

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