

education. But there was also present in the debate a deeper dimension in the way delegates were thinking about their roles as educators in the wider community, a dimension which plainly owed much to the recent interest in the historical and philosophical roots of education sparked by Alan Bloom's landmark work *The Closing of the American Mind*.

The temptation to take a closer look at Bloom's unorthodox characterisation of the historical and philosophical status of higher education, and to assess its influence on developing philosophies in clinical education, is irresistible.

Educating tomorrow's lawyers: the case for clinical legal training and an examination of various models

M Tzannes

9 *J Prof L Educ* 2, pp 179 - 194

This article summarises a report of a study commissioned into the clinical legal education experience in Australia and internationally, and to draw from that experience a depiction of the available knowledge base associated with clinical legal education and training. The article outlines the aims of the study and its methodology, discusses the "people factor", the outcomes of clinical programs, and factors to consider in search of an appropriate model. It discusses in more detail the placements model, practicums, and the issue of supervision and assessment.

The CUNY law program: integration of doctrine, practice and theory in the preparation of lawyers

B L Bezdek

[see Institutions & Organisations]

Field placement (externship) - a valuable application of clinical education?

G Coss

4 *Legal Educ Rev* 1, pp 29-62

The author argues that his article is a plea to practicalities. In times of recession, the resources may simply not be available to establish and effectively maintain a fully-functional clinic. Live-client clinics demand money, and dedicated and gifted individuals. In

most cases they benefit only a small percentage of the overall student population. In contrast, externships can be much less demanding on all levels. The summer clerkship schemes can be a framework to establish a field placements scheme. There are substantial obstacles, but they are not insurmountable. He suggests steps which can be taken to assist the educational veracity of an externship program. He discusses other issues, such as the cost, and describes some examples of programs in the United States, Canada and Britain.

Bringing clinical learning into a conventional classroom

K Mack

4 *Legal Educ Rev* 1, pp 89-112

The article attempts to overcome the polarisation between conventional law teachers and clinicians by exploring clinical legal education in a broader sense, emphasising ways in which clinical methods and insights can be integrated into existing university legal education. It describes benefits to be derived from such integration.

She argues the integration can improve student learning of conventional legal doctrine and analysis by putting the limited material used (appellate cases and statutes) into their dynamic context and by making students more active participants in their own learning. It also broadens legal education by including lawyering activities and the legal process outside of appellate decisions and statutes. Students gain additional insight into the professional and ethical obligations of lawyers, and learn to self-evaluate and to learn from their own experience.

Newcastle takes the clinical view of a legal education

Campus Magazine, April 22-28 1993, p 11

An interview with Neil Rees, the foundation dean of the new faculty of law at the University of Newcastle, Australia. Describes the new Newcastle program which will integrate the theory and clinical sides of legal education.

Classrooms, clinics and client counselling

R T Shepard

18 *Ohio N U L Rev* 4, pp 751-757

The author recalls the conditions and conclusions that led Americans to believe that classroom instruction on substantive law was a superior way to training lawyers. He then makes two observations about the current state of affairs. He suggests the recent trend towards pragmatic clinic experience has been a healthy development in legal education, and submits that currently there is a decent balance between real-world experience and classroom instruction in US law courses, though the latter should be the centreplace of US legal education.

Teaching appellate advocacy in an appellate clinical law program

J T Sullivan

22 *Seton Hall L Rev*, pp 1277-1307

This article focuses on the potential for teaching appellate litigation theory and skills through an appellate clinical program. He particularly notes that some areas within the clinical law framework have an "urban orientation", such as eligibility to housing, family law problems, and federal income taxation. He describes the appellate clinic at the Southern Methodist University School of Law.

Clinical texts and contexts

R D Dinerstein

39 *UCLA L Rev* 3, pp 697-730

A critical review of two recently published textbooks on clinical legal education: *Lawyers as Counsellors: a Client-Centred Approach* by Binder, Bergman and Price; and *Interviewing, Counselling and Negotiating: Skills for Effective Representation* by Bastress and Harbaugh.

