

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

involvement which results in close and thorough supervision, rapid and detailed feedback and high levels of stimulation and motivation; and client involvement leading to unstructured problem-solving and the use of analytical skills. This level of participation promotes the assumption of responsibility, demands the organisation of time and resources, allows for the gradual growth of confidence and engenders a better understanding of the substance and processes of the law.

CLE presents particular challenges in terms of assessment. Some have suggested that the necessary degree of supervision and collaboration implicit in CLE undermines the ability of the staff involved properly to assess performance. However, it also offers the opportunity for a serious reappraisal of the way in which student performance can be assessed. These difficulties are acknowledged and suggestions are made as to how they can be addressed.

Clients of the clinic are advised that the service is provided by students under the supervision of legally qualified members of staff. Great pains are taken to ensure the maintenance of professional standards. The needs of the client are paramount and the obligation to provide a professional standard of performance is all-encompassing.

The author then provides a detailed "nuts and bolts" account of how the clinic at Sheffield Hallam University operates and of its educational impact on the participant students. He concludes that legal education in Britain ignores to its detriment the worth of CLE as an integrated package to be offered to any student who wishes to study the law, regardless of whether that person

wishes to follow a professional legal career.

CONTEXT, CRITICISM AND THEORY

[no material in this edition]

CONTINUING EDUCATION

[no material in this edition]

CURRICULUM

[no material in this edition]

DISTANCE EDUCATION

[no material in this edition]

ENROLMENT POLICIES

[no material in this edition]

EVALUATION

The accreditation debate: thoughts on the AALS's "membership review" function

J W Wegner

95-2 *AALS Newsletter* (April 1995) p 1

The article explains what is meant by the accreditation process of the Association of American Law Schools (AALS), outlines the countervailing views about it and summarises some of the steps now under way to assess and improve the AALS' "membership review" process.

The first section of the article describes how the review, conducted in conjunction with the American Bar Association (ABA), takes place and the role played by the AALS. Two reviews take place concurrently: a "membership review" for the AALS; and an "accreditation review" for the ABA. The purposes of both the reviews are outlined, including to provide an incentive for improving the quality of legal education.

The second section of the article considers some of the views held by both critics and proponents of national accreditation. The author discusses six criticisms of the process and six arguments supporting it. Criticisms include the stifling of diversity, interference with autonomy, the excessive time involved in the process, and over-regulation. Arguments in favour include the educative value of the review, the dialogue which develops, the attainment of quality, and the need for shared values.

The article concludes with an outline of the action plan for improving the AALS' membership review.

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

[no material in this edition]

GOVERNANCE

[no material in this edition]