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The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.

IN THIS ISSUE

The review articles in this issue cover each of the first two reports to emanate from an ambitious longitudinal study by the US Law School Admission Council of the full cohort of first year law students entering law school in 1991. There can be little doubt that this must be the most far-reaching and well-resourced research into legal education ever conducted, with survey data being collected from almost 29,000 respondents from 155 ABA approved law schools. The initial report is largely a snapshot of the student and law school characteristics and the allocation to law school of the students, together with their employment preferences. However, it was also designed to provide the baseline data for subsequent research, using additional data from follow-up surveys, of which Wightman's extremely interesting study of women in legal education is the first to appear. This is probably the first study of issues of gender differences with respect to first-year law school experiences and academic performance ever conducted on a national scale.

Several other clear themes emerge from this issue. Five digested articles present differing perspectives of the ABA law school accreditation process. Three (Cass, Matasar and Sebert) are very critical, whereas Wager is broadly supportive of the goals but acknowledges that some of the accreditation standards and procedures require change. The *Informational report to the ABA Board of Governors* explains the current status of the anti-trust action commenced against the ABA by one aggrieved law school.

Two articles (Bernabe-Riefkohl and Clark) deal with globalisation (or internationalism), its likely impact upon the way law is practised and especially the consequences with respect to the legal education needed by tomorrow's lawyers. Clark, in particular, makes concrete practical suggestions as how the law schools should respond.

Three thought-provoking articles have been grouped together under *Purpose*. Brownsword contends that law schools in the UK have become income-driven at the expense of their essential business, which is inquiry into the practice of law. Lilly takes a similar tack by asserting that the disjunction between law schools and the profession in the US largely springs from the mounting trend of the former to direct legal scholarship away from the profession into theoretical dialogues involving the social and behavioural sciences. Lloyd examines the impact of consumerism upon the quality of the education delivered by law schools.

Finally, it may be recalled that several issues ago (Vol. 3 No. 4) the *Digest* favourably reviewed a very comprehensive report by a task force appointed by the District of Columbia Bar in the US recommending the introduction of a mandatory CLE scheme for all levels of practitioners. At the time interest was expressed in knowing how this report was received by the D.C. Bar. Aliaga's article explains the Bar's ultimate decision, which was to reject a general mandatory CLE scheme in favour of compulsory courses for all new attorneys.

Dr John Nelson, Editor

