

## Problems and Perspectives on Legal Education in China: A Quantitative Investigation

Racidon P. Bernarte<sup>1\*</sup>, Yingying Zhu<sup>2</sup>

<sup>1</sup>The Catholic University of Bulacan, Malolos City, Philippines; <sup>2</sup>Qingdao Opera House, Shandong Province, China

\*Email: [racidonbernarte@gmail.com](mailto:racidonbernarte@gmail.com)

Received for publication: 03 February 2022.

Accepted for publication: 12 April 2022.

### Abstract

Legal education is a fundamental connection in the Chinese general set of laws, especially when China has vowed to administer the country by law and order. Legal education acts as a vital stage for individuals working within the legal profession, preparing judges and lawyers, and also other legal staff. Lawful instruction within 21st Century China has two fundamental missions: first, working with the nation's science & schooling drive, and second, working with law and order in the country. It can be said that without the advancement of legal education, law and order may be something like an unfilled word. The mission of legal training has become more down-to-earth in the feeling of serving the advancement of the market economy growth. The market-arranged financial advancement has achieved severe interest for modern legal administrations. Legal education has grown broadly over the most recent twenty years; lawful training and legal practice are still generally independent. A sample of 241 respondents was surveyed to determine the factors determining the Problems and Perspectives of Legal Education in China. The study concludes that the Quality of Legal education, Education and Demand, Reform and Perspective, and Practical Skill Training determine the Problems and Perspectives of Legal Education in China.

**Keywords:** Legal education, Chinese legal system, Legal teaching methods, Chinese law schools, Education reform, Chinese legal education system

### Introduction

During the past 30 years of recreation and advancement, the current higher legal education framework in China has progressively developed. With the social turn of events, modernization of regulations and order, and expanded public consciousness of more successful legal instruction techniques, in any case, numerous issues exist that keep the Chinese lawful training framework from advancing. The objective of legal instruction decides the courses that can be educated, the instructing strategies that will be utilized, and the students' abilities. For quite a while, higher legal education has zeroed in on the information-focused instruction model in place of the expertise-arranged training model. Lawful teaching strategies are firmly connected with the objective of legal training. Legal education requires teaching students how to learn, utilize law, & train them to tackle issues.

China should construct the basic philosophy regarding law and order. Legal education is the best and most productive method for doing this. Since forever ago, China never kept the idea of the guideline of law. This Western-began idea was first thought of and acknowledged inside China in 1976. In the past thirty years, law and order have progressively flourished in the public eye, and the general population has acquired consciousness of it; yet it has quite far to go. Fundamental objectives of China's higher lawful instruction ought to be to prepare students with autonomous characters

who embrace the incomparability of law and primary liberties. Students who oppose any power and winning difficulties; who have a solid feeling of reasonableness, equity, and social obligation; and those who have an earnest obligation to the lawful calling, devotedly maintaining its morals. Without this belief system, legal education resembles "climbing a tree to get fish"- a fruitful methodology.

### ***Legal Teaching Methods Practiced in China***

Teaching strategies in China's graduate schools are firmly connected with the objectives of legal education instruction. Legal education aims to decide what law students should insight or what law educators will instruct and describe the kinds of effective instructing techniques that ought to be applied or practiced. In China, the law workforce sought after the best teaching strategies of legal education training. The general rule of instructing in China's graduate schools is a combination of speculations and practice. The law educators should show students "what (the law interprets)" and "why (the law interprets as much)," and additionally "how (the law must be applied in the right direction)." China is a common law country that utilizes teaching strategies uniquely concerning those applied in most graduate schools in precedent-based countries. China puts together its legal instruction concerning scholarly talks and composed assessments, which are more appropriate for the dominance of confounded composing rules. So, the highlights of lawful teaching strategies in China can be summed up in three focuses: educator-focused rather than student-focused; information situated rather than expertise arranged; addresses on content and coherent thinking rather than critical thinking and innovative reasoning.

Functional legal education instruction underscores the ability to arrange and student-focused lawful teaching techniques to prepare students to figure out how to specialize in legal matters: how to track down the law, investigate law, decipher law, and use law during the time spent managing genuine cases.

