

that doing law as part of a double degree increases career options.

- Although not as high ranking as these reasons, the more altruistic reason that law was seen as a way of making a contribution to the community was a not insignificant reason for studying law.

- Reasons which related to prestige or high income were very lowly ranked. Similarly, entering law simply because of one's HSC mark was not a popular reason for choosing law.

- Surprisingly, only 70% of final year respondents planned to seek admission within two years of completing their degree.

- Another unexpected result was the finding that less than two in three final year respondents who had plans to be admitted within two years had, as their first preference, a plan to work in the private legal profession as a barrister or solicitor.

- Respondents on the whole were fairly flexible about their career destinations and were open to more than one career option.

- Women were slightly more likely than men to have contemplated working in community legal service organisations and the public sector. However, they were just as likely as men to have plans to enter the private legal profession.

The author acknowledges that the findings from this study are only a snapshot in time and that there need to be further annual studies in order to establish the reliability of the picture and to ascertain trends. However, there is considerable value in gaining these insights into the motivations and intentions of one particular group, which must have a powerful predictive value when considering cohorts of future law students.

The report also contains a detailed discussion as to how the results of the study can be put to good use by the principal stakeholders in legal education, namely the law schools, practical legal training courses, professional associations of lawyers, law admitting authorities and government. It is to be hoped that these bodies will appreciate the significance of these research findings and their contribution to our understanding of the aspirations of law students and, as a result, give them due weight in future policy development.

Editor

#### **Career intentions of New South Wales law students, 1994**

S Vignaendra

Centre for Legal Education, 1995

This is a useful and detailed complementary report, based on the data collected as part of the study digested above, but focussing solely on the career intentions of New South Wales law students. Its methodology and structure parallel the national report.

The results generally are very similar to the nationwide results (see above) with a few exceptions. For example, in New South Wales, the public sector appears to be a more popular career destination amongst final year respondents. This report was produced to provide legal professional bodies and law schools in one jurisdiction with more specific information upon which to base their policy and planning.

Editor

## **CLINICAL LEGAL EDUCATION**

### **Reflections on clinical legal education**

R Grimes

29 *Law Teacher* 2, 1995, pp 169-187

In contrast to the United States, in Great Britain the value of Clinical Legal Education (CLE) programs has been slow to filter through to legal educators. However, there is now a discernible call for CLE and for a reconsideration of how law should be learned, including delivery methods and the form and content of the courses. Influenced by such demands, Sheffield Hallam University established a law clinic in early 1993.

The author bases his article on the assumptions that universities will play an ever expanding role in the education of lawyers, that traditional modes of law teaching will come under close scrutiny and that the demand for CLE in Britain will rapidly expand until it is viewed as an essential part of the law school curriculum.

It must be understood that CLE is not just about training or simply educating students for entry into the profession. The fundamental premise upon which CLE is based is that it opens the eyes through experiential methods to the meaning and application of law. It shows the limited value of legal action and the role that lawyers can play in the lives of people.

CLE offers learning through participation, based on three elements: the students are the participants, both as individuals and as members of a firm or team; academic and professional staff