

## EDITORIAL

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For over a century, writers have commented on the apparent difficulty that certain insights (called “interdisciplinary” insights) have encountered when attempting to infuse law school culture or curriculum. Habit, complacency, physical isolation, economics and academic culture have assisted in preserving law school ghettos. For example, visiting professors of education are quietly aghast at the amateur theories which underlie the law school learning environment. Teaching and learning practices stumble along with occasional fad additives. Learning in law schools remains (with rare exceptions) strangely devoid of sophisticated conceptual categories or connection to orthodox educational theories. This volume contains two articles by welcome “outsiders” — John Biggs and Paul Ramsden.

These two writers have graciously crossed normal interdisciplinary language barriers. Perhaps one day more resources, energy, humour and risk-taking will be directed towards translating orthodox educational theories and categories into the formal and informal learning environments of law schools.

JHW

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