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Cross-referenced subject headings are on p 19.

Editor: Dr John Nelson

IN THIS ISSUE

Readers will have observed in the last issue a departure from normal practice with the inclusion of a detailed review of a major new publication on law school teaching. It has been decided to continue this practice by incorporating in each issue one or more reviews of significant books, articles and reports on major legal education issues. On this occasion two recent reports have been examined which, although only intended for the limited audience of those who commissioned them, contain matters of wider significance. The report of the Task Force on Mandatory CLE for the D.C. Bar provides a model for the proper processes which should be followed in any jurisdiction when investigating the feasibility of introducing a MCLE scheme and deciding on the form it should take. The Institute of Advanced Legal Studies' working paper on Competences, Learning Outcomes and Legal Education seeks to apply the state of the art in competence based training to skills development and assessment in undergraduate law courses.

Skills teaching, whether at law school or during practical legal training, continues to be an abiding theme in recent journal articles. Brayne and Clinch's articles describe the methods employed in the teaching of skills in the UK Law Society's Legal Practice Course. Ridley deals with the peculiar difficulties associated with the teaching of legal skills to non-law (accounting) students, whereas Wade reflects generally on the modern-day challenges posed by skills training.

Several articles examine structural problems flowing from the traditional division of teaching responsibilities between law school and practical legal training courses. Chay deplores the growing trend towards skills training in law school and advocates the preservation of the traditional model. Hale applauds the integration of elements of PLT at law school as a means of creating a commitment to lifelong learning and participation in CLE. De Groot reports on his research into the question of where legal skills and knowledge are acquired and where they should be properly taught.

For the first time, there is a strand of articles dealing with improved management practices in law school (Mixon & Otto; Bolla) and practical and clinical education (Tzannes) and the adoption of quality assurance principles. With shrinking budgets all institutions are already being asked to do more with less and so adopt more efficient management practices. Hence, aspects of quality assurance programs are very likely to be increasingly featured in the literature.

Finally, the article by two young lawyers, Raven and Taylor, reporting on the disillusionment experienced by their contemporaries on commencing legal practice and lamenting the inadequacy of law school in preparing them for the realities of the law office, makes rather dismal reading and will cause sobering reflection.

Dr John Nelson, Editor