The presentation of the clinical legal education training program in China came about because of the substantial interest for greater lawful instruction change, particularly for investigating new lawful educating techniques. In September 2000, with assistance from the Ford Foundation and a few U.S. graduate colleges, scientific, legal schooling applications were created in seven graduate colleges. As a forward-questioning direction with some other legal coaching approach presenting a crucial philosophical and instructive alternate from China's traditional lawful education framework, scientific tasks were energetically invited with the aid of using regulation instructors and regulation students. Thus, more excellent graduate colleges have pursued this direction, both with the aid of incorporating this application into their academic plan or with the aid of using this informative method to put together regulation students.

### **Literature Review**

Baskir, C. E. (2015) figured that lawful clinical training is an amazing chance to foster reasonable and insightful abilities, seek after civil rights issues and join and adjust other unfamiliar developments, has been viewed as a method for tending to a portion of these difficulties, yet it also faces various deterrents. For example, most clinical instructors are overburdened and under-compensated under current scholarly guidelines. No free advancement or appraisal components yet exist for Chinese clinicians, and not many clinical educators in China have the advantage of instructing exclusively in clinical projects. Unexpectedly, educators by and large who do not get credit and acknowledgment for their clinical work are expected to show a whole heap of non-clinical syllabus every semester. At the same time, they are relied upon to participate in exploration and grant in their non-clinical fortes. These conditions clarify the successive need to enhance the full-time teachers in

the facility with other experienced lawful experts. Also, existing Chinese laws do not allow students in lawful facilities similar freedoms as lawful agents when taking care of cases. College law students sought to display up in Chinese courtroom docket simply with inside the process of 'resident delegate.' They had limited admittance to reviews and, as soon as in a while, to their customers. At the beginning of 2012, that ability has been moreover confined through revisions to China's Civil Procedure Law. This test of restricted student privileges is incredibly intense in criminal cases.

Phan, P. N. (2017) discovered that in work to prepare law students to perform well in the worldwide economy, lawful instruction specialists should look to the advancements at schools like STL and CESL and fuse a portion of those teaching techniques and curricular improvements into different establishments. To seek after an all the more generally accessible globalized law educational plan, graduate schools ought to consider fusing similar components and points of view into conventional Chinese law courses and organizing more English language or bilingual law classes and courses like STL's Transnational Legal Practice. Likewise, outstanding skill preparation would improve by the foundation of an obligatory near legal morals course for law students. The formation of more interdisciplinary courses will fortify student groundwork for dominating a worldwide world. Moreover, the development of trade programs for students and personnel will help establish a more multicultural climate in Chinese graduate schools. For these endeavors to be fruitful, establishments should adapt to explore and foster new courses while keeping up with expectations and responsibility.

Erie, M. S. (2009) pinpointed that Chinese lawful instruction specialists could consider an obligation to an alternate model of legal education executed by making the JM degree. In this vision, undergrad schooling would be changed to zero in on comprehensive instruction, while the individuals who expect to become attorneys would need to finish an advanced education of a few years zeroed in on professional legal training. Eligibility to take the National Judicial Examination would be restricted to those who have finished that kind of expert lawful preparation. Simultaneously, to guarantee a sufficient inventory of prepared lawful experts in more rustic pieces of the country, specialists could build the motivating forces for legal counselors to move to those areas, just as assets to grow Quality preparation unique open doors in those districts.

Zhao, J., and Hu, M. (2012) recognized that lawful Chinese teachers should urge students to be receptive. Present-day legal training should go up against the difficulties of monetary globalization with an open and farsighted vision, directing China's change toward modernization and progress. Law students ought to learn both their own and Western overall sets of laws, particularly the Western thought of law and order.

Ling, M. (2006) interpreted that Clinical legal student make huge commitments by offering lawful guide administrations, particularly to the distraught, because of solid public requests for civil rights. As a stage for consolidating study hall learning with field preparing, the legal guide situated facility not just furnishes clinical students with a spot to manage genuine cases and to rehearse lawful expert abilities and morals, yet additionally offers a decent chance for students to acquire a superior comprehension of society and the significance of equity and reasonableness. This particularly remains constant under current conditions, where legal guide assets given by the public authority are too scant to even think about addressing cultural requirements.

Haicong, Z. (2009) analyzed that the achievement of clinical legal instruction in China does not lay on the number of cases nor with the down-to-earth. More critically, law students have formed the basic philosophy of law and order, have fostered a solid feeling of social obligation to advance reasonableness and equity, and have developed a valid obligation to the lawful calling. Thus, higher lawful schooling and clinical-situated reasonable legal education are genuinely about.

