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Cross-referenced subject headings are on p 19.

**Editor: Dr John Nelson**

## IN THIS ISSUE

Apart from the usual array of about 20 articles digested in this issue, there are two review articles dealing with reports of significant research projects. Eckert's report on the recommended structure of a practical training program in Western Australia, a State which has hitherto turned its back on the notion of institutional pre-admission training for law graduates, presents a commendable critical examination of the Australian experience of PLT over the past two decades. It should be consulted by jurisdictions contemplating a similar step or wishing to vary the mix between PLT and workplace experience. Halpern's report describes the first stage of a six-year longitudinal study of large cohort group of English law students, focussing principally on their educational and social backgrounds and the factors influencing their career choices.

The remaining articles, drawn from a wide range of journals of British, American and Australian origin, are a mixed bag from which few clear themes emerge.

Three articles (Conley, Coquillette and Bartlett) form part of a series of essays on the ideological impact of legal education on the profession. The first is a penetrating discussion of the cultural shift in legal education caused by the inroads made by social science ideology which has thrown down a challenge to the moral authority of the law.

Tzannes provides a thoughtful exposition of the principles to be followed by a law school in developing a serviceable admission policy. The focus is upon the preliminary identification of the type of graduate to be produced and then selecting students who have a high probability of successfully completing the course.

Tsamenyi and Clark's review of the current status and future prospects for Australian legal education, as well as Goldring's article on the need to develop new teaching and learning methods for Australian law students, will enable useful comparisons to be made by those in other countries who will undoubtedly share many of the same problems and challenges.

Greenfield and Osborn's discussion of the use of popular films as a teaching tool in undergraduate programs warrants careful study; as does Cheslik's report on the results of a survey of law schools on the use of teaching assistants in legal research and writing programs.

Finally, of the three articles on feminist issues, the one by Krauskopf contains the results of a research project investigating the existence and extent of gender bias in nine Ohio law schools with a view to establishing whether perceived gender bias problems were large enough to justify intervention by legal educators.

Dr John Nelson, Editor

