

# Legal Education Digest

VOL. 7 NO. 3

ISSN 1038-5622

JANUARY 1999

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: +1 941 778 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

The review articles in this issue critique two important recently published monographs dealing with the opposite ends of the legal education spectrum. The latest edition in the Cavendish series on legal education is Johnstone, Patterson & Rubenstein's manual for law teachers on improving assessment criteria and providing quality feedback on student performance. Like the previous books in this series, this is a very significant contribution to our understanding of one further important facet of law school teaching, namely how to exploit for the betterment of our students the full dimensions of formative assessment and feedback.

There is also a briefer review of the latest comparative study conducted by the New York Bar Association and written predominantly for CLE providers, identifying the significant characteristics of the 41 different sets of mandatory continuing legal education rules in force around the United States. It is of interest because it summarises the alternative MCLE models in operation in the US.

As for the balance of this issue, we have three articles digested under Clinical Legal Education. Duquette describes how a child advocacy law clinic can be established to provide an educationally meaningful experience for students. Dannin and others talk about how they forged a labour-law school connection through an internship program within various unions and flag the learning benefits derived by the students from the experience. Grimes, against the backdrop of the clinical program he set up at the University of the South Pacific, surveys the benefits of the clinical method.

There are two articles on law school minority groups. Austin and others report on their survey of gay, lesbian and bisexual law students to discover how their status affected the enrolment process, the law school environment and the institutional support they received. Adams examines how law schools in the US should respond to the legal requirement that they make classroom accommodation for students with disabilities.

Two further articles focus on different elements of the teaching of company law. Hall looks at how legal theory and gender issues should be injected into the curriculum. Given the law student's dearth of commercial experience, Tzannes and King recount how they have used the teaching of meeting procedure, both as a skill in its own right and as a vehicle for teaching company law.

Of the remaining articles condensed in this issue, two stand out. Craver relates how in his legal negotiation class he gave students the assessment option of a conventional grade mark or a mere pass/fail. He then collected class data to determine whether there was a relationship between individual student performance and the assessment option selected.

In an equally interesting article, Slomanson recounts how he went about establishing an e-mail discussion group, followed by the construction of his own academic website, to launch a paperless law class. He contends that integrating teaching and technology is part of a law teacher's responsibility to students, both as a supplement to the traditional classroom and a preparation for the reality of the world of 'e-lawyering' for future legal practitioners.

Dr John Nelson, Editor

