

**Happy Campers**

D Ricker

*Student Lawyer* October 1992

The article describes a summer camp, LawCamp, run in the United States of America for high school students and university students in their undergraduate Arts degree. The camp is designed to give these students a real-life experience of law, in order to assist them in reaching an informed decision as to whether they wish to study law. The courses taught include criminal and constitutional law, civil procedures, jurisprudence, contracts, torts, ethics, evidence and trial advocacy. Finally, on the last day, the students conduct a complete mock trial using the knowledge gained over the summer.

**Lifestyles of the Rich and Famous**

D Weisbrot

*Reporter* Issue No 1 (March 1993) pp 7 - 9

Article discusses the social background of Australian law students. States that university law students typically come from homes which are much more affluent than the norm, attended private schools, had parent with professional or management backgrounds, and many have family connections in the law. Whilst there is a dramatic increase in the number of women, these women are also drawn from the privileged classes.

Discusses access programs, but says action and funds have not matched the rhetoric.

**TEACHERS****The Community of Law Teachers and Scholars Expands: Guideposts for New Faculty**

P A Franzese and C M A McCauliff

*22 Seton Hall L Rev* 4 (1992) p 1375

This article provides advice to new law scholars. The authors commence by giving six general guidelines for new teachers to follow and then continue to discuss in more detail aspects of class preparation, actual work in the classroom, motivation for scholarship and publishing.

**Legal Scholarship and Interdisciplinary Inquiry: A Compelling Combination for Minority Scholars**

R J Cottrol

*38 Loyola L Rev* p 83

The author briefly considers some of the problems being faced by both law schools and minority teachers as a result of the increase in the number of minority teachers in law faculties. Law schools face problems with respect to hiring and retention, whilst minority academics often feel isolated and experience teaching difficulties.

The author also briefly compares the educational qualification of beginning academics in other fields with that of beginning legal academics, and finds the education for the latter lacking in terms of preparation for scholarly careers.

The body of the article, however, focuses on minority scholarship, that is writing and

publishing. The author emphasises and explains the importance of scholarship for minority academics. He feels that to be most effective, minority scholarship needs to be interdisciplinary and take into account economics, sociology and history, as well as law. He then goes on to explain how this is to be achieved.

**Advice for the Beginning Scholar**

A C Yen

*38 Loyola L Rev* p 95

The author provides advice to law teachers in their first year of teaching on the task of writing and publishing for their tenures. He addresses the issues of finding the time to write, choosing an appropriate project (such as articles, books, essays etc), deciding on a suitable topic and finally researching and writing the project.

**A radical fault in the questionnaire assessment of teachers by students: considerations on the discontinuity between our way-of-being and positivist rationality as a way of knowing**

T FitzPatrick

[see Evaluation]