

The *Legal Research Newsletter* published by the Australian National University and sponsored by the Australasian Law Teachers Association and Butterworths, lists recent and forthcoming publications, and describes current research on legal education.

## TEACHERS

### Advice for the new law professor: a view from the trenches

S J Becker

42 *J Legal Educ* 3, pp 432 - 446

The article is in the form of practical advice. It deals first with deciding what to teach. In regard to learning how to teach, the author deals with creating a professorial personality, choosing course material, preparing the syllabus, the first class, "close encounters of the student kind", end-of-term reviews, and preparing and grading exams. She concludes with some discussion of student contact outside the classroom.

### The end of forced retirement: dream or nightmare for legal education?

L F Rothstein

XXIV *Syllabus* 1, Winter 1993, p 3

Discusses impact of amendments to USA Age Discrimination in Employment Act which provides that employers may no longer set a mandatory retirement age. Whilst there are benefits there are also serious problems. Will force law schools to start a system of review for faculty. A question is what standards should apply to older faculty.

### God talk by professors within the classrooms of public institutions of higher education: what is constitutionally permissible?

S H Jenkins, B R Johnson & O J Helweg

25 *Akron L R* 2, pp 289-314

The authors examine whether a teacher may disclose personal and theological biases in a classroom. They conclude that a teacher may make theological statements relevant to the course or to acquaint students with his/her own

approach to the issues, through they should not use their power of influence to indoctrinate the students with their own political, religious or social beliefs.

## TEACHING METHODS & MEDIA

### Council approves new externship guidelines

XXIV *Syllabus*, 2, Spring 1993, p 1

Outlines a revised Interpretation of Standard 306 which sets down more definitive criteria for field placements, and improve the process of their planning and regulation.

## TECHNOLOGY

### Computers and Plagiarism

D J Shakow

[see Assessment methods]

### The future of computer assisted learning in law

T Allen & W Robinson

3 *J Law & Info Sc* 2, pp 274-286

The article explains why the present forms of computer assisted learning (CAL) are proving disappointing, and the directions which future developments in CAL must take if it is to play an important role in this aspect of legal education. The authors discuss the aims of legal education, the type of teaching CAL does, and evaluations of CAL. It then considers whether it can do more and discusses current developments. It concludes that future CAL needs to be able to carry on a teaching dialogue, and to be able to test ideas which may have been developed by the student. Hypertext offers potential to do this.

### Planning law school computer services

S B Kauffman

XXIV *Syllabus* 1, Winter 1993, p 9

Reports on a survey which confirms that law school computer services demand substantial staffing and budgeting commitments. Tracking of law-school-wide expenditure could help law schools develop realistic budget plans.

## WOMEN'S ISSUES

### Fighting with angry women: a response to Lasson

J A Siliciano

42 *J Legal Educ* 3, pp 461 - 464

A response to an article "Feminism awry: excesses in the pursuit of rights and trifles" by Kenneth Lasson in 42 *Jnl Leg Ed*, 1 (1992) [previously digested in vol 1 no 3 of the *Legal Education Digest*]. The writer claims that Lasson has missed the real issue raised by radical feminism.

### Conflict and connection at Sydney University Law School: twelve women speak of our legal education

M Stewart

18 *Melb U L Rev* 4, Dec 1992, pp 828-851

Discussion of a case study by the author concerning the experiences and views of 12 female students of the University of Sydney Law School interviewed in the final year of their study. The author focuses on issues such as the law school community, competitiveness, sexism, career inspirations, the content of legal education and conflict within the law school to determine how society's male dominated legal structures affect women law students and women law students' subsequent affect on society.

The study reveals a distinct lack of interconnectedness between women law students and their counterparts, as well as feelings of disappointment and aggravation regarding the narrowness of legal education. A number of reforms are recommended by the women law students for changing legal education in Australian law schools.

