

# Legal Education Digest

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All the materials digested have been categorised in accordance with the subject headings listed on page 24. Where there is no material in the issue under a particular subject heading, the heading will not appear.

## IN THIS ISSUE

There is the same diversity of topics which we usually encounter across the 15 articles that have been digested to produce this issue of the Digest. This time they originate from four jurisdictions, namely the United States, United Kingdom, Australia and New Zealand. Nonetheless, they explore issues that are common to all legal educators, wherever they happen to be located.

Under Teaching Methods & Media we have four articles. Greig explores how student-led classes for group work activities can be used to develop certain generic skills. Although scarcely breaking new ground, Anker & others discuss the transition from lectures to small group seminar-style teaching in Australia's oldest law school. Also under this heading, Wilcox examines how reflective lawyer narratives can be used to give students a sense of the lawyer's experience of practice.

Postlewaite, in the first of two articles in the Research section, identifies a paradox that arises when the publish-or-perish imperative governing professional life magically disappears once tenure is gained and looks at the effect of tenure on productivity and publication patterns. Turnier contends that the major law reviews, in the hands of student editors, pay scant attention to such important areas of scholarship as taxation and that tax academics are forced to rely on speciality journals to get published.

Under Gender Issues, Ward describes the results of a study of the contents of introductory law subjects at Australian law schools to ascertain whether they contain feminist critiques. Similarly, under Individual Subjects/Areas of Law, Parashar argues that feminist critiques should be a legitimate organising focus for teaching family law. Mack suggests that issues of race, gender and diversity should be used in the teaching of evidence to illustrate the fact that they are central to the substantive legal and doctrinal aspects of the subject.

In a particularly thought provoking article, Johnstone argues that law schools need academic leaders who can energise their colleagues in order to improve quality of law teaching and suggests how this objective should be realised. The importance of each law school having a meaningful and well thought out mission statement is highlighted in Butler's article under Institutions & Organisations.

Under Purpose, Chart suggests that, while technical legal expertise continues to be an important outcome of legal education, law schools should focus upon equipping their graduates with critical skills in conflict management and problem-solving. The last article worthy of editorial comments is authored by Goode, who covers the role of feedback or student performance critique within the clinical legal education setting.

Finally, it should be noted that for this issue there is no review article. We have been unable to identify any book that has recently been published and is deserving of a detailed review rather than digesting.

Dr John Nelson  
Editor