For China's situation, the hole between legal instruction and lawful calling is considerably more extensive. Legal instruction has grown broadly over the most recent twenty years. Lawful training and legal practice are still generally independent. Lawful schooling has not worried itself, especially with the requirements and requests of the lawful calling. Instruction programs are completed under the domain of the Ministry of Education.

Since legal calling is a well-known fascination in China and the economic wellbeing of lawful specialists has been brought up in the change time. Numerous colleges are leaned to build up law resources even though conditions are not prepared for this undertaking, causing a decrease in lawful instruction now and again. It could be reviewed that when current lawful instruction was first acquainted with China during the late 19th century and mid-20th century, its scale was extended an excessive amount to such an extent that its Quality was compromised a lot. The current advancement of lawful instruction must draw an illustration from history. Subsequently, the support of excellent lawful schooling is one more issue to consider during the time spent change.

Gelatt, T. A., and Snyder, F. E. (2013) diagnosed that the inspiration of law workplaces in the faculties is one of the objectives in China's graduate faculties. This indicated the development of China's economic system and the absence of financial assistance for superior schooling. The LuoJia Law Firm, oversaw by the Wuhan University Law School, is fundamentally comprised of center instructors of the graduate school. Like other law offices, it offers lawful assistance for the general public. Hastily, this sort of legal action resembles an impression of the coordination of lawful training and lawful calling. However, in nature, this is a business activity that most certainly disturbs the typical activity and nature of lawful schooling. There are various ways to change this, such as de-connection such law workplaces from their graduate faculties to permit them to come to best and regulation workplaces or convert them into lawful manual groups with the cease aim of medical education. The law-diploma permitting framework/system is the differentiation that wishes a dire change. In China, law levels are allowed now no longer solely to regulation graduates but similarly to college students in political theory, coverage management, international relations, and human science. This schooling appears to be noticeably uncommon and off-kilter in outsiders' eyes. However, it is a power of the prepared monetary gadget institutional introduction below which the choice on granting stages has a place with the Ministry of Education.

Depei, H., and Kanter, S. (2011) installed that because lawful schooling is vital for the general education alternate, the final opportunity assumes an easy thing withinside the previous. Even though China is at the tune of a marketplace economic system, its instructive framework results from the annulled organized economic system. The obligations of constructing up a university, the wide variety of college students in enlistment, and the course of exploration are limited. As noted, Chinese criminal education is profoundly unified. There is a development of route readings administered through the Ministry of Justice and composed through regulation educators pooled from full-size graduate faculties. Such a framework is not predictable with China's marketplace-oriented climate. Under the marketplace economic system conditions, ready college students in faculties sought to fulfill the inventory and want necessity from the marketplace withinside the well-known public. Faculties must have a particular stage of independence. Legal schooling is not any unique case.

Zhu, S. L. (2015) distinguished issues and viewpoints on lawful abilities preparing in China. China should upgrade legal abilities preparing. It is dire because there is a possibly massive interest for lawful administrations as China's constantly extending change further coordinates China's economy with the world economy. Such financial joining makes urbanization, industrialization, and commercialization inescapable in the public eye, continuously becoming unacquainted. The development and opening of the legal administrations market are sure. Some great unfamiliar legal coun-

selors may be expected to enter the Chinese legal administrations market in different directions in the following decade. On the off chance that Chinese legal experts keep on not considering lawful abilities, the most productive pieces of legal practice will be taken, if not cornered, by unfamiliar law offices and legal advisors. Provided that this is true, the development and progression of the Chinese legal calling and lawful training will be genuinely impacted.

Landsberg, B. K. (2009) identified that China goes via a change the country population is declining, the country is hastily urbanizing, and the portability of the population is increasing. Significantly, which all display that China is converting right into an urban, modern, and commercial enterprise society as not primarily based totally on family members among associates. As conventional relational relations change, particular legal abilities that are not material to the previous horticultural and associate society will become progressively significant in the new friendly climate. Moreover, a modern and business society expands the expense for interest in relational relations while diminishing its profit, which powers individuals to go to the lawful calling for debate settlement. Thus, interest in lawful abilities will produce a more major benefit as the social change proceeds.

