

# Legal Education Digest

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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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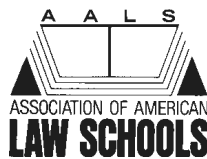
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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.



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## **IN THIS ISSUE**

There is one review article in this issue. *Legal education in Australia: current trends and developments*, is a collection of 14 reports, articles and essays surveying the modern legal education landscape in Australia. It is a significant contribution to critical analysis of the major problems confronting legal educators today, not just for those located in Australia, but also those in most common law jurisdictions.

Under Administration Ponoroff looks at both sides of the issue when exploring the frictions which often pervade the relationship between the law school and the central university administration and advises law deans that a mutually supportive and constructive relationship is ultimately essential for a successful deanship.

There are two articles under Clinical Legal Education. O'Leary contends that traditional methods for evaluating law faculty do not work when reviewing clinical teachers. Suggestions as made as to how the promotions or tenure review committee should recognise the different goals of clinical teaching when measuring the performance of clinical teachers. Williams explores what and how students learn under the clinical method, specifically the experiences of a group of students handling divorce cases in a clinic and how those experiences contributed to the learning process.

Under Curriculum Backer argues that the teaching of human rights within American law schools has been impeded by a parochialism that sees it as a subject involving the study of others and not the application of a universal normative structure.

There are three articles under Individual Subjects/Areas of Law, all from the St Louis Law Journal focusing on the teaching of Property Law. Friedland acknowledges that property often defies an easy organisational framework and poses obstacles for teachers because of a lack of relevant context for students. Roisman describes how a property class can be used to teach about the inequality which characterises its control, particularly the racial disparity associated with land ownership. In a wide-ranging article on the difficulties thrown up by teaching first-year students, Wendel explains how he uses the law of property to achieve the law teacher's goal of teaching students 'to think like a lawyer'.

Under Legal Education generally we have two articles. Reich surveys the trends in recent European legal education in an era of Europeanisation, competition and de-Sovietisation. Barker reviews the challenges posed by the internationalisation of Australian legal education, both with respect to the recruitment of foreign students and preparing local students to become global lawyers.

Belsky examines a future role for law schools as legal education centres with students being free to choose from a menu of course options offered by multiple law schools. Magone & Friedland propose a method for using the creative arts as a supplementary learning tool for teaching legal analysis.

Finally, under Teaching Methods & Media, Honabach demonstrates how the traditional curriculum is based upon teaching an average course to an average teacher. He then proposes a system of precision teaching under which student-centred teaching will focus on individual student outcomes, not on faculty inputs.

Dr John Nelson, Editor