

Legal Education Digest

VOL. 4 NO. 3

JANUARY 1996

ISSN 1038-5622

The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

A *List of Periodicals Digested* is available, free of charge, from the Centre for Legal Education.

SUBSCRIPTIONS

The annual subscription for four issues is \$AUD35.00. Subscription orders (apart from North America) can be placed through:

Centre for Legal Education
GPO Box 232
Sydney NSW 2001
Tel: [61] (02) 221 3699
Fax: [61] (02) 221 6280

North American subscribers should contact:

Gaunt, Inc
3011 Gulf Drive
Holmes Beach
Florida 34217-2199 USA
Fax: (813) 778 5252

who are the sole distributors for North America.

Cross-referenced subject headings are on p 19.

Editor: Dr John Nelson

IN THIS ISSUE

The highlight of this issue is undoubtedly the review article of Professor William Twining's 1994 Hamlyn Lectures, published 12 months ago under the intriguing title, *Blackstone's Tower: the English Law School*. Regarded by many as the foremost intellectual contributor to the thinking about legal education in the common law world, Twining deals in his book with a broad sweep of fundamental questions relating to law and the study of law, such as the role of law in society, the purpose of law schools and their culture, the nature of legal scholarship and the existence of a core of legal knowledge. Although not a full review, there is also a short account of another book published last year, John de Groot's *Producing a Competent Lawyer*.

Assessment is the main theme which emerges from this issue. Valcke, Dochy, Maassen & De Crone's article describes a number of the non-traditional assessment methods that have appeared in recent years. Harris & Tribe deal with the detrimental impact of modularisation and semesterisation on student learning and assessment in English law schools. Rule attempts to persuade law teachers of the benefits of peer assessment. Lundy describes the methods adopted to assess case work in clinical programs despite the lack of institutional control exercised over the learning experience.

Among the wide range of other articles, McLaughlin makes out a case for teaching students practice management skills while at law schools by enlisting the aid of practitioners with acknowledged expertise in practice management. Maughan & Webb point out the pitfalls of the continuing obsession with learning outcomes orthodoxy, which have been thrown into relief by the competencies movement and have led to the suppression of debate about other methods. Goldring describes the challenges for those offering full degree programs by distance education in delivering a deep learning approach.

Barnhizer takes a swipe at the stop-gap measures adopted by the profession and the law schools during the current transitional period as the profession adjusts to the shift in demand for its services. He criticises the MacCrate Report for its avoidance of hard choices about funding mechanisms and makes specific recommendations as to how resources can be obtained in order that the MacCrate goals can be realised.

Finally, in recognition of the fact that the MacCrate Report has proved to be a watershed in legal education not just within the United States but also far from its shores, we have provided in this issue for the benefit of subscribers a complete list of the articles and reports we have digested over the past three years on MacCrate.

Dr John Nelson, Editor