Chavkin, D. F. (2018) discovered that one specific test legal training change in China faces is characterizing its objectives/goals when it needs to react to the social changes occurring throughout modernization. The nation cannot disregard cultural ills & gatherings far removed from the fast monetary & social development. China would not disregard legal experts' actual capacity for further developing admittance to equity for the typical resident. Chinese legal instruction change ought to think about lawful experts to grow, ensure the Quality & validity of lawful training, and change the conventional way of educating at the graduate school level into another one that is receptive to social turns of events. According to this viewpoint, the model of clinical, lawful schooling abroad assumes the test of teaching students professional qualities and a feeling of social obligation autonomous of lawyering abilities. Hence, it is advantageous to think about how best to coordinate facilities into the customary Chinese legal education framework.

Wang, Z. (2012) figured out that China needs to re-characterize the idea of lawful instruction. Legal education should not be just a piece of the overall advanced education, yet a significant part of the legal arrangement of a country. In this manner, law study ought to be viewed as expert instruction, not the subject of an overall expression. The undertaking of legal instruction is to prepare attorneys, not for the most part taught residents. In China, from one viewpoint, the bar and legal executive are available to individuals in any discipline, and it is not the syndication of graduate schools to prepare legal counselors. Then again, graduate schools are needed to prepare other faculty, similar to public heads & educated citizens.

### **The objectives of the study**

1. To know the factors that determine the Problems and Perspectives of Legal Education in China.

### **Methodology**

A sample of 241 respondents was surveyed to determine the factors determining the Problems and Perspectives of Legal Education in China. The study is a quantitative investigation, and the study's primary data is collected through a ransom sampling method with the help of a questionnaire designed particularly for this study. Exploratory factor analysis is used to analyze the data and reach results.

**Results**

Table 1 shows the general profile of the respondents. It is found from the table that in total, 241 respondents, 57.7% are male and 42.3% are female. Among them, 18.7% are from 21-28 years, 42.7% belong to the age group 28-32 years, and 38.6% are above 32 years. Twenty-six percent of the respondents are law students, 28.6% are faculty members, 29.5% are academicians, and the rest, 15.8%, are working at other positions in the education sector.

**Table 1. General Profile of Respondents**

| Variables       | Respondents | %age |
|-----------------|-------------|------|
| Gender          |             |      |
| Males           | 139         | 57.7 |
| Females         | 102         | 42.3 |
| Total           | 241         | 100  |
| Age profile     |             |      |
| 21-28 yrs       | 45          | 18.7 |
| 28-32 years     | 103         | 42.7 |
| Above 32 years  | 93          | 38.6 |
| Total           | 241         | 100  |
| Occupation      |             |      |
| Law students    | 63          | 26.1 |
| Faculty members | 69          | 28.6 |
| Academicians    | 71          | 29.5 |
| Others          | 38          | 15.8 |
| Total           | 241         | 100  |

*Exploratory factor Analysis*

**Table 2. KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .885     |
|--|--------------------|----------|
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 3529.105 |
|  | df                 | 153      |
|  | Sig.               | .000     |

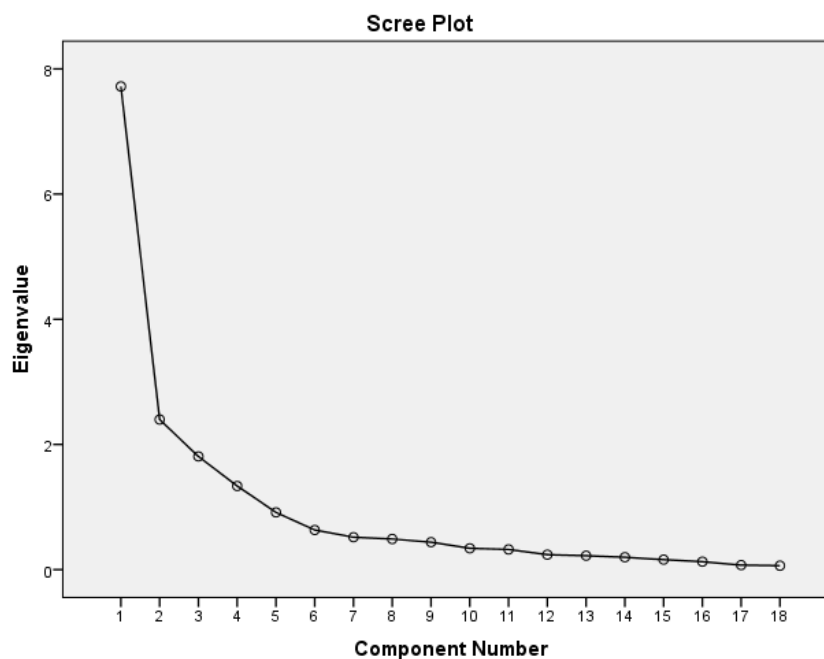
“KMO and Bartlett's Test” was applied in which KMO value found is .885, which is more than the 0.6; hence it confirms the validity of the factor analysis.

