

undermined by the Bill.

Law Society gets tough on trainees

M Stutchbury

Australian Financial Review, 24 August 1992

Comments on New South Wales Law Society's proposal to introduce a component of work experience as part of a Professional Program prior to admission to practice. Sees move as a means of restricting those entering the profession.

The Bar seeks to boost its control

M Stutchbury

Australian Financial Review 14 September 1992

Article comments on amendment to New South Wales Legal Profession Act which will, among other things, allow the Bar to insist that new entrants pass any examination set by the Bar and fulfil what is, in effect, a year's full-time pupillage.

Designing New Legal Practice

Courses: the Hong Kong Plan

J Macfarlane, N Gold, B Davies & M Littlewood

26 Law Teacher 2 (1992) pp 84-117

Article shares the experience of developing the new Postgraduate Certificate in Laws at the City Polytechnic of Hong Kong by setting out all the relevant aspects of the process. They were: course rationale, needs' analysis, course planning model, aim of the course, course assumptions, operational principles, course objectives, curriculum structure, teaching and learning methods, and assessment mechanisms. Also deals with staff development. Detailed objectives are set out in an appendix.

PURPOSE

Legal Change

A R Blackshield

ALTA Academic News (newsheet published at the Australasian Law Teachers Association Conference, July 1992)

Article contends that the primary objective of legal education is to habituate students to the phenomenon of legal change. They come to us wanting to know what the law "is" - we need to teach them that this is the wrong question. Students need to see that "settled" doctrine is only settled for the time being: that underlying conflicting values remain, to burst forth in new guises. Students also need to be sensitised to the interdependence of legal developments to other social and cultural forces.

Article discusses what the study of law will mean for law graduates, whether they work within or outside the legal profession.

Law itself is a social and historical variable. So what changes is not just the content but the very nature of law.

Reconstructing a Pedagogy of Responsibility

B Bezdek

43 Hastings L J 4 (April '92) pp 1159-1174

The author's approach stems from her observation that student learning about responsibility suffers badly from the phenomenon of law school socialisation and that counter-socialisation is required. She encourages students to ask: What is my own responsibility as a lawyer to people who are poor? She shows how Maryland's Legal Theory and Practice program equips students to recognise and break down the rhetoric that makes both students and lawyers feel helpless in the face of daunting poverty.

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

Where Research hits the Road

C Simoni

XXIII Syllabus 3 (Summer '92) p 14

Discusses ways to make teaching of legal research in first year more effective.

Teaching Students how to "Think like Lawyers": Integrating Socratic Method with the Writing Process

M K Kearney & M B Beazley

64 Temple L Rev 4, pp 885-908

Argues that as good writing results from good thinking, integrating the Socratic method with the writing process can make the legal writing course the most effective vehicle in the law school curriculum for teaching both analytical and written communication skills. Article overviews how Socratic method and the writing process have traditionally been used and how they can be integrated in the legal writing course. Then analyses how this integration can be achieved in a five-step structured dialogue. They are: (1) assignment/"instigating question"; (2) written answer in a series of "focused drafts" with "private memos"; (3) teacher's written response using Socratic questions when possible; (4) conference, where teacher uses Socratic method most effectively; and (5) student's revision.

Based on individualised intervention in and discussion of students' thinking and writing processes as the best way to teach students how to communicate legal analysis as well as how to conduct that analysis.

Teaching Writing in Law: a Model to Improve Student Learning

A Hasche

3 Legal Educ Rev 2 (1992) pp 267-294

Article canvasses some of the current educational literature on teaching writing as an educational strategy, and methods of teaching writing. A study undertaken by the

author on teaching writing to a group of first year law students is described. Demonstrates that teaching writing can lead to a deeper understanding of the subject matter being taught and can result in students changing their approach to learning by encouraging reflection and developing analytical and evaluation skills.

Also shows that writing is an effective way of teaching the skills of analysis, evaluation and synthesis.

STATISTICS

[no material in this edition]

STUDENTS

Financing the Goose that Laid the Golden Egg

E C Jordan

AALS Nltr No 92-3 (August '92)

p 1

Considers impact of the present debt structure in legal education on sound educational policy. Discusses the impact of the financing schemes for law students to enable them to pay tuition fees. Questions whether the increasing debts now being incurred by law students affect some students more adversely than others, whether the level of aggregate student debt is prudent for law schools and law students, how it will be ensured that law students have universal access to legal education, and whether law schools have become too dependent on an inexhaustible demand for law school degrees, thus exposing the collective enterprise of legal education to disruption caused by unstable commercial funding.

Bargaining with the Devil

R W Gordon

105 Harv L Rev 8 (June '92)

pp 2041-2060

A book review of *Broken Contract: a Memoir of Harvard Law School*, by R D Kahlenberg, New York: Hill & Wang, 1992.

The book is an account of Kahlenberg's journey through Harvard Law School including his job searches and extracurricular activities. The review examines the narrative, considers some problems with the book, and discusses some useful lessons of the book.

University Academics Responding and Adjusting to the Increasing Numbers of Cross Cultural and Overseas Students

D J Phillips

(see Planning & Development)

Reconstructing a Pedagogy of Responsibility

B Bezdek

(see Purpose)

TEACHERS

Afterword: Why Deans Stay

M J Kelly

(see Administration)

Teaching, Practicing and Serving the International Legal Profession

R E Lutz

13 Whittier L Rev 1 (1992) pp 163-

167

Article suggests that teaching, practising and serving the legal profession, while seemingly disparate activities in the international context, are uniquely linked. Suggests some of these relationships, and indicates some of the opportunities for law teachers these connections offer.

University Academics Responding and Adjusting to the Increasing Numbers of Cross Cultural and Overseas Students

D J Phillips

(see Planning & Development)

Preparing a Teaching Portfolio for Law Educators

P Weeks

3 Legal Educ Rev 2 (1992) pp 295-

304

Aims of article are to assist teachers

of law to begin a process of self-reflection about their teaching, identify areas of strength and begin to develop a teaching profile.

TEACHING METHODS AND MEDIA

Using literature in Law School: the importance of reading and telling stories

J Scales-Trent

7 Berkeley Women's L J pp 90-109

Reports on a course on legal and policy issues affecting women of colour. Describes what she hoped to achieve and how she planned to use literature to achieve her goals. But the process of working with literature in the course opened the door for the students to re-shape the course to meet their own needs. A story of the seminar the students created, and why they created it; and how they used literature to achieve their goals.

Learning to Trust your Own Mind and other Stories about (Legal) Education

M Weisberg

17 Queen's L J 2 (Summer '92)

pp 304-327

The writer explores the virtues of stories and storytelling, to suggest what it might mean to use stories in teaching, and to encourage students and teachers to use them. He draws on five sources - four are books and the fifth is his own and his students' experiences, recorded in notes and course journals.

Describes his teaching of a course called Legal Ethics and Professional Responsibility which invites participants to examine professionalism by exploring relationships between personal and professional lives. Discusses the needs to balance methodological doubt with methodological belief, to reflect on the personal and social meaning of what is being taught and learnt, for the teaching not to be