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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 24. Where there is no material in the issue under a particular subject heading, the heading will not appear.

IN THIS ISSUE

This final issue for 2000 is a bumper edition, which has been expanded to 24 pages to house 19 digested articles plus one review article on a recently published book. In *The law school - global issues, local questions* the editor presents nine-scholarly articles on the social influences shaping the future for legal education.

Also under Legal Education Generally we have the remaining three articles in the series from the Journal of Legal Education (the first five of which were reviewed in our last issue), which sets out to expound the 'seven principles of good practice in legal education'. Jones discusses the application of the principle that good practice emphasises time on task and that efficient time management is critical for students and teachers alike. Dark develops the principle that good practice communicates to students high expectations and concludes that it is the responsibility of teachers to instil into their students a personal commitment to this principle. In the final article Lustbader discusses the practical ramifications of the seventh principle, which is that good practice respects and accommodates diverse talents and different ways of learning.

Under Clinical Legal Education Black reviews the operation of a securities arbitration clinic which was established to teach ADR skills. Dubin highlights the importance of ensuring that there is a diversity in the composition of the faculty engaged in clinical teaching and scholarship. Seielstad discusses the challenges posed to students by local legal cultures with their unwritten rules and preferred forms of practice, as well as the responsibilities that should be discharged by clinical teachers in alerting students to these issues.

Roper provides a critical analysis of the current status of CLE provision in British Commonwealth countries. Also under Continuing Education Anderson examines the challenges arising for CLE in the new millennium and the opportunities for its progress. Under Skills DeJarnatt explains how she used a consumer bankruptcy course as a vehicle for teaching advanced legal writing. In a very interesting research project Craver reveals how student grade point averages and a pass/fail option impacted upon performance in a clinical negotiation course.

Under Teaching Methods & Media the main dimensions to effective law teaching (clarity; organisation; stimulation of student interest and student engagement; positive classroom climate) are identified by Havita, who suggests methods for applying them in the teaching of large law classes. Warkentine advocates the use of real-life contacts in the teaching of Contacts classes and placing less reliance on edited appellate decisions.

The balance of this issue is a grab-bag of articles on unrelated topics. There is a particularly interesting article by Johnson on how technology can be used for classroom-free and extended classroom teaching. Olivas discusses the trends in law student borrowing and repayment capacity. Baker & Jorgensen review the occupational and career mobility of law graduates. Kidder seeks to 'unmask' the bias with respect to gender and race evident in the application of and reliance upon the American LSAT test for law school entry. Finally, under Gender Issues the article by Angel probes how the 'glass ceiling' for women in legal education is manifested by the movement away from tenure and tenure-track positions and towards contract positions, which are disproportionately filled by women.

Dr John Nelson, Editor