### Feminism should be studied in law

*Campus Review*, June 17, 1993, p 5

Reports that university law courses should pay far greater attention to feminism studies as a means of preventing gender bias in law practice and the judiciary.

### Law study must correct gender bias, schools told

*The Australian, Higher Education section*, June 16, 1993, p 11

Reports conference on women and the law at which university law schools were urged to broaden their courses by recognising that the education of law students must include an awareness of sex bias within the legal system.

## CROSS-REFERENCED SUBJECT HEADINGS

Access to law school (see Enrolment Policies)

Accreditation (see Governance or Evaluation)

### Administration

Admission criteria (see Enrolment Policies)

### Admission to Practice

Aim (see Purpose)

Articles of clerkship (see Practical Training)

### Assessment methods

### Career paths

Changes (see Policy & Development)

### Clinical Legal Education

Competency based training (see Curriculum)

Computer assisted instruction (see Technology)

### Context, Criticism and Theory

### Continuing Education

Continuing Professional Education (see Continuing Education)

Continuum (see Planning & Development)

Control (see Governance)

Cooperative education (see Curriculum)

Core curriculum (see Curriculum)

Cost (see Financial Aspects)

Course content (see Curriculum)

Course organisation (see Curriculum)

Course structure (see Curriculum)

Critical legal studies (see Context, Criticism and Theory)

Cultural perspectives (see Context, Criticism and Theory)

### Curriculum

Design (see Curriculum)

Developments (see Planning & Development)

Distance education (see Teaching Methods & Media)

Educational theory (see Context, Criticism & Theory)

### Enrolment Policies

Ethics (see Legal Ethics)

### Evaluation

External courses (see Teaching Methods & Media)

### Facilities

Feminist issues (see Women's Issues)

### Financial Aspects

Funding (see Financial Aspects)

Future (see Planning & Development)

Gender (see Women's Issues)

### Governance

Government requirements (see Purpose)

### History

### Inhouse CLE

### Individual Subjects/Areas of Law

### Institutions & Organisations

Interdisciplinary aspects (see Context, Criticism and Theory)

### Judicial Education

Law schools (see Institutions & Organisations)

Learning styles (see Teaching Methods & Media)

### Legal Education Generally

### Legal Ethics

Legal practice courses (see Practical Training)

### Legal Profession

Legal theory (see Context, Criticism and Theory)

### Libraries & Information

Lifelong learning (see Context, Criticism and Theory)

Management (see Planning & Development)

### Mandatory CLE

Market for (see Planning & Development)

Minority Groups (See Students)

Objectives (see Purpose)

### Other Disciplines & Professions

Other professions (see Other Disciplines)

Participant characteristics (see Statistics)

### Personalia

Philosophy of education (see Context, Criticism & Theory)

Philosophy of legal education (see Context, Criticism and Theory)

### Planning & Development

### Postgraduate Programmes

Practical experience (see Practical Training)

### Practical Training

Professional legal education (see Practical Training)

Professional responsibility (see Legal Ethics)

Professional skills (see Skills)

Prerequisite subjects (see Curriculum)

### Purpose

### Research

### Resources

Reviews (see Evaluation)

Quality control (see Planning & Development)

Scope (see Purpose)

### Skills

Specialisation (see Continuing Education)

Staff development (see Teachers)

Staffing (see Teachers)

### Statistics

### Students

Subjects (see Curriculum or Individual Subjects/Areas of Law)

Teacher appraisal/evaluation (see Teachers)

### Teachers

Teaching materials & equipment (see Teaching methods & media)

### Teaching methods & media

Teaching skills (see Teachers)

Teacher training (see Teachers)

### Technology

Testing (see Assessment Methods)

Training needs analysis (see Curriculum)

Undergraduate legal education (see specific headings)

### Women's Issues

Work placements (see Practical Training)

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The assistance of the Librarian and staff of the library of the Law Society of New South Wales is gratefully acknowledged.