

Legal Education Digest

VOL. 6 NO. 2

OCTOBER 1997

ISSN 1038-5622

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

SUBSCRIPTIONS

The annual subscription for four issues is \$Aus45.00. Subscription orders (apart from North America) can be placed through:

Centre for Legal Education
GPO Box 232
Sydney NSW 2001
Tel: +61 2 9 221 3699
Fax: +61 2 9221 6280
Email: cle@fl.asn.au

North American subscribers should contact:

Gaunt, Inc
3011 Gulf Drive
Holmes Beach
Florida 34217-2199 USA
Fax: +1 813 778 5252
Email: info@gaunt.com

who are the sole distributors for North America.

Editor: Dr John Nelson

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

Following the usual format for the Digest, we have included two review articles in this issue. The second report on the Lord Chancellor's Advisory Committee on Legal Education and Conduct, covering continuing professional development, has surfaced in recent months. For the benefit of readers it has been subjected to the same close scrutiny as was the first report published last year dealing with all stages up to the point of initial qualification. The other review article concerns a very interesting book by Nathanson which provides a framework for what lawyers do based upon legal problem solving. It also identifies serious limitations in law school curricula flowing from the fact that the knowledge and skills learnt by law students often fail to match up to the problem solving tasks that they will perform in practice as lawyers.

There happen to be five articles digested on teaching methods and media, but from diverse standpoints. Mitchell argues the need for clinical textbooks in order to situate the student in the world of client problems and practitioner responses. Little & Leighton report on their research into the selection of differing learning materials and student responses to them. Dark's theme is taking active steps to infuse issues of race, gender, class, sexual orientation and disability into law school teaching. Is problem-based learning in law school intentionally overlooked or merely misunderstood is the question posed by Tzannes' article. Finally under methods and media, Joseph explores the use of aspects of popular culture, specifically science fiction materials, as a device for teaching law.

Two articles appear under Assessment. Alldrige explores the use of multiple choice exams as applied to law and Gensler emphasises the difficulties faced by law students in effectively analysing the fact situations contained in exam questions. There are a further two articles which home in on aspects of student underachievement at law school. Edwards focuses on methods for improving the academic success opportunities for multicultural students. Segerstrom provides some compelling evidence for how law school generates stress levels in students higher than those in other professional schools and offers suggestions as to how students can be assisted with the control of stress.

There is a particularly interesting research project reported by Black, who sought to determine students' perceptions of the merits of various teaching methods and the impact that these beliefs had both on the way they learnt and upon their attitudes to the subject matter and their teachers. Cockburn asks whether mandatory CLE equates with imprisonment in the 'continuing professional education classroom'. Finally, Kralovec offers a scathing criticism about what he perceives to be wrong with contemporary American legal education, which he asserts tends to narrow the mind and deaden the emotions, and suggests how it should be reformed.

Dr John Nelson, Editor

