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The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

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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 dominant theme of this issue is the theory and practice of teaching legal ethics, which is the subject of six of the articles digested. All but one were published in a highly recommended special volume of the *Legal Education Review*, which combines two issues under the one cover. The remaining articles in the volume will be digested in our next issue.

Four of these articles have been contributed by American scholars. Molitero claims that, far from being impossible to teach, as once thought, the subject is among the easiest and most rewarding of all, with a range of creative teaching methods in wide use today. Schaffer explains two techniques that have worked well for him: the use of daily writing by students and its use in class discussion and using the ethical dilemmas that students identify as part of their clinical courses. Frenkel discusses various techniques for imparting to students the capacity for sound ethical deliberation leading to the exercise of professional judgment. In the final article from America, Wilkins charges that law schools' common failure to study and teach about the profession is an affront to students and to the public at large.

Writing from the practitioner's viewpoint, Castles reflects on the teaching of legal ethics in Australian law schools. Finally, Menkel-Meadow examines the use of stories and real case studies to teach legal ethics.

There are two articles under Gender Issues. Wilson & Taylor report on the results of a survey on gender bias in a midwestern law school in the US. Schlanger describes how she teaches the novel concept of a reasonable woman standard of care in her torts classes to reinforce to her students the importance of attending to both female and male perspectives.

Under Skills we have two excellent articles which address the challenges involved in the teaching of legal research and writing. Claiming that there needs to be a shift from a product to a process-oriented approach, Seligmann sets out a number of principles which will assist new attorneys to learn how to tackle the complex legal research problems they will encounter in practice. Recognising the impracticality of providing individual tuition to students, Levy advocates the design and use of self-guided law library tours to provide a solid foundation in research skills.

Amongst the other articles, under Assessment Methods, Sergienko traces the strengths and weaknesses of the traditional end-of semester essay-style examination and reviews the range of alternative assessment approaches and what they test. Under Students Maloney examines the reasons for the high stress levels experienced by law students and advises how professors and law school administrators should act to abate the problem. Finally, under Teaching Methods & Media Schmitz suggests that textbooks on ADR place too much emphasis on the role of the lawyer as mediator to the neglect of the traditional roles as advocate and counsellor.

Dr John Nelson, Editor



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