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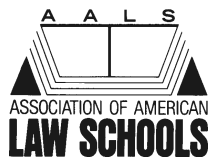
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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.



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IN THIS ISSUE

Now that we have reached the final issue in the current volume, we decided that it would be a useful exercise to revisit the mission for the Digest (see page 2) and its value for scholars and practitioners across all dimensions of legal education. We are also taking the opportunity to share with readers the plans we have for the future of the Digest. These include upgrading the appearance and readability through the adoption of a new format and layout from the start of the next volume (volume 12 number 1).

In this issue there are three articles under Curriculum, the first two of which appeared in a series on promoting justice through interdisciplinary teaching in the *Washington University Journal of Law and Policy*. Connolly presents a powerful case for interdisciplinary law school classes in order to 'elucidate the elephants' that new lawyers will encounter in their lives in practice. Schlossberg advocates the use by law schools of a transactional law clinic to expose students to the role for the interdisciplinary collaborations which are a regular part of practice. Nollent describes a dual law degree program established between an English and a French university and discusses what can be learnt from assessing the experiences of students of different nationalities and cultures.

Under Individual Subjects/Areas of Law Sharpe reports on a survey of American law school faculty to illuminate the teaching of evidence by the case and problem-based approaches and hybrid versions of both. Shah presents reflections on the approaches adopted and experiences of being involved in teaching the subject Ethnic Minorities and the Law.

There are three articles under Skills, including a discussion by Cordon of the teaching of advanced legal research in a practice-oriented curriculum. Hanrahan complains that law schools disregard the teaching of oral advocacy skills and proposes classical rhetoric as a tool for plugging this gap. Finally, Martin discusses the use of a modified problem-based learning approach to motivate and enhance student learning in Taxation Law.

There is a mixed bag of articles in the balance of this issue. Kuehn & Joy present a critique from an ethical perspective of the level of outside interference in law school clinic cases and client decisions. Bok contends that free market doctrines have taken a hold on law schools, often to their considerable detriment, and suggests how competition can be redirected to the rights goals through devising better quality standards. Mytton reports on a biographical study of six law teachers designed to reveal new dimensions to the dynamics of law teaching. Finally, Beattie revisits the use of the Socratic teaching method, the staple of American law school teaching, and contends that it has come to be held in general disrepute because it has been misused. He maintains that, properly used, the Socratic teaching method is still highly beneficial and proposes a revitalised approach to its use which will enhance the quality of student learning.

Dr John Nelson, Editor