

Within the context of the role for law schools in enhancing the ethical integrity of their students through teaching the principles of professional responsibility, Millich's article makes sobering reading. It reports the results of an empirical study into the veracity of law students' employment resumes, which disclosed widespread evidence of falsification.

Dr John Nelson, Editor

NEW EDITOR FOR LEGAL EDUCATION DIGEST

The Centre's *Legal Education Digest* is now in its third year. Its subscription list continues to grow. With over 160 journals under review, it is a major task to compile an issue every three months.

The Centre's Board has decided to appoint a part time editor for the *Digest*, in order to maintain and improve its quality. The editor will work with the research assistant, Tim Marshall, in ensuring the usefulness and quality of each issue, in contributing materials on significant issues and developments and also writing the quarterly editorial.

Dr John Nelson has been appointed as the part time editor. Dr Nelson brings to this task outstanding qualifications. He is a lawyer and holds a PhD in education. His thesis submitted for that degree has been published by the Centre as *A Study of the Continuing Legal Education Needs of Beginning Solicitors*. Dr Nelson is the National Education Manager of the Institute of Corporate Managers.

ADMINISTRATION

Law deanships: must they be nasty, brutish and short?

V L Streib

44 *J Legal Educ* 1, March 1994, pp 116-125

In America in 1994, 42 of the 176 accredited law schools were searching for new deans. On average the positions lasted three years. In a typical cycle, deans spend their first year understanding the issues, limitations and potential of the law school. The new dean's major initiatives begin in the second year followed by the dean's resignation in the third year. A full scale dean search can last for at least one year and often two.

In response to the short term deanship cycle the Association of American Law Schools has published a manual on law deanships.

The manual is targeted at prospective or aspiring deans and those involved in dean searches. The manual describes the complex role of the modern law school dean, which is added to by the uniqueness of each individual law school. The dean is the head administrator and has a duty to ensure the smooth running of the law school, including being in charge of the law school's budget. The dean must be an advocate of the staff, students and faculty in regard to their relationship with the university. The dean has an ambassadorial role as the official representative of the law school. He/she must represent the concerns of the university to the faculty and those of the faculty to the university and also provide a strategic, comprehensive plan for the law school's future.

ADMISSION TO PRACTICE

[no material in this edition]

ASSESSMENT METHODS

Assessment - some lessons from Hong Kong

S Nield

28 *Law Teacher* 2, 1994, pp 144-157

The Postgraduate Certificate of Laws (PCLL) at the University of Hong Kong is a 30 week course which provides the instructional segment of vocational legal training and must be passed by law graduates intending to practise as barristers or solicitors.

As a vocational course, it must assess knowledge and skills - both interpersonal, intellectual and decision making skills. What is assessed must reflect both the stated aims of the course and the assessment criteria, which should be identified when formulating objectives.

The role of assessment is the development of knowledge and skills (formative) and the policing of the level of student competency (summative). Formative assessment tends to be frequent and focused on particular tasks or skills and can produce a heavy marking load for assessors. Students can also be involved through peer assessment and self-evaluation. Summative assessments are comprehensive and infrequent but do not provide feedback.

Teaching skills within vocational courses demand a more innovative approach to assessment than traditional modes for assessing knowledge. The Law Society of Hong Kong requires a range of

different assessment methods in the PCLL.

The strengths and weaknesses of various assessment methods are considered, including open and closed book examinations, take home work, papers and dissertations, oral assessments, students profiles and group assessment. Four main lessons about assessment methods are then derived from the Hong Kong experience.

Performance test research conducted

F D Morrissey & J P Smith
XXV *Syllabus* 3, Summer 1994, p 4

This article outlines a recent report entitled "Results of Research on the NCBE Performance Test" submitted to the National Conference of Bar Examiners. The report examines performance testing, and in particular experimental performance tests in three states conducted in July 1993. Each performance test was designed to test three lawyering skills: legal analysis, fact analysis and problem solving. A panel of content experts reviewed the items and evaluated how successful they were in testing what they were designed to test.

The report has three major chapters: one reports the technical findings of the research; one on the content validity of the study; and one on the perceptions of candidates who participated in the research.

The results of the research are mixed. The article describes these in some detail.

Work will continue to attempt to gauge the extent to which states are interested in having performance

test items included in their bar examinations.

CAREER PATHS

[no material in this edition]

CLINICAL LEGAL EDUCATION

[no material in this edition]

CONTEXT, CRITICISM AND THEORY

[no material in this edition]

CONTINUING EDUCATION

[no material in this edition]

CURRICULUM

[no material in this edition]

DISTANCE EDUCATION

[no material in this edition]

ENROLMENT POLICIES

[no material in this edition]

EVALUATION

[no material in this edition]

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

[no material in this edition]

GOVERNANCE

Council creates commission to study accreditation

R A Stein

XXV *Syllabus* 3, Summer 1994, p 1

Reports on the establishment of a Commission to Review the Substance and Process of the American Bar Association's Accreditation of American Law Schools. To be chaired by Justice Rosalie E Wahl, the Commission's charge is to:

- examine the validity and the justification for law school accreditation;
- examine the relationship of the accrediting body with the House of Delegates and to the states' ultimate accrediting responsibilities;
- examine the Standards for Approval of Law Schools;
- evaluate the process of accreditation;
- prepare a policy perspective on the effect of the recently adopted Department of Education regulations related to accreditation agencies.

The Commission will report in August 1995.

The article then outlines several recent developments which made the establishment of the Commission desirable at this time.

Commission to review accreditation

R E Wahl

XXV *Syllabus* 4, Fall 1994, p 3

An open letter from the chairperson of the newly created Commission to Review the Substance and Process of the American Bar