A Harvard clinic gives students the chance to change the system as they advocate for the mentally ill

M Mulvihill

Student Lawyer, February 1992, pp 38-39

This article describes a clinic at Harvard Law School where students work as advocates for mentally ill patients as part of their coursework.

The goals of the clinic are to introduce students to new issues, provide interaction for the students with others, eg. medical establishment, and to provide assistance to people who otherwise would not be represented.

A blueprint for a centre for social justice

B K Freamon

22 *Seton Hall L R* pp 1225-1249

The author argues that clinical education is an important part of American legal education, and it should be structured and involve moral and jurisprudential concerns. The author designs a blueprint for a state of the art model of clinical education.

The clinical experience: a case analysis

R A Solomon

22 *Seton Hall L R* pp 1250-1275

The article describes Yale Law School's Homelessness Clinic and examines its educational theory and decision-making.

CONTEXT, CRITICISM AND THEORY

[no material in this edition]

CONTINUING EDUCATION

[no material in this edition]

CURRICULUM

The function of a degree: core subjects

R E McGarvie

[see Legal Education Generally]

Curriculum and research committee considers interdisciplinary education

L Rothstein & B V Powell

93 *AALS Nltr* 2, p 10

Article considers the various approaches to interdisciplinary programming as discussed at the program offered by the Committee on Curriculum and Research at the 1993 Annual Meeting. The focus of the discussion is on values and approaches, rather than practicalities. Includes a report on a survey of interdisciplinary

educational opportunities and experiences in American law schools.

UQ warms to "general" first year idea

Campus Review, May 27, 1993, p 3

Reports on proposal at the University of Queensland for all freshers to undertake a "general" first year of study before moving into specialist career courses.

The lawyer as manipulator: is this a useful model for legal education and practice?

B McDowell

31 *Washburn L J*, 3, pp 506-521

The author writes that the best descriptive model of a lawyer is that of a manipulator - of legal institutions and other people to achieve the results the client wants. He explains the model, techniques of manipulation, and the consequences to legal education: that law schools should give guidance regarding these techniques, as well as explaining the morality and appropriateness of manipulation.

Diversity and learning: imagining a pedagogy of difference

A K Dueker

XIX NY Univ Rev of Law & Social Change 1, pp 101-134

The author proposes that legal education should take into account the diversity of the student body, and to create a "pedagogy of difference" one must incorporate the experiences of traditionally under-represented groups into the curriculum. She examines the institutional structure necessary, and the development of a law school curriculum for connected learning.

ENROLMENT POLICIES

[no material in this edition]

EVALUATION

LCAC review of legal education

SPTL Reporter No 6, Spring 1993 p 1

Reports that the Lord Chancellor's Advisory Committee on Legal Education and Conduct has announced

a three year wide-ranging review of legal education under the chairmanship of Lord Griffiths. Notes the under-representation of academic lawyers on the committee.

Law Society's review of the academic stage: conclusions and recommendations

SPTL Reporter, No 6, Spring 1993, p 6

Reports the conclusions and recommendations of the sub-committee concerning the academic stage of the Law Society's Training Committee.

Quality assessment

K Stanton

SPTL Reporter, No 6, Spring 1993, p 26

Article discusses the new quality assessments to be conducted by the HEFCE Quality Assessment Unit. The process involves evaluating the quality of teaching provided by an institution in terms of the particular "mission" that it sets itself. Institutions will be ranked as excellent satisfactory or unsatisfactory. Critically describes three test assessments.

Reply of the SPTL to the Law Society's consultation paper on the academic stage of legal education

SPTL Reporter, No 6, Spring 1993, p 31

Article is the full text of the SPTL's reply. Amongst the matters dealt with are the policy of liberalization, the safeguarding of standards, and mixed degrees.

Research Assessment Exercise 1992

SPTL Reporter, No 6, Spring 1993, p 47

Article reports correspondence between the SPTL and the English HEFCE in regard to the evaluation of legal research. Deals with such matters as how publications are to be evaluated.

FACILITIES

Bricks II conference hosted by Ohio State

XXIV Syllabus, 2, Spring 1993, p 1