

IN THIS ISSUE

Readers will note that, commencing with this the first issue in volume 12, there is a new layout and format for the Digest, designed to give it a more contemporary appearance. The intention is that readers should find that this new layout makes the content more easily readable than the three-column format we have hitherto used. We trust that this will prove so. We have also taken the opportunity to increase the length by a further four pages per issue, which hopefully will be welcomed by subscribers.

This issue contains no editorial review article of a recent book or other monograph on legal education but fortunately the 15 articles which do appear are much more diverse than usual. Under Assessment Methods Stake looks at the uses of grading information and the problems with comparative grading methods employed by law teachers. Hurwitz, in an article under the heading Clinical Legal Education, advocates the value of an international legal rights clinic as a method for preparing students for the globalisation of legal practice.

Berg suggests that distance education can be used to enhance learning in interdisciplinary subjects both by law students and those from other disciplines. Under Enrolment Policies Reynoso & Amron point to the past failures in achieving diversity in law schools and maintain that what is needed is a more ambitious commitment to attaining a diverse student body, faculty and administration. Guidelines for those using program evaluation to define and measure the success of academic support programs are to be found in Smith's article under Evaluation. Sebert looks at the challenges for the legal education community posed by the pressures on the cost and financing of law schools.

Under Individual Subjects/Areas of Law Buel contends that law schools should take up a leadership role by integrating relevant domestic violence issues into existing courses and developing specialised courses and Palmer examines the introduction of the proof-oriented method of teaching Evidence in an Australian law school.

We have under the heading Legal Education Generally an article by Daly about the consequences for legal education of the stratification both of the legal profession and law schools. Lahey & Griffith discuss four trends affecting higher education and their impact on law schools specifically, namely the increasing demand for accountability, greater financial efficiency, greater use of technology, and changes in organisation and governance.

There are two articles under Skills. Mack & others describe a law school project designed to help students develop self-reflection as an essential learning and professional skill. Recognising that information literacy is an essential part of the lawyering process, Carroll & Wallace outline a program, to be taught collaboratively by library and academic staff, for the integration of legal research training into all years of the curriculum.

Under Teachers Hutchinson & Hannah argue that, faced with mammoth change in many aspects of university teaching culture and the pressure for accountability and quality assessment, the most effective way of engendering teaching excellence is through voluntary teaching improvement rather than accreditation. Under Teaching Methods & Media Sifris & McNeil describe a small group learning project designed to improve student attitudes to and the learning and teaching of Real Property Law, as well as the profile of the subject, through a team-based collaborative learning environment.

Under Technology Martin scrutinises the opportunities, challenges and threats posed for law schools by information technology. He argues that they must change old patterns of teaching focused on the individual teacher and reorganise their human resources for teaching and research, failing which their role is likely to be increasingly marginalised in a networked world.

Finally, we foreshadow that the next issue will contain a review article on a recent English book published early this year which has some thought-provoking comments about university legal education and the role of law schools. It is titled *Conversations, choices and chances: the liberal law school in the twenty-first century* and has been written by Professor Anthony Bradney of Leicester University Law School in the United Kingdom.

Dr John Nelson, Editor

A publication of



Kindly sponsored by the
Association of American Law
Schools