

# Legal Education Digest

ISSN 1038-5622

VOL. 2 NO. 4

April 94

The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 150 journals are kept under review.

A *List of Periodicals Digested* is available, free of charge, from the Centre for Legal Education.

## SUBSCRIPTIONS

The annual subscription for four issues is \$Aus30.00. Subscriptions (apart from North America) can be arranged with:

Centre for Legal Education  
GPO Box 232  
Sydney NSW 2001  
Tel: [61] (02) 221 3699  
Fax: [61] (02) 221 6280

North American subscribers should contact:

Wm Gaunt & Sons, Inc  
3011 Gulf Drive  
Holmes Beach  
Florida 34217-2199 USA  
Fax: (813) 778 5252

who are the sole distributors for North America.

Cross-referenced subject headings are on p 12.

## IN THIS ISSUE

Dominating this issue of the *Legal Education Digest*, in the Purposes section, are a series of articles which are a reaction to H T Edwards' article "The growing disjunction between legal education and the legal profession" published in the October 1992 edition of the *Journal of Legal Education*. Edwards argued that the academy's interest in abstract theory and disinterest in legal doctrine and practical scholarship was the reason for the disjunction between legal education and the legal profession. The *Michigan Law Review's* symposium on legal education provided a forum for discussion of Edwards' thesis. Disagreement with Edwards' perception of legal education was strong, whilst those that agreed with him felt it necessary to clarify his position. To cap-off this lively issue, Edwards provides a somewhat conciliatory and better informed point of view in his postscript to his original article. He also offers a revised version of his ideal law school, being one that maintains a balance between theory and doctrine, and uses interdisciplinary studies to enhance legal doctrine.

The September 1993 issue of the *Journal of Legal Education* is the site of a vigorous debate on academic freedom. The need for political neutrality as a prerequisite for academic freedom in law schools is advocated by Byrne. Bell on the other hand feels that discrimination by law faculties because of race and gender is a greater threat to academic freedom than political pressures. Eisenberg adds that academic freedom may be compromised by faculty members who have consulting clients or external interests. Antagonistic and concurring articles on the views of Byrne, Bell and Eisenberg are abstracted in the Legal Education Generally section of the *Digest*.

Clinical legal education continues to be of interest to legal educators. A symposium at Seton Hall was dominated by papers on law school clinics such as the Center for Legal Justice at Seton Hall, Yale Law School's Homelessness Clinic and the South Methodist University Appellate Clinic. Soul searching on clinical legal education causes Goldsmith to conclude that clinical skills acquisition courses should include theoretical components, directed toward encouraging students to critically evaluate activities within legal practice, whilst Boswell is of the opinion that clinical legal education has begun to emulate traditional scholarship.

Syverud's article from the *Journal of Legal Education* on how to go about teaching law students would be endorsed by almost any self-respecting law student and is abstracted in the Teaching section of the *Digest*. Advice for first year law professors and an article on the changing cultural and racial landscape of law faculties are also contained in the Teaching section.

The Teaching Methods section shows a movement away from case based learning to problem based learning. Abstracts of articles on racial discrimination amongst student bodies, the deficiency of cultural knowledge that law students have and a study of how student debt may influence job choice are abstracted in the Students section of the *Digest*.

