

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