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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.



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## IN THIS ISSUE

For the first time in several issues of the Digest we have a review article about a report worthy of being brought to the attention of our readers. *Legal education and training in Hong Kong* by Redmond & Roper is a comprehensive assessment of the current status of provision in Hong Kong, identifying shortcomings and proposing a model for reform of the system. All such systemic reviews, including this one in particular, due to the quality of the research and writing, contain lessons for all common law countries.

Under Assessment Brayne & others address the interesting question of how to determine whether, in the assessment of oral skills, a student is displaying evidence of competence or merely the performance of learned techniques and processes. Harris & Bone recount the findings from their research on the use of external examiners to assure academic quality. Under the Clinical Legal Education heading Rosas presents a strong case for mandatory pro bono programs for law students.

Curriculum contains two articles. Wegner examines patterns and possibilities for curriculum innovation and enrichment. Mock suggests ways in which first year courses can be modified to reflect the impact of the information revolution.

Under Individual Subjects two articles deal with legal education's response to globalisation issues. Edelman proposes an approach to using first-year legal writing programs as a vehicle for introducing students to international law at the outset of their law studies. Grossman describes one law school's approach to moving away from traditional domestically-oriented legal education into training that is interconnected with the ever expanding international nature of law. Also under this heading Day describes a course designed to prepare students for a career as in-house counsel.

Under Legal Education Generally an assessment is presented by Burridge of the landmarks, signposts and directions for legal education in the United Kingdom. Padilla reflects upon the impact of the different approaches adopted to legal education in Continental and North American systems.

Using 'casuistry' as a form of legal reasoning to teach values in law school is the subject of an article by Tremblay. Under Skills DeJarnatt points out that traditional legal pedagogy teaches through speech but evaluates through written analysis and thereby fails to attend to the significant differences between these means of communication and learning.

Finally under Teaching Methods & Media there are two articles published in *The Law Teacher* about deep and surface learning. Baron asks whether teachers can control student approaches to learning in the law. Halstead & others describe findings of their research into the effectiveness of the learning of their distance students with reference to how they acquire legal knowledge and the extent to which deep or surface approaches are taken.

Dr John Nelson, Editor