

# Legal Education Digest

VOL. 6 NO. 4

ISSN 1038-5622

APRIL 1998

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  
Web: <http://www.fl.asn.au/cle/>

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](mailto:info@gaunt.com)  
Web: <http://www.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

This issue contains but one review article, a brief account relative to the size of the book of William Twining's recent collection of essays, *Law in context: enlarging a discipline*. This collation under the one cover of his most important papers on a wide range of legal education issues, written over almost the entire span of his professional life as a jurist, will be most welcome to scholars.

Also under the Legal Education Generally heading Avrom Sherr argues that law schools, now being freed from the hegemony of the professional bodies, have to think for themselves and decide where they will look for the guidance they need to regain a clear purpose. His advice is to look to the concept of legal competence as their overarching theme. Bradney contends that with the gradual process of the abandonment of law as a doctrinal study has come the realisation that it can widen its scope by becoming a 'parasitic' discipline, providing a focus for many disciplines within the academy. Bridging the divide between traditional legal education with its focus on substantive law and professional legal education which is concerned with lawyering is the subject of an article by Stephen Nathanson.

There are three commendable articles under Skills. Prince & Dunne describe a program designed to develop transferable skills through the use of group work. Maughan and others explain how a well known negotiation exercise can be used by law teachers to help students confront their adversarial prejudices about the negotiation process and foster a cooperative approach in the interests of their future clients. Moust recounts how his law school has endeavoured to develop problem solving skills, which he asserts are the single most important intellectual skill on which all legal practice is based, by integrating a pervasive problem-based approach to learning into the curriculum. Boon also offers a very critical assessment of the UK skills movement, based on its reliance on an atomistic rather than holistic approach to vocational legal education and its failure to harness coherent theories of lawyering.

Under Teaching Methods & Media Campbell's article examines how dispute resolution practice can be used to promote student-centered learning as a preparation for legal practice, Israel describes how he teaches criminology by the use of interview-based assignments and Dyer and others discuss the problems they faced in developing a real-life case study to facilitate the teaching of corporations law. Considine & Handley lament the failure of legal education to recognise the significance of the small business client in the teaching of corporations law.

Nield opens our eyes to the exciting possibilities afforded by the new generation of computer assisted learning packages available to law teachers. Two articles offer hard won advice for law teachers on areas of critical importance in their professional lives: Manderson on the relationship between thesis writing and good supervision and Buckley on legal scholarship for new law teachers with practical tips on getting published.

Dr John Nelson, Editor

