

different assessment methods in the PCLL.

The strengths and weaknesses of various assessment methods are considered, including open and closed book examinations, take home work, papers and dissertations, oral assessments, students profiles and group assessment. Four main lessons about assessment methods are then derived from the Hong Kong experience.

Performance test research conducted

F D Morrissey & J P Smith
XXV *Syllabus* 3, Summer 1994, p 4

This article outlines a recent report entitled "Results of Research on the NCBE Performance Test" submitted to the National Conference of Bar Examiners. The report examines performance testing, and in particular experimental performance tests in three states conducted in July 1993. Each performance test was designed to test three lawyering skills: legal analysis, fact analysis and problem solving. A panel of content experts reviewed the items and evaluated how successful they were in testing what they were designed to test.

The report has three major chapters: one reports the technical findings of the research; one on the content validity of the study; and one on the perceptions of candidates who participated in the research.

The results of the research are mixed. The article describes these in some detail.

Work will continue to attempt to gauge the extent to which states are interested in having performance

test items included in their bar examinations.

CAREER PATHS

[no material in this edition]

CLINICAL LEGAL EDUCATION

[no material in this edition]

CONTEXT, CRITICISM AND THEORY

[no material in this edition]

CONTINUING EDUCATION

[no material in this edition]

CURRICULUM

[no material in this edition]

DISTANCE EDUCATION

[no material in this edition]

ENROLMENT POLICIES

[no material in this edition]

EVALUATION

[no material in this edition]

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

[no material in this edition]

GOVERNANCE

Council creates commission to study accreditation

R A Stein

XXV *Syllabus* 3, Summer 1994, p 1

Reports on the establishment of a Commission to Review the Substance and Process of the American Bar Association's Accreditation of American Law Schools. To be chaired by Justice Rosalie E Wahl, the Commission's charge is to:

- examine the validity and the justification for law school accreditation;
- examine the relationship of the accrediting body with the House of Delegates and to the states' ultimate accrediting responsibilities;
- examine the Standards for Approval of Law Schools;
- evaluate the process of accreditation;
- prepare a policy perspective on the effect of the recently adopted Department of Education regulations related to accreditation agencies.

The Commission will report in August 1995.

The article then outlines several recent developments which made the establishment of the Commission desirable at this time.

Commission to review accreditation

R E Wahl

XXV *Syllabus* 4, Fall 1994, p 3

An open letter from the chairperson of the newly created Commission to Review the Substance and Process of the American Bar

Association's Accreditation of American Law Schools. The report should be finished by August 1995. The letter seeks comments and views on the issues, focus and general directions the Commission should take. Also comment by the Chair of the Section.

HISTORY

[no material in this edition]

INDIVIDUAL SUBJECTS/AREAS OF LAW

New needs for education and training on European Law

J Pertek

18 *Eur L Rev* 5, October, pp 388-406

The Court of Justice that oversees the European Community has stated that the Community as a whole is ruled by law and a body of law known as Community Law has developed. The new European dimension needs to be introduced in the training of lawyers and public administrators.

Despite its importance in reality, Community Law has assumed an unimportant place in law faculties. When it is offered, it is as an optional subject which focuses on institutional law and sources of law, rather than the actual substantive law. Community law should become a compulsory element in the curriculum of law faculties. Only a few centres within Europe have reputations as Community Law educators.

To remedy the problem several initiatives to promote Community and European Law have been made. The Community's ERASMUS program seeks to develop co-operation between

universities of the members countries of the Community through student and teacher exchanges. The Jean Monnet Project covers 335 establishments and had provided support in various ways for the development of training on European integration. At the time this article was being written, 58 postgraduate programs in Community Law were on offer. Recently, the Academy of European law at the European University in Florence was established.

A large scale Community initiative should be taken to promote knowledge of European Law and ensure uniform application and administration of European Law throughout the member nations. Ad-hoc training courses for advocates specialising by European Law, establishment of a summer university for European public servants and the development of comparative studies are suggested ways to increase the awareness of Community Law by European lawyers and public servants.

Basic competence in European Community Law for all lawyers

J Lonbay

18 *Eur L Rev* 5, October 1993, pp 408-416

Research sponsored by the Law Society of England and Wales and by the Institute of European Law at the University of Birmingham has found that smaller sized law firms practising in fields of law with a high level of Community Law content are not recognising the Community Law implications. In fact much British secondary legislation is now amenable to powerful judicial intervention and Acts of Parliament are not completely immune from judicial scrutiny on the grounds of non-conformity with Community Law.

The report prepared (The Training Needs of Solicitors: New Opportunities in the Single Market and in Central and Eastern Europe) recommends that solicitors master the basics of Community Law. The report found that only 15% of respondents to a survey had studied European Community Law in their vocational and academic training. By contrast, over a third of the College of Law students surveyed had studied Community Law as a separate subject on an optional basis.

Looking to the future, the new Legal Practical Course recognises that students must be aware of the need to consider the potential impact of European Community Law. The Law Society's Review of the Academic Stage of Legal Education includes "Principles of European Law" amongst the potential mandatory subjects for a future qualifying law degree. The report indicated that an overview of organisation, structure and professional practice rules of the civil law systems would be very helpful to solicitors.

The Law Society of England and Wales has largely followed the recommendations of the report. European Community Law is now a priority area in CLE programs. The Law Society, along with the Council of Legal Education, have stated in a joint announcement that the Foundations of European Community Law is to be one of seven foundation subjects.

Introducing modern company law - the life of a company

A Hicks

[see Teaching Methods & Media]