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

IN THIS ISSUE

There usually emerge from the collection of articles we condense every three months to produce a new issue of the Digest distinct themes which reflect the current preoccupations of law teachers and administrators. However, this time the articles digested are a very mixed bag on a wide range of topics, coming largely from the *Journal of Legal Education*, *Legal Education Review* and *Law Teacher*.

Once again there are two pieces which review significant recently published monographs. Barker explores the feasibility of developing and delivering access programs for educationally disadvantaged students who would otherwise miss out on law school and supplies his own blueprint for such a course. Shapland & Sorsby report on the results of an interesting longitudinal study into the early work experiences of junior UK barristers and the quality of their initial vocational training course as a preparation for their careers at the Bar.

Among the other highlights of this issue are two articles on mootings. Lynch provides an educational rationale and practical justification for the continued use of mootings and Bentley makes out a persuasive case for the introduction of a mootings program, long the preserve law schools, into taxation courses for business students.

Under 'Teaching Methods & Media' Shapiro discusses his research into student use of various assigned learning materials and their relative effectiveness and Rosato investigates the adoption of gaming techniques in the law school classroom.

On the subject of innovative assessment methods, Kovach gives practical counsel on the use of video as a device to make the final examination reflect the reality of practice. There is also a thought-provoking article by Oliver on the vexed question of the tension between law teaching and research and their possible integration within a law teaching department not in receipt of government funding.

Finally, Moliterno takes a mental leap into the year 2010 and maps out the future terrain for clinical legal education and the teaching of ethics.

Dr John Nelson, Editor

