

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