

Legal Education Digest

VOL. 7 NO. 1

ISSN 1038-5622

JULY 1998

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

The main feature of this issue is a review of two imaginative and practical guidebooks written specifically to assist law teachers to develop the sort of creative instructional materials which will serve to stimulate their students' learning. The first, by Johnstone, presents a detailed educational framework for the effective design of teaching materials, whereas the second, by Johnstone and Joughin, is a complementary manual providing helpful hints and setting out the steps to be followed in designing teaching materials.

Three articles from the *Journal of Legal Education* provide insights into the recent attack on race-based affirmative action in the admission policies of American law schools. Sander provides an even-handed critique of the alternative policy of class-based affirmative action, which on analysis is condemned by Malamud as producing equally inequitable results. In contrast, Woo argues as a counter to the opponents of affirmative action for the adoption of a merit selection based on the principle of overcoming obstacles.

This issue also digests several of the articles taken from a recent issue of the *Journal of Law and Society* devoted to current issues about the social dimensions of legal education. Leighton examines the position now occupied by the new university law schools. Arthurs looks at the social impact on Canadian law schools of the economic and political pressures emanating from the wider university, the profession, government and the community. A similar approach is adopted by Parker & Goldsmith when probing the changing role of Australian law schools, which they label as failed sociologists in the market place. Kelsey discusses the social consequences of the privatisation of universities which he sees as having in recent years shifted from a state-centred to a market-driven education system. Alldridge & Mumford provide a report card on the advances in communications and information technology in law schools and sketch out a picture for the future.

There is a very interesting article by Samuelson on how to teach the processes of judicial reasoning and decision-making. Webb explores different ways in which ethical considerations can be injected into the law school curriculum. Under Continuing Education Blanche describes the challenges arising in Asian transition economies from the need to retrain government lawyers.

Finally, there is the report of a recent survey conducted by Vignaendra into the career destinations of Australian law students. As well as adding to the social profile of the fledgling lawyer, the study contains important implications for law school teaching and practical legal training. Moreover, the methodology adopted should be of great interest to those in other countries contemplating similar research.

Dr John Nelson, Editor