**Table 3. Total Variance Explained**

| Component | Initial Eigenvalues |               |              | Rotation Sums of Squared Loadings |               |               |
|-----------|---------------------|---------------|--------------|-----------------------------------|---------------|---------------|
|           | Total               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative %  |
| 1         | 7.720               | 42.888        | 42.888       | 4.104                             | <b>22.798</b> | 22.798        |
| 2         | 2.399               | 13.326        | 56.214       | 3.797                             | <b>21.095</b> | 43.893        |
| 3         | 1.808               | 10.047        | 66.261       | 3.162                             | <b>17.566</b> | 61.460        |
| 4         | 1.336               | 7.423         | 73.684       | 2.200                             | <b>12.224</b> | <b>73.684</b> |

| Component | Initial Eigenvalues |               |              | Rotation Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 5         | .914                | 5.080         | 78.764       |                                   |               |              |
| 6         | .633                | 3.518         | 82.282       |                                   |               |              |
| 7         | .517                | 2.875         | 85.157       |                                   |               |              |
| 8         | .490                | 2.721         | 87.877       |                                   |               |              |
| 9         | .438                | 2.436         | 90.313       |                                   |               |              |
| 10        | .341                | 1.894         | 92.207       |                                   |               |              |
| 11        | .323                | 1.795         | 94.002       |                                   |               |              |
| 12        | .239                | 1.327         | 95.328       |                                   |               |              |
| 13        | .222                | 1.234         | 96.563       |                                   |               |              |
| 14        | .198                | 1.097         | 97.660       |                                   |               |              |
| 15        | .159                | .884          | 98.544       |                                   |               |              |
| 16        | .127                | .708          | 99.252       |                                   |               |              |
| 17        | .072                | .400          | 99.652       |                                   |               |              |
| 18        | .063                | .348          | 100.000      |                                   |               |              |

It is found from table 3 that the four factors explain a total of 73% of the Variance. The 1<sup>st</sup> Factor explains 22.798% of the Variance, followed by the 2nd Factor with 21.095%, the 3rd Factor has 17.566%, and the 4<sup>th</sup> Factor explains 12.224% of Variance.



**Figure 1. Scree Plot**

Figure 1 is the graphical presentation of the Eigenvalues obtained from Table 3, "Total Variance Explained." The figure shows an elbow at four components. Hence portrays that a total of 4 Factors has been extracted.

**Table 4. Rotated Component Matrix<sup>a</sup>**

| <b>S. No.</b> | <b>Problems and Perspective of Legal Education</b>  | <b>Factor Loading</b> | <b>Factor Reliability</b> |
|---------------|---|-----------------------|---------------------------|
|               | <b>Quality of legal education</b>   |                       | <b>.956</b>               |
| 1.            | Lack of diversity in law schools  | .863                  |                           |
| 2.            | Having negative thoughts about trends among Chinese academics and creating moral problems       | .851                  |                           |
| 3.            | Inadequate level of "socialist rule-of-law education."  | .847                  |                           |
| 4.            | Problems in legal education administration due to spread of top-down target management system   | .838                  |                           |
| 5.            | There is a bubble in "state investment-fueled legal education."                                 | .787                  |                           |
|               | <b>Education and Demand</b>   |                       | <b>.905</b>               |
| 1.            | Legal education is bearing no significance to their real work projections                       | .878                  |                           |
| 2.            | Legal education is facing global competition pressure   | .872                  |                           |
| 3.            | Lack of employment for law graduates results in less demand                                     | .807                  |                           |
| 4.            | The bar exam of legal education in China is held by colleges and universities                   | .754                  |                           |
| 5.            | Not getting jobs as lawyers due to lack of demand   | .706                  |                           |
|               | <b>Reforms and Perspective</b>  |                       | <b>.823</b>               |
| 1.            | Ministry of education involves cultivation of a range of types of legal experts                 | .850                  |                           |
| 2.            | Pushing the capabilities of law students required to face legal issues                          | .847                  |                           |
| 3.            | Having clear objectives of legal education and improving teaching techniques                    | .839                  |                           |
| 4.            | Offering new legal courses in foreign languages   | .631                  |                           |
| 5.            | Advance legal, vocational education through 3+3 program and practical legal skills              | .551                  |                           |
|               | <b>Practical skill training</b>   |                       | <b>.740</b>               |
| 1.            | Shifting of practical skill training cost to law schools  | .819                  |                           |
| 2.            | Practical skill training of law students is facing a lack of focus                              | .799                  |                           |
| 3.            | There is no connection between "specific development track" which is pursued by the authorities | .766                  |                           |

