disputes are resolved in the courts, which myth is created by the focus in law schools on litigation. However, at present there has not been sufficient research into and analysis of ADR. Its theoretical analysis does not appear to have been of concern to mainstream legal philosophers.

Teaching ADR causes students to confront perspectives unlike those met in black letter law subjects. The aim of the course in question was to compare the alternatives to litigation which are available to the commercial community. The course was taught in 13 two-hour seminars, in which students were asked to compare the strengths and weaknesses of the various dispute resolution methods.

An objective of the course was to provide students with an appreciation of the practical skills involved with the application of various ADR processes, particularly negotiation, arbitration and mediation. Unfortunately, due to the large class size and limited time, it was not possible to provide simulation exercises. Such skills may be developed in other professional courses, tailored to specific ends.

A wide variety of seminar leaders was chosen, with seven of the 13 sessions being lead by external speakers. Readings were prescribed for each seminar. Speakers were not constrained as to approach or methodology but were asked to address at least one of the perspectives in the readings. Students were asked to concentrate on the question of mediator neutrality and to consider whether such neutrality was a myth.

Assessment was broken down into two components: a practical exercise worth 30% of the grade, and a research paper making up the remaining 70%. The practical component involved the screening of a video which depicts the interaction of two lawyers in a case with the students acting as the mediator. There are eight scenarios. The students must write about the crucial issues and present practical solutions for two or more of the scenarios.

Whilst students were pleased overall with the course and enjoyed it, their principal problems were that the class size was too big, there were not enough teaching hours and the assessment regime was too inflexible, especially with respect to deadlines for submitting work. The challenges for the future are to offer a course that links theory and practice in an accessible manner.

Making company law more practical and more theoretical - curriculum design
B Dyer
5 *Aust J Corp L* 2, 1995, pp 281-294

More practical and more theoretical is a phrase that sums up the calls which are now being made concerning the direction of legal education. The subject of company law is primarily concerned with introducing students to the Corporations Law and companies in general. The author intends, rather than to provide a new general outline for the course, to question how some of the key topics in company law might be dealt with.

The challenges and problems associated with teaching company law include the growth in the size and complexity of the legislation, the volume of other materials, such as cases, administrative policies, law reform proposals, texts and articles, and the fact that many students, lacking a background in commerce or business, have difficulty in identifying with the subject matter.

The content of company law could be made more practical by exposing students to the practical contexts in which the law operates through the use of problem-based learning, where students are presented with the problems that would commonly be encountered by company law practitioners. The problem-based or result-oriented emphasis in the design of the company law curriculum contrasts with the academic or conceptual/ analytical approach intended to provide a conceptual framework which can be used to organise the subject as a whole. The author includes sample problem situations for a problem-based curriculum. An academic approach to company law will only instil an understanding at the conceptual level. However, when the principles of the law have been eroded by statutory provisions, the conceptual learning is called into question. A problem-based approach, on the other hand, is limited and specific. Many of the problem-based questions cut across several of the discrete topic areas. This may leave students without a clear structure for organising the course, for which purpose a brief overview of the course may assist.

Making the course more theoretical is more difficult, due to

the range of conflicting theoretical perspectives now available. Theoretical issues may be raised in relation to each topic or, alternatively, a few topics may be chosen specifically to explore the theoretical perspectives. The author recommends the latter approach as it ensures that the theory aspect is not trivialised or covered superficially. Several sample theory questions are included in the article.

If the course is to become more practical and theoretical, some aspect of the course must be removed to make room. One possibility is to reduce the amount of doctrinal analysis of judicial decisions. As case law has steadily made way for statutory provisions, there is less need for a doctrinal approach. With respect to the blend of the practical and theoretical perspectives, the author favours a limited use of interdisciplinary material in which the object is not to produce a combination of sociologist, philosopher, political scientist etc, but rather to produce graduates who are able to work with the detail and complexity of legal materials in a way that is informed by the contribution of other disciplines.

The role of legal education in the emerging legal speciality of paediatric law
D C Geraghty
26 *Loyola Univ Chic L J* 2, 1995, pp 131-135

Only recently has the legal profession recognised that the law and its institutions have a vital role to play in ensuring the safety of children. Law schools have an obligation to expose future lawyers to the legal issues faced by children. Previously, children and the law only coincided in subjects like family law and succession. Other courses may have considered child delinquency and the surrounding issues. In 1978, Mnookin published a casebook examining the broader issues of children and the law which also covered child abuse and neglect. Clinical programs also began to bring law students into contact with legal issues relating to children.

In 1993, Loyola University Chicago established the CIVITAS Child Law Centre. The goal of the Centre is to identify, financially assist and train students who are committed to working on behalf of the rights of children. The CIVITAS program has four components: a formal curriculum, internship obligations, symposia and clinical experience.

Acting as an advocate for a child requires more than a knowledge of the legal issues and court processes relating to children. A paediatric law specialist may have to be familiar with other non-legal disciplines, such as psychology, social work, medicine, criminology, ethics, organisational development and economics. A challenge in paediatric law education is to determine how and what interdisciplinary areas should be included in the law school curriculum. CIVITAS encourages seminars by non-law faculty staff and spurs students to take courses with other departments in the university.

A law school program cannot produce experienced practitioners. However, it should strive to achieve a number of objectives: (1) to provide students with the theoretical and practical skills necessary to represent the interests of child clients; (2) to develop an on-going awareness of their professional responsibility as lawyers for children; (3) to provide opportunities to explore the range of policy issues that affect children and families and acquaint them with strategies to promote the development of child-centred social policies; (4) to teach students to work collaboratively with others, especially with professionals from other disciplines; and (5) to impress on students an ongoing obligation to provide leadership on issues affecting the welfare of children.

LEGAL EDUCATION GENERALLY

REVIEW ARTICLE

First report on legal education and training
The Lord Chancellor's Advisory Committee on Legal Education and Conduct
April, 1996

The long awaited first report of the Lord Chancellor's Advisory Committee has appeared only within the past few weeks. This is the first of a series of reports to be issued by the Committee. Their inquiry constitutes the first large-scale review of legal education and training to emerge from England and Wales since the immensely influential Ormrod Report of 1971.

This first report has been published five years to the month since the Advisory Committee was established, although it did not start work on its survey of legal education until late 1992. Over