

# Legal Education Digest

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## STOP PRESS

Major new review on legal education in Britain. A report on this three year wide-ranging review, under the chairmanship of Lord Griffith, will be digested in the next edition.

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

As usual a great variety of material has come across the Centre's desk since the last edition of the *Legal Education Digest*.

The controversy in New South Wales over the proposed new Professional Program appears in Matthew Johnston's article under *Admission to Practice*. The debate in New South Wales is also referred to in a report on the Admission Boards' decision to defer under *Admission to Practice*, and Roper's article under *Statistics*.

Issues related to the teaching of legal ethics appear in several articles. Michael Ambrosio discusses it in his article "A Moral Appraisal of Legal Education" digested under *Context, Criticism and Theory*. Other articles under *Legal Ethics* report developments in universities and comments from the New South Wales Law Reform Commission.

Race and gender have been issues in a number of articles reviewed in previous editions. The discussion in regard to race or colour is furthered in a number of articles in this issue. One, from the Loyola Law Review, is entitled "Voice, Perspective, Truth and Justice: Race and the Mountain in the Legal Academy". A second is on "Scholarly Paradigms: a New Tradition based on Context and Color" from the Vermont Law Review. Both are found under *Context, Criticism and Theory*. A third article by R Kennedy, under *Enrolment Policies*, discusses the movement to open higher education institutions to persons from historically disadvantaged groups. Under *Teachers* another article entitled "Legal Scholarship and Interdisciplinary Inquiry" deals with problems faced by law schools and minority teachers.

Evaluation, which has not been a subject digested in earlier editions, is dealt with in three articles under *Evaluation*. One, by Rubin, discusses the need to develop an evaluative theory to consider legal scholarship. Pierre Schlag responds to this in his article on "Pre-figuration and Evaluation" and argues that a prescriptive theory does not free an evaluator from the bias inherent in his own prefigurations. Finally in an article from Australia, FitzPatrick explores the invalidity of questionnaire assessments of teachers.