***Development of the Factors***

Quality of legal education is the first Factor that includes the variables like lack of diversity in law schools, having negative thoughts about trends among Chinese academics, and creating moral problems. Also, the Inadequate level of "socialist rule-of-law education," Problems in legal education administration due to the spread of top-down target management system, and there is a bubble in "state investment-fueled legal education." The second factor, namely Education and Demand, consists of variables like Legal Education, which bears no significance to their actual work projections. Legal education is facing global competition pressure. The lack of employment for law graduates' results in less demand. The bar exam of legal education in China is held by colleges and universities and not getting jobs as lawyers due to lack of demand. Reforms and Perspective is factor



number three, including the variables like Ministry of Education, is involving the cultivation of a range of types of legal experts, pushing the capabilities of law students required to face legal issues, having clear objectives of legal education and improving teaching techniques. They offer new legal courses in foreign languages and Advanced Legal, vocational education through a 3+3 program, and practical legal skills. Fourth and the last factor is Practical Skill Training which includes the variables like shifting of practical skill training cost to law schools. Law students' practical skill training faces a lack of focus, and there is no connection between the "specific development track" pursued by the authorities.

#### ***Construct wise reliability of all the factors***

The reliability of different factors is observed. The factor reliability of Quality of legal education is 0.956, Education and Demand have 0.905, Reforms and Perspective is 0.823, and Practical skill training shows factor reliability as 0.740.

**Table 5. Reliability Statistics**

| <b>Cronbach's Alpha</b> | <b>Items</b> |
|-------------------------|--------------|
| .905                    | 18           |

It is found from table 5 that there are total 18 numbers of items that include all the variables related to problems and perspectives of legal education, and the total reliability found is 0.892.

#### **Conclusion**

As Chinese lawful schooling organizations and specialists push ahead with the execution of the new arrangement, they will have the chance to seek after various significant, related changes. Specifically, it is essential to guarantee that the help for clinical projects converts into additional financing and regulatory change to decrease the weight on and further develop acknowledgment of workforce who instruct in the facilities. Such change ought to incorporate endeavors to diminish the staff-to-student proportions in courses with experiential learning components, particularly facilities; endeavors to extend center students' capacity to go about as lawful agents before courts and motivating forces for personnel, all things considered, to explore different avenues regarding different teaching procedures & foster model educating materials. Subsidizing for experiential learning projects ought not to rely principally upon global establishments; all things being equal, homegrown monetary help for these projects should also be developed. Also, the extension of worldwide studios, trades, 'train the coaches' projects, and different endeavors to coordinate more global staff into Chinese clinical projects will help adjust, fortify and consolidate into Chinese lawful teaching method the experiential learning strategies grew abroad. In addition, the new arrangement tends to the absence of down-to-earth work insight among current law personnel to some degree by proposing to turn law educators into government work and government authorities into the scholarly world. This proposition ought to be carried out in a manner that presents a variety of involvement and instructing techniques to the study hall while creating frameworks for assessing and guaranteeing Quality. Legal instruction in China has progressed significantly from its nadir during the Cultural Revolution. The various organizations of higher legal education made or reestablished over the most recent 38 years have drawn in huge numbers of students, creating vast numbers of law graduates and legal advisors. They have made child strides towards seeking creative teaching methods and have explored different avenues regarding new educational programs, with generally sure outcomes up to this point. The central specialists perceive that it is time for Chinese lawful instruction to venture into the following change phase. The ingrained suppositions and practices should be survived, and

monetary burdens should be borne to effectively carry out the proposed changes for a more extensive scope, so one might say that change will not be simple. However, the ideal consequence of explicit instruction to get ready lawful experts for the difficulties of 21st-century work in our current reality where lines appear to be less and more straightforward to cross will be worth the effort.

