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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

Regrettably this issue contains no review articles. As subscribers will be aware, it is our practice to include in each issue considered reviews of up to two books or monographs published within recent months which have something of substance and importance to say about legal education. For the first time in my five year tenure as editor of the Digest, we have been unable to identify during the past quarter any such publication worthy of review. If readers become aware of any published materials which they consider meet these criteria and should be given wider exposure, they are encouraged to contact me through the Centre.

The articles which have been digested in this issue are a mixed bag. There are two articles under Practical Training: Fitzgerald pinpoints the severe shortcomings of the Canadian articles system and suggests a method for evaluating the program; Nathanson discusses the curriculum design principles which should be employed in order to achieve coherence out of the messiness of real-life legal problems when using problem-solving in PLT courses to promote transfer of learning.

There are four articles under Skills, including one on moving the UK Bar Vocational Course on negotiation from a focus on strategies to the substance and conduct of negotiations (Taylor), another on using the techniques taught in drama classes to teach trial advocacy (McCrimmon & Maxwell) and an article on integrating skills teaching into substantive law subjects (Buckley).

However, it is under Teaching Methods & Media that the preponderance of the articles in this issue appear. Leyland & Woods revisit the debate about the textbook tradition in law schools. Three articles are concerned with the special problems involved in teaching first-year students: Macfarlane & Manwaring canvass how problem-based learning can be successfully used to teach a first-year Contracts course; Stern examines how lecturing materials can be presented in an introductory Legal Studies course in order to inject an interdisciplinary perspective into the study of law; and Lipton advocates the use of role play exercises in a first-year Legal Process class. Finally, Le Brun discusses the design and development of a video package to enhance student learning in interviewing through modelling the skill.

A couple of other articles will repay close attention. Particularly recommended is Peter Birks' article, in fact a version of a public address, on the relationship between the legal academic and the practitioner. He has some interesting observations about the juristic role of the academic. Another article of interest is Barnard's account of the intricacies of the UK's nation-wide research assessment exercise, which is the basis for the allocation of research funding to the university sector in that country. Finally, Postlewaite provides answers to the question about the decline in academic publication levels once tenure is gained, as well as the changes in the nature of the publications of senior academics.

Dr John Nelson, Editor

