

The goals of the clinic are to introduce students to new issues, provide interaction for the students with others, eg. medical establishment, and to provide assistance to people who otherwise would not be represented.

#### **A blueprint for a centre for social justice**

B K Freamon

22 *Seton Hall L R* pp 1225-1249

The author argues that clinical education is an important part of American legal education, and it should be structured and involve moral and jurisprudential concerns. The author designs a blueprint for a state of the art model of clinical education.

#### **The clinical experience: a case analysis**

R A Solomon

22 *Seton Hall L R* pp 1250-1275

The article describes Yale Law School's Homelessness Clinic and examines its educational theory and decision-making.

### **CONTEXT, CRITICISM AND THEORY**

[no material in this edition]

### **CONTINUING EDUCATION**

[no material in this edition]

### **CURRICULUM**

#### **The function of a degree: core subjects**

R E McGarvie

[see Legal Education Generally]

#### **Curriculum and research committee considers interdisciplinary education**

L Rothstein & B V Powell

93 *AALS Nltr* 2, p 10

Article considers the various approaches to interdisciplinary programming as discussed at the program offered by the Committee on Curriculum and Research at the 1993 Annual Meeting. The focus of the discussion is on values and approaches, rather than practicalities. Includes a report on a survey of interdisciplinary

educational opportunities and experiences in American law schools.

#### **UQ warms to "general" first year idea**

*Campus Review*, May 27, 1993, p 3

Reports on proposal at the University of Queensland for all freshers to undertake a "general" first year of study before moving into specialist career courses.

#### **The lawyer as manipulator: is this a useful model for legal education and practice?**

B McDowell

31 *Washburn L J*, 3, pp 506-521

The author writes that the best descriptive model of a lawyer is that of a manipulator - of legal institutions and other people to achieve the results the client wants. He explains the model, techniques of manipulation, and the consequences to legal education: that law schools should give guidance regarding these techniques, as well as explaining the morality and appropriateness of manipulation.

#### **Diversity and learning: imagining a pedagogy of difference**

A K Dueker

*XIX NY Univ Rev of Law & Social Change* 1, pp 101-134

The author proposes that legal education should take into account the diversity of the student body, and to create a "pedagogy of difference" one must incorporate the experiences of traditionally under-represented groups into the curriculum. She examines the institutional structure necessary, and the development of a law school curriculum for connected learning.

### **ENROLMENT POLICIES**

[no material in this edition]

### **EVALUATION**

#### **LCAC review of legal education**

*SPTL Reporter* No 6, Spring 1993 p 1

Reports that the Lord Chancellor's Advisory Committee on Legal Education and Conduct has announced

a three year wide-ranging review of legal education under the chairmanship of Lord Griffiths. Notes the under-representation of academic lawyers on the committee.

#### **Law Society's review of the academic stage: conclusions and recommendations**

*SPTL Reporter*, No 6, Spring 1993, p 6

Reports the conclusions and recommendations of the sub-committee concerning the academic stage of the Law Society's Training Committee.

#### **Quality assessment**

K Stanton

*SPTL Reporter*, No 6, Spring 1993, p 26

Article discusses the new quality assessments to be conducted by the HEFCE Quality Assessment Unit. The process involves evaluating the quality of teaching provided by an institution in terms of the particular "mission" that it sets itself. Institutions will be ranked as excellent satisfactory or unsatisfactory. Critically describes three test assessments.

#### **Reply of the SPTL to the Law Society's consultation paper on the academic stage of legal education**

*SPTL Reporter*, No 6, Spring 1993, p 31

Article is the full text of the SPTL's reply. Amongst the matters dealt with are the policy of liberalization, the safeguarding of standards, and mixed degrees.

#### **Research Assessment Exercise 1992**

*SPTL Reporter*, No 6, Spring 1993, p 47

Article reports correspondence between the SPTL and the English HEFCE in regard to the evaluation of legal research. Deals with such matters as how publications are to be evaluated.

