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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

From our quarterly trawl through the recent legal education literature we have located a significant number of very useful articles on the topics of clinical education, skills, and law school socialisation which therefore become the joint keynotes for this issue.

Under Clinical Legal Education, we have five articles. Webb examines how the law clinic can be successfully used for teaching legal ethics. Kerrigan & Plowden discourse on the inherent tensions between the clinical supervisor's need to manage the case in parallel with the student learning experience, especially with respect to long-running and complex cases. The use of professional placement programs to enliven law school teaching with practical experience is the subject of Lamb & Goldring's article. Hunter argues against the dominance of the vocational dimension to clinical teaching and for the adoption of a broader theoretical framework.

Under Skills, we have four articles, three of which focus on teaching alternative dispute resolution. Calver reports on a survey of Australian law schools about the teaching of ADR and its integration into the mainstream curriculum. Osborne discusses the neglect of the teaching of ADR techniques in clinical education programs. Macfarlane takes up a similar theme by encouraging law schools to supplement the traditional rights-based approach to dispute resolution by teaching alternative consensual interests-based models.

Law school socialisation is the focal point of three articles. Cumbow expresses great concern about law schools' obsession with the teaching of substance and technique to the disregard of professional and social responsibility. Goldsmith discusses what law schools should do to preserve student idealism and aspirations to practise in areas other than corporate law. Thirdly, Elkins develops an argument for the need to explore and explain the influences that bring students to law school in order to deal with the disparity between the ideal and the real world.

Since its appearance about 12 months ago, there has naturally been much debate about the vision for the future of UK legal education espoused in the ACLEC Report. Arthurs, the author of the comparable watershed Canadian report of the 1980s, adds to the furore by offering a damning critique of a report which he claims is fundamentally flawed because it neglects a range of issues crucial to any reform of legal education.

Finally, although for this issue of the Digest there are none of the usual reviews of any books and reports of substance which have appeared lately, we foreshadow that in the July issue there will be a major assessment of Webb & Maughan's *Teaching lawyers' skills*, without doubt the most important contribution within recent years to the theory and practice of skills teaching in law schools.

Dr John Nelson, Editor

