nat L J*, March 8 1993, p 4

The Illinois State Bar Association has called for amendments to ABA standards for law school accreditation which would require schools to offer students more training in clinical skills. This suggestion

and the ABA's MacCrate Report on legal education, issued in August 1992, have caused some legal educators to allege ABA meddling in their field. Legal educators have long disagreed on the law school's function, some viewing it as a graduate school teaching students to think like lawyers and some wanting more vocational training.

## HISTORY

### The Annual Survey of American Law at fifty

J J Marke

*1992 Annual Survey of American Law*, April 1993, p 1

The fiftieth issue of New York University School of Law's annual Survey of American Law is celebrated. The history of the Survey is described, including the contribution of the Survey's creator, Arthur T. Vanderbilt. The contemporary importance of the Survey is also discussed, including remarks from both student and professional commentators.

## INDIVIDUAL SUBJECTS/AREAS OF LAW

### The teaching of legal classics

C C Day

68 *Ind L R*, p 263

The author discusses the course "Legal Classics" which is offered at Syracuse University College of Law. The course studies the great works of Western legal thought and includes work by Edmond Burke, William Blackstone, Aristotle, Marx, Hegel, Unger. The objective of the course was to give law students experience with great thinkers who considered issues such as order, justice, the effect of legislation, who is the final judge, succession of governments, rights, economic development. Its purpose was to study the moral and theoretical underpinnings of the Western system of laws, to consider choices not made and to enjoy the beauty of language and thought. The course was designed to refine analytical thought and writing techniques of the students. It was a course that was taught by a team, so that the students were exposed to different teaching styles, outlooks and approaches.

### Correspondence: the stuff of Constitutional Law

N E Devins

77 *Iowa L Rev*, 1992, p 1795

The author contends that the course Constitutional Law focuses too much on the reading of cases, and not enough on the historical materials that highlight the framer's intentions. Recognition should also be given in the course to the fact that constitutional decisionmaking is not the sole result of the United States Supreme Court, but that other government branches interpret the Constitution and influence the judiciary. The author concludes that the course and the supporting casebooks should include substantial excerpts from constitutional politics, empirical studies, policy analyses and editorial commentary, in order to place Constitutional Law into context.

### Teaching mediation: the need to overhaul legal education

K D Kraemer

47 *Arb J*, Sept 1992

The author maintains that to solve the problem of inefficiency and expense of the civil courts, mediation needs to be seen as an integral step in resolving disputes. This would require a considerable change in the way lawyers assess cases and advise clients. To achieve this, mediation must play a greater role in legal education. In first year, mediation should be integrated into the traditional courses so that students can learn to be problem solvers, not just follow the present casebook paradigm. After the first year, the curriculum should provide skills building courses in negotiation and mediation. If the American Bar Association were to include mediation and ADR on the bar examination, law schools would quickly change their curriculum and the resulting demand on textbooks would also force publishing companies to re-write textbooks with greater emphasis on mediation.

## INHOUSE CLE

[no material in this edition]

## INSTITUTIONS & ORGANISATIONS

### New Commonwealth Law Schools

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, pp 13-18

Descriptions of new law programs in Australia: the University of Newcastle, the University of South Australia, Deakin University (including a listing of its guiding principles), and Griffith University (highlights of its first year).

### New names for old

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, p 18

With the ending of the binary system in the UK, most polytechnics have changed their names. Article lists those which have law schools, showing their new names.

### New centres and programmes

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, pp 19 - 21

Brief description of the new Centre for Business Law at the University of Auckland, New Zealand; the new Bachelor of Laws and Bachelor of Legal Studies at LaTrobe University, Australia; the new National Institute for Law, Ethics & Public Affairs at Griffith University, Australia; and the new Centre for Refugee Studies at York University, Ontario.

### University of the South Pacific

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, Appendix II

Reports the recommendations of the Law Curriculum Workshop convened by the University of the South Pacific in March 1992. Includes the objectives of the new LL B program and an outline of the curriculum.

### An Academic Year in Cambridge

R S Summers

19 *Cornell L F*, p 8

The author was awarded the Arthur L. Goodhart Visiting Professor of Legal Science at Cambridge University, which chair lasts for one year. In his article he briefly describes Cambridge University and mentions some of its more famous graduates. He also describes the manner in which legal study and research is carried out at Cambridge; and then concludes with an extract from the Goodhart Lecture he delivered on the formal character of the law.