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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.

IN THIS ISSUE

As usual, this particular issue contains a good range of subject matter in the 15 articles which have been digested. These reflect a healthy variety of topics that have been stretching the minds of those engaged in research and thinking about the many facets of legal education as a field of study.

Under Assessment we have two articles. KISSAM critiques the dominant ideology of legal education reflected in the case method/ final examination system as a misrepresentation of the nature of legal practice. Weinstein contends that more varied evaluation formats, such as graded simulations, are essential to draw out students' multiple intelligences.

Under Clinical Legal Education Barker describes the introduction of the clinical teaching method in one law school's curriculum through the establishment of a community law and legal research centre. Bryant shows how issues of diversity can be integrated into the goals of the law clinic in order to foster cross-cultural lawyering.

Two articles under Skills address the teaching of problem solving skills through community building. Seielstad proposes a teaching model in a clinical program which combines individual client representation with group representation and community lawyering. Taking a similar tack, Kruse explores the challenges of translating traditional problem-solving techniques employed in acting for individual clients into the larger context of problem-solving for a client community by re-examining each step in the conventional problem-solving process. Quanjel-Schreurs & others describe a multimedia course in advocacy skills developed in a Dutch university. Finally under Skills Manahan outlines a unified approach to skills teaching that focuses on the social perspective, in addition to textual and individual perspectives, in order to encourage law students to become immersed in the culture of the legal profession.

Under Teaching Methods Grosberg sets out how the concept of the standardised patient so successfully utilised in medical education can be transformed into the standardised client in legal education with similar enhanced learning outcomes. The lack of clarity and readability of law textbooks is the subject of an article by Kerper, who suggests ways in which texts can be significantly improved by the use of well-known principles concerning the visual display of textual information.

The remaining articles are a mixed lot. Engler provides under Evaluation a critical review of the impact of the MacCrate Report, especially on clinical teaching, ten years down the track. Under the heading Individual Subjects/ Areas of Law Waxman maintains that in the 21st century Comparative Law must be restructured to break loose from its current common law/ civil law myopia into an introduction to the broad diversity of legal systems throughout the world. Gulati & others discuss a research project to examine the impact of the third year of law school on students and whether it should be retained. Finally, the heading Students contains an article by Vernon canvassing the problem of poor retention rates among first-year students as a reflection of a lack of engagement between students and the teaching and learning structures at law school.

Dr John Nelson, Editor

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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.



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