continuing narrow social base of the judiciary ...". The article is supported by a number of statistical surveys and features a report on the situation facing undergraduate law students in Wales.

TEACHERS

Continuing legal education for law teachers

M D bin Hashim

Legal Education in Malaysia- Quo Vadis?
1993 pp 161-182   *

The speaker said that CLE for law teachers has been largely neglected. The teaching abilities of law teachers should not be taken for granted but rather, law teachers should be trained on how to teach law. He discussed some issues relevant in defining legal education and its purpose.

Law teachers must realise that teaching methodology varies according to the subject and specific purpose it seeks to achieve. Law teachers, being custodians of institutions that perform a certifying function and screening for admission to the Bar, must realise the importance of evaluation of students' work and master this technique. Some proposals for organising CLE for law teachers include conducting an inhouse training program, co-operating with Education Department, creating a professorship of legal education, setting up a centralised committee to organise the CLE, and raising funds for the running of CLE programs.

Report of the AALS Special Committee on Tenure and the Tenuring Process

42 *J Legal Educ* 4, pp 477-507

A report of a committee appointed to gather data on law schools' procedures and practices regarding tenure, to evaluate the data, and make appropriate recommendations. The report does not seek to defend the concept of tenure as such. Rather is a snapshot of tenure standards and procedures, and ways in which, and extent to which, law school tenure criteria, procedures and practices are formulated, disseminated and applied.

After briefly discussing the concept of tenure, the report outlines the responses to the questionnaire sent to all ABA approved law schools, and summarises the law schools' procedures and criteria. It concludes with recommendations on topics including faculty development, procedures, confidentiality issues, substantive standards, and the relationship between law schools and their universities on tenure issues.

TEACHING METHODS & MEDIA

[no material in this edition]

TECHNOLOGY

Cost-effective computer assisted learning

A Tyree & S Rawson

4 *J L & Inf Sc*, 1, 1993, p 155

The authors describe a new and simple form of computer tutorial known as CRES. The CRES method has the advantage of accepting free form short answers thus freeing it of one of the major objections to the use of computer assisted learning methods in law. The authors also describe different teaching models which integrate CRES tutorials into existing courses. Finally, the authors describe an experimental program SAGES (Short Answer General Examination System) which automatically marks free form short answers.

Law via computer ignores "fuzzy edges"

J Gava

Campus Rev October 21-27 1993 p 8

The author expresses a number of reservations about the pilot computer-aided learning system being trialed at the Australian National University. It is suggested that a system that assumes that there are correct answers to most problems ignores that the law has a fuzzy edge, and that this is where the controversies arise. Further still, when the basic rules are at the centre of contention, such as in modern contract law, the ability of a computer to technically devise a correct answer fails to appreciate the philosophical and political concerns that shape the law. The author is concerned that computer aided learning projects have the potential to "distort legal education to suit the needs and capacities of the computer".

The future of computer assisted learning in law

T Allen & W Robinson

3 *J L & Info Sci* 1992, p 274

It was predicted that computer assisted learning (CAL) would revolutionise the teaching of legal education; however, to date, present forms of CAL are proving disappointing. In particular, the two principal shortcomings of existing CAL programs are "their failure to engage students in independent analysis of the subject, and their failure to incorporate a dialogue of sufficient complexity". The

paper discusses attempts to circumvent the determinate nature of CAL, and possible mechanisms to improve the acquisition of higher intellectual skills.

Current developments in CAL suggest that techniques such as "branching" and interaction via computer response may make programs more sensitive to individual needs and create opportunities for teaching dialogue. Additionally, Hypertext, a system electronically cross-referencing screens of information, is seen as giving the user the opportunity to interrupt the determinate structure of most CAL programs. Programs are being developed which allow the user to interrupt the tutorial to search through materials or case summaries as a mechanism for simulating the responsiveness of a teacher.

WOMEN'S ISSUES

Feminist jurisprudence - the new legal education

B A Hocking

18 *Melb U L Rev* 1992 pp 727-740

This article reviews some recent jurisprudence. It is contended that the extensive works surveyed reveal not only the inadequacies of the law, but also, more specifically, the narrowness of legal education. The central thesis of the works under examination is women's exclusion from law and their exclusion, in particular, from legal education, formal texts and categories, and most importantly from protection by the law. Discrimination within the law has arguably been rectified by a new emphasis on equality. However, the protection of the law against discrimination is, according to many feminist theorists, undermined by a male-constructed emphasis on "sameness" which subverts the very principle of equality. The paper concludes with a review of Rosemary Hunter's recent book, *Indirect Discrimination in the Workplace.*

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

M Stewart

18 *Melb U L Rev*, 1992 pp 828-850

This case study presents the experiences and views of a diverse group of 12 women law students, as revealed in interviews in their final year of study. Discussed are law, legal education, the law school community, competition, sexism, careers and feminism. Themes of conflict, alienation and hierarchy - at law school and embedded in legal structures - and a

constant striving for connection(s) can be traced in these voices. The results are presented in the context of Australia's predominantly male and extremely sexist legal profession, and accord with feminist critiques of law and legal education in Australia and overseas. Change must occur in law schools before the fundamental sexism of legal institutions can be challenged. The experience of women presented here is rich in suggestions for such a change.

Women not in the law schools, 1950 to 1963
42 *J Legal Educ* 4, pp 594-598
An extract from a forthcoming history of the Association of American Law Schools, written by Michael Cardozo. Discussion includes thoughts on why women were absent from law schools, as students and teachers, and describes some role models for women. Describes some statements and movements which led to the growth in the number of women in American law schools.

CROSS-REFERENCED SUBJECT HEADINGS

Access to law school (see Enrolment Policies)
Accreditation of law schools (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 Programs
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)