The study concludes that the Quality of Legal education, Education and Demand, Reforms and Perspective, and Practical Skill Training determine the Problems and Perspectives of Legal Education in China.

## References

- Abramson, K. (2006). Paradigms in the cultivation of China's future legal elite: a case study of legal education in western China. *APLPJ*, 7, 302.
- Baskar, C. E. (2015). Legal education in China: globalizing with Chinese characteristics. *Asian Journal of Legal Education*, 2(2), 143-156.
- Cai, Y. (2011). Global Climate Legal Education and International Partnerships: A Chinese Legal Educator's Perspective. *Md. J. Int'l L.*, 26, 159.
- Chavkin, D. F. (2009). Experimental Learning: A Critical Element of Legal Education in China (and Elsewhere). *Pac. McGeorge Global Bus. & Dev. LJ*, 22, 3.
- Depei, H., & Kanter, S. (1984). Legal education in China. *The American Journal of Comparative Law*, 543-582.
- Erie, M. S. (2009). Legal education reform in China through US-inspired transplants. *J. Legal Educ.*, 59, 60.
- Gelatt, T. A., & Snyder, F. E. (1980). Legal Education in China: Training for a New Era. *China L. Rep.*, 1, 41.
- Haicong, Z. (2009). Legal education in China: Present and future. *Okla. City UL Rev.*, 34, 51.
- He, W. (2005). China's legal profession: the nascence and growing pains of a professionalized legal class. *Colum. J. Asian L.*, 19, 138.
- Kraus, J. (1989). Legal Education in the People's Republic of China. *Suffolk Transnat'l LJ*, 13, 75.
- Landsberg, B. K. (2009). Strategies to increase the availability of skills education in China. *Pac. McGeorge Global Bus. & Dev. LJ*, 22, 45.
- Ling, M. (2006). Clinical legal education and the reform of the higher legal education system in China. *Fordham Int'l LJ*, 30, 421.
- Minzner, C. F. (2013). The rise and fall of Chinese legal education. *Fordham Int'l LJ*, 36, 334.
- Phan, P. N. (2005). Clinical legal education in China: in pursuit of a culture of law and a mission of social justice. *Yale Hum. Rts. & Dev. LJ*, 8, 117.
- See Song Fangqing (2001). A Study on China's Modern Legal Education, *Chinese Legal Science* (in Chinese), 5, 177.
- See Wang Chenguang (1993). Puzzling Problems in Legal Education – A Survey from the Comparative Perspective, *Peking University Law Journal* (in Chinese), 2, 73
- Smits, J. M. (2014). Three models of legal education and a plea for differentiation. *China-EU Law Journal*, 3(1-2), 55-63.
- Tay, A. E. S., & Kamenka, E. (1986). Law, Legal Theory and Legal Education in the People's Republic of China. *NYL Sch. J. Int'l & Comp. L.*, 7, 1.
- Wang Jian (1997). A Chinese J.D. Program? Review on the Legal Professional Master Degree Education in China, In *THE WAY OF LEGAL EDUCATION IN CHINA* (He Weifang ed.), p.83.
- Wang, Z. (2002). Legal Education in Contemporary China. In *Int'l L.*, 36, 1203.

- Wang, Z., Liu, S., & Li, X. (2017). Internationalizing Chinese legal education in the early Twenty-First Century. *Journal of Legal Education*, 66(2), 237-266.
- Weidong, J. (2004). Legal education in China: a great leap forward of professionalism. *Kobe University law review*, 39, 1-21.
- Xinyi, H. (2006). Modern legal education in China. *Okla. City UL Rev.*, 31, 293.
- Zhao, J., & Hu, M. (2012). A comparative study of the legal education system in the United States and China and the reform of legal education in China. *Suffolk Transnat'l L. Rev.*, 35, 329.
- Zhu, S. L. (2009). An institutional inquiry into legal skills education in China. *Pac. McGeorge Global Bus. & Dev. LJ*, 22, 75.