

# Legal Education Digest

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The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

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## IN THIS ISSUE

The two review articles in this issue deal with significant reports on legal education provision in the United Kingdom. First, there is an account of the first report, five years in the making, of the Lord Chancellor's Advisory Committee on Legal Education and Training, dealing with all stages up to the point of initial qualification as a practitioner. Readers should note that the review is very timely as this publication only appeared within the last couple of weeks. There can be little doubt that this report, to be followed next year by a further one on continuing professional education, will command much attention from legal educators throughout the common law world.

The second review is a critique of an interesting research project conducted by Slorach into the benefits in practice afforded to new solicitors by the English Legal Practice Course.

Two of the articles digested deal with the American Bar Association's law school accreditation process. Whereas the thrust of Ramsay's piece is its history, organisation and accomplishments, Bennett, on the other hand, criticises the ABA focus on institutional aspirations to the neglect of the prescription and measurement of minimal standards of instructional competence in the interest of consumer protection.

Against the background of the proliferation of new law schools, Garkawe examines the American style of bar exam model and considers the desirability of the introduction of a bar exam in Australia. Gasteen considers whether the introduction of competency standards in legal education and training may improve quality, while holding the solution for law students to be given the opportunity of obtaining entry level skills.

Nard makes out a very compelling case for a renewed emphasis upon empirical legal scholarship. He argues that the legal profession feels that it has been abandoned due to a lack of empirical study or scholarship based on the collection of statistical data designed to assist in decision-making and policy formulation. He contends that the empirical method should also be taught at law school.

There is also a raft of five highly pertinent articles, taken from the one issue of *Legal Education Digest*, about a symposium on the use of simulation as a teaching technique at law school. It includes descriptions of the development of materials, how the simulation exercises were designed and the lessons learned from the evaluations of the programs.

Finally, there is a small series of four articles addressing the particular difficulties in teaching differing areas of the law, namely law in management education (Bowal), commercial ADR (Calver), company law (Dyer) and paediatric law (Geraghty).

Dr John Nelson, Editor

