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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

The last issue contained six digested articles on the theory and practice of teaching legal ethics which appeared in a recent special volume of the *Legal Education Digest*. In this particular issue the balance of the articles under the same cover are digested, all of which have an Australian slant but deal with themes with international significance for the teaching of legal ethics.

Le Brun reports on a teaching fellowship awarded to her to investigate and share ideas about both the teaching of legal ethics and professional responsibility and the assessment strategies employed in Australian and American law schools. Hamilton describes a subject designed to impart ethics awareness to students in an adversarial culture. Evans discusses the results of a survey of lawyers to collect data about the role values play in their professional decisions and draws the conclusion that law schools should incorporate an integrated values awareness program within their curricula. Adopting the pervasive approach to the teaching of ethics via an online program is the topic of an article by Zariski. Finally, under this heading, Parker examines how the teaching of ethics can encourage students to become more cynical about the possibility of ethical practice, especially when courses seem to focus only on the profession's failures and problems which often seem to be without solutions.

This time we also have a good sprinkling of articles under Teaching Methods & Media. Reilly's article is about a project designed to foster collaborative learning between groups of students within the traditional classroom format. Maranville advocates the use of experiential learning techniques to nourish students' passion and provide context for their learning of doctrine. Lloyd describes a computer-based commercial law course and Le Brun & others recount the processes involved in the creation of the teaching/learning materials for a computer-based ethics program. In one of the most interesting articles in this issue Allen & Baron relate their experiences with a 'metamorphosis program', inspired by the recognition that for small group teaching to succeed, not only must the awareness and teaching issues amongst staff be raised, but students also need to gain a better understanding of the theoretical bases of the processes of learning in which they are engaged; failing which they can become confused as to their role in the teaching and learning process.

The remaining articles fall under a grab-bag of different headings. Under Assessment Methods Wangerin provides a scholarly discussion of the impact of grading differences among law teachers. Under Admission to Practice Vest contends that the American Bar Association, through its law school accreditation standards exercises a dangerous monopoly on legal education, which should be broken. Under Gender Issues Durako claims that there is firm evidence of gender bias in both the appointment of and employment conditions of legal writing directors who are predominantly female. Finally, under Teaching Levy offers suggestions as to how legal research instruction can be made more interesting for students by bringing motivational theory to bear on the problem.

Dr John Nelson, Editor