### **FACILITIES**

#### **Bricks II conference hosted by Ohio State**

*XXIV Syllabus*, 2, Spring 1993, p 1

The *ALTA Law Teaching Workshop Newsletter*, edited by Richard Johnstone of the University of Melbourne, contains articles on using technology in lectures, client interviewing - an experimental course, the Melbourne Law School's teaching evaluation scheme, and an observer's report on the international client counselling competition.

Reports on the National Conference on Components of the 21st Century Legal Learning Environment held in March 1993. The sessions dealt with space planning, library additions and renovations, planning, phasing and operating during renovations, and planning for technology. An outcome was a Law School Facilities Reference Book (obtainable from Sandy Nogle of the American Bar Association for \$US25).

#### Evolution in the design of law school buildings

C D Kelso

XXIV *Syllabus*, 2, Spring 1993, p 5

Article describes the many changes in law school facilities and in the process used for their design. Highlights challenges future law school planners must face if they are to avoid serious mistakes and produce better designed facilities. (Note: this edition of *Syllabus* contains photographs of a number of recent law school building projects.)

## FINANCIAL ASPECTS

[no material in this edition]

## GOVERNANCE

[no material in this edition]

## HISTORY

#### The theme of early American law teaching: the political ethics of Francis Lieber

P D Carrington

42 *J Legal Educ* 3, pp 339 -398

Early American law teachers were not concerned with the technical training of lawyers or in academic discourse. Rather they were consciously engaged in moral education: preparing young people for public life in a democracy. They sought to inculcate standards of public conduct appropriate to popular self-government subject to constitutional constraints. Lieber was the first to set forth those standards of conduct.

The article deals first with the tradition of early American law teaching, and then the revolutionary view of classical civic virtue. The author outlines Francis Lieber's life, and then examines in depth his work on ethics, which Lieber describes as the "science of duties and virtues". He concludes by discussing whether Lieber's concepts of patriotism were utopian, and his notion of the university transmitting democratic values.

#### Legal education in the Philippines: the role of the Philippine Law Journal in the 1990s

I Cortes

65 *Phil L J*, Mar-Jun 1990, pp 1-111

The author describes the history and role of the *Philippine Law Journal* in Philippine legal education. She sees it as being and continuing to be mainly a vehicle for studies in depth done by faculty and other writers, and for students in supervised or independent research and writing.

## INDIVIDUAL SUBJECTS/AREAS OF LAW

#### SPTL Property Committee - response to review of the Academic Stage of Legal Education

D Hayton

*SPTL Reporter*, No 6, Spring 1993, p 5

Article summarises the SPTL Property Committee's submission to the Training Committee of the (English) Law Society in regard to the core curriculum of the law degree and in particular the area of equity and trusts. The Property Committee is concerned that students need to understand the "equitable"

dimension within which law increasingly has to be practised.

#### Teaching appellate advocacy in an appellate clinical law program

J T Sullivan

[see Clinical Legal Education]

#### Reflections at the close of three years a law school: a student's perspective on the value and importance of teaching Roman law in modern American law schools

J Fogerty

66 *Tulane L R*, pp 1889-1901

Student article on the importance of teaching Roman law in common law as well as civil law systems; that Roman law has benefit for its intellectual, ethical, historical and comparative value.

#### Law students go to the movies

P N Meyer

24 *Connecticut L R*, 3, pp 893-913

Description of an experimental course in Law and Popular Storytelling which uses movies as the primary texts and required course materials. The author explains why he decided to incorporate movies in the syllabus, and describes some of his specific selections.

## INHOUSE CLE

[no material in this edition]

## INSTITUTIONS & ORGANISATIONS

#### The CUNY law program: integration of doctrine, practice and theory in the preparation of lawyers

B L Bezdek

9 *J Prof L Educ* 1, pp 59 - 72 \*

The CUNY law program differs markedly from every other law school in the United States. Founded in 1983, at a great, diverse, public university sprawling across New York City, its curriculum emerged from the Law School's mandate to rethink the traditional law school curriculum and develop approaches oriented toward public interest and public service law, with emphasis on clinical teaching methods.