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The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 150 journals are kept under review.

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Cross-referenced subject headings are on p 11. If a heading is not found in the text, no article on that topic is digested in this edition.

IN THIS ISSUE

Clinical legal education seems to emerge as the major theme of this edition of the *Legal Education Digest*. This is partly because the *Journal of Professional Legal Education* devoted a whole issue to this form of legal education. A number of the articles are mainly descriptive, with some explanation of way particular programs of clinical education have been adopted. Nichols describes the use of affective learning when acting for indigent clients at Widener, and Bezdek and Campbell describe longstanding clinical programs at Maryland and Monash universities respectively. Just a few of the other articles are Reekie's which looks at the processes involved in teaching in a clinical environment, Zariski examines where the support for clinical legal education comes from, and Dinerstein's critical review of two recently published textbooks.

One other interesting article is Rogers' on the critical role which assessment plays in influencing students' approaches to learning, and how "deep learning" can be encouraged (see Assessment Methods). All too often, the student's enquiry "is this examinable?" ruins what might have been an otherwise good day for the law teacher.

The debate in England, principally between academics and practising lawyers, over the review of the academic stage of legal education is reported under Evaluation.

It is a rare practice for editors of legal journals to require the authors of articles to write and supply an abstract. This is a great pity, because the process would focus the minds of some authors on the fact that their article is "all over the place". Writing short abstracts of articles requires us to do this: and in some cases it is no easy task. A few articles which have passed over our desk seem closer to a "stream of consciousness" novel than a learned article. Others make quite a few points, but the connection between them is lost on us. Others of course are brilliant, and worthy of a wide audience. We think the requirement of an abstract would be one way to encourage writers to evaluate their own work.

