

for methods of distance teaching and learning to be applied in ways that would assist law and lawyers in the Commonwealth.

Open and distance learning in a new Europe

27 *Law Teacher* 2, 1993, pp 163 - 177

Article briefly describes the evolution of distance teaching, discusses the possible influence new relations within the European Community will have on distance learning in the field of law, and then describes a law program which is being developed.

A section deals with the question whether law can be taught at a distance. He acknowledges that "the academic discourse" cannot be offered in distance education, but questions whether this is available in traditional universities anyway. He argues that the same skills as those taught at the traditional university can be taught, with the assistance of technology.

He describes the European Programme on Law within the European Open and Distance Teaching University. It starts with international law and, from that focal point, offers perspectives on the national systems and the various problems of implementation.

An essay on electronic casebooks: my pursuit of the paperless chase

R W Staudt

68 *Chi-Kent L Rev* 1992, p 291

This essay discusses electronic teaching materials in law with a special focus on the most common teaching tool in American law schools today, the casebook. The first section describes the technology setting in law from which an electronic casebook might emerge. The author then offers a pedagogical vision that points to important advantages that might be expected of electronic casebooks linked to other electronic texts. In the last three parts of the essay, the author sketches the progress of his efforts at Chicago-Kent to build and use electronic teaching materials in law. These efforts culminated in a course that he taught in the fall of 1992 with a computer based casebook in a networked classroom without a printed casebook of any kind.

Should court reform begin in the classroom?

J W Cooley

76 *Judicature*, 5, February-March 1993, p 271

The author contends that to solve the problems of cost, congestion and delay in the civil justice system, legal education, not the system of litigation, needs to be reformed. He argues that the case method approach must be discarded or de-emphasised, and replaced with an emphasis on conflict resolution including negotiation, alternative dispute resolution, trial and appeals. He discusses the system of legal education in Japan at some length, and then recommends that this system be adapted to meet US requirements.

Writing our lives: making introspective writing a part of legal education

J R Elkins

29 *Willamette L Rev*, 1, Winter 1993, p 45

The author gave his students in an Introduction to Law course an alternative to a traditional examination: writing an introspective journal for the duration of the course. The students were to address their concerns about legal education, their fears, failures, successes and how these subjective elements of their education could be used to promote rather than undermine their efforts to become good lawyers. A large part of this article is taken up by excerpts from these journals, but the author concludes that the use of introspective journals was a success insofar as it forced the students to reflect upon their legal education and gave him an insight into the students themselves.

Acting and legal education

J Maxwell

17 *Vt L Rev*, 1993, p 533

The author contends that acting training can help law students prepare for situations where they must think in action and respond effectively. The article proceeds by giving a brief background on the humanistic vision of legal education, placing acting within a broad view of law training and lawyering, and recognising that law school curriculum needs to incorporate the amount of human interaction in the legal profession to a greater extent. The nature of the work a beginning actor undertakes is described and the educational value a study of acting might have for law students and practitioners is discussed. The author then examines the spectrum of skills lawyers require and how a study of acting would be relevant to such areas as client

interviewing, trial advocacy and negotiation.

TECHNOLOGY

An essay on electronic casebooks: my pursuit of the paperless chase

R W Staudt

[see Teaching Methods & Media]

Teaching computers and learning the law debate - a case in point

I Wilson

3 *Campus Rev*, 44, 18 November 1993

The author comments on an article by John Gava in *Campus Review*, October 21, 1994, regarding the efficacy of computer aided learning in law. The author acknowledges that John Gava is correct in asserting that the law is not rules and that it cannot be represented by mathematical equations. However, the author does point out that there are certain precedents and derivative legal principles which the computer is very suited to teaching a student, and in fact the student would learn more easily if these were taught by computer.

WOMEN'S ISSUES

Family, place and career: the gender paradox in law school hiring

D J Merritt, B F Reskin, M Fondell

1993 *Wis L Rev*, p 395

The percentage of women on law school faculties grew steadily during the last two decades. Women, however, still begin teaching at significantly lower ranks than men and are significantly less likely than men to obtain jobs at the most elite schools. Observers often blame these discrepancies on women's commitment to their families and on their unwillingness to relocate for academic appointments. Drawing upon data obtained from 738 law school professors who began tenure-track appointments between the fall of 1986 and spring of 1991, the authors of this article demonstrate that neither family ties nor geographic constraints fully explain women's failure to attain the most prestigious law school positions. In addition, they show that family ties and mobility restraints often are associated with positive career outcomes for men - a relationship overlooked by most prior researchers. These findings suggest that

the glass ceiling in academia is not simply a meld of family commitments and geographic limits. Instead, the effects of gender, family ties and mobility constraints on law school hiring are far more complex than previously thought.

How legal education will assault you as a woman

C Rogers

23 *Vict U Wellington L Rev*, May 1993, p 167

The author contends that legal education is still very much male biased, from the courses offered, to the textbooks, to the faculty, the teachers and male students. Legal reasoning is criticised as unrealistic and reflective only of male experiences. Various feminist theories on how male and female reasoning differ are considered. She proceeds to point out that the substance of law courses is still predominantly reflective of the male experience and that women and the way in which law affects them is largely ignored. The author concludes by encouraging women to stand up and speak out for their rights.

CROSS-REFERENCED SUBJECT HEADINGS

Access to law school (see Enrolment Policies)
Accreditation (see Governance or Evaluation)
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Admission criteria (see Enrolment Policies)
Admission to Practice
Aim (see Purpose)
Articles of clerkship (see Practical Training)
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Career paths
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Context, Criticism and Theory

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Work placements (see Practical Training)

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