

the existence and earning capacity of a spouse, race, sex, and preference of vocation were also found to affect job choice. Highly paid positions in large law firms went to students with high grades, whilst lower graded students often took government or legal service jobs. Students with large debt who were in the top quarter of the class and students at law schools where large numbers of employer interviews were conducted were more likely to take high paid jobs in large law firms.

Most graduates should be able to pay off their debts without serious discomfort. However, there is a minority composed of African-Americans and Hispanics which are experiencing discomfort in meeting their loan repayments. Law schools should provide more information on the reality of repaying student loans. To remove the discouraging nature of such information on the pinched minority debt-management and loan-forgiveness programs should be implemented.

Measuring cultural knowledge of law students

R P Vance & R W Prichard

42 *J Legal Educ*, 2, June 1993, pp 233-239

Law students need to be more culturally aware. E D Hirsch compiled a Dictionary of Cultural Literacy by selecting items that writers did not define because they assumed them to be common knowledge. The cultural literacy of first year law students was measured using information contained in Hirsch's dictionary. The results highlighted a marked deficiency in the cultural literacy of law students. The implication of the lack of a shared cultural knowledge is that communication in legal publications and judgements through the use of cultural allusion is rendered ineffective. The remedial action that can be taken by law school educators is to run courses in legal ethics and history as well as continual exposure to interdisciplinary perspectives. Legal educators should also demand that the educational process produce a more culturally literate student.

Lawyers and caring: building an ethic of care into professional responsibility

T Glennon

[see Purpose]

TEACHERS

Teaching abroad: or "what would that be in Hungarian?"

K Kollath & R Laurence

43 *J Legal Educ*, 1, March 1993, pp 85-95

This article discusses the experiences of two teachers who taught law in a non-English speaking country. The authors were involved, during 1992, in a team-teaching experiment at the College for Foreign Trade in Budapest, Hungary.

Judges teaching in law school: who, what, where and why not?

J A Lanzinger

43 *J Legal Educ*, 1, March 1993, pp 96-107

This article is the first national survey of judges affiliated with ABA-approved law schools who teach law students as a full-time or adjunct faculty member. In the period 1991-1992, judges taught in two-thirds of ABA-approved schools. A further survey was then sent to these teaching judges asking them about status, background and attitude. Their answers revealed who they are, where they teach, how they were contacted by their law schools, what they teach, why they teach, what problems and benefits from teaching they have seen, and whether they think more judges should teach. Recommendations based upon their responses conclude the article.

One of the authors spoke only English and was teaching American commercial law on a visiting appointment. The other was a bilingual Hungarian teacher who specialised in teaching business English. This article describes their experiences, makes some generalisations and generally aims to be of use to any law teachers who also wish to teach overseas in non-English speaking countries.

Being a teacher, of lawyers: discerning the theory of my practice

H Lesnick

43 *Hastings L J*, 4, April 1992, pp 1095-1106 *

The prevalent notion of teaching is that what teachers are doing is transmitting some of their acquired knowledge and skills, which will be useful to students in their careers. This approach is deficient in several ways. Fundamentally, it uses

people to teach things, rather than using things to teach people. Professor Lesnick thinks of teaching as bringing out something that is latent in the student, rather than putting in something he or she lacks. To do that, teachers must put more of themselves into their engagement with the subject matter of their teaching and to do this in such a way that encourages students to look for more of themselves in their responses to teachers and to the subject matter. Professor Lesnick's goal is to invite his students to ask the what being a lawyer means.

Taking students seriously: a guide for new law teachers

K D Syverud

43 *J Legal Educ*, 2, June 1993, pp 247-259

The author gives his ideas on how to make teaching law students enjoyable, effective and rewarding. The central proposition is; like your students and they will like you. The first step in achieving this goal is the creation of the right classroom atmosphere by gaining control of the class, by showing students that you are aware of what they are going through, and by taking students as seriously as you take yourself. Secondly, student consultation during office hours should not be seen as subordinate to other work that you may have. Positive feedback and reassurance should dominate other out of classroom contact with students. Thirdly, a knowledge of, and sympathy towards the different stresses that individual students have should be developed. Fourthly, examinations should be restricted to material covered in the classroom. Exams should be thoroughly proof read and vetted by experienced colleagues. Finally, support of the student's choice to study and pursue a career in law should be given.

The community of law teachers and scholars expands: guideposts for new faculty

P A Franzese & C M A McCauliff

22 *Seton Hall L Rev*, 4, 1992, pp 1375-1388

The authors address and offer a guide for overcoming the fears that new members of a law faculty may face. The importance and privilege of teaching in a law school, as well as philosophical guideposts that may be of help to those

new to teaching at the law school level is discussed. Class preparation should include daily preparation as well as an appreciation of the overall aims of the course. The expectations you have of your students should be communicated to them early in the course, class participation should be greatly encouraged and a sensitivity and reaction towards the attentiveness of the class should be maintained whilst lecturing.

Scholarship represents another aspect of being a law professor. It is advised that in your first year as a law professor, that teaching take primacy of place. The topic for your first article should not be too broad or too narrow. Avoid using research, lack of organisation within a paper and the absence of a completely coherent thesis as an excuse for not putting pen to paper. Maintain footnotes as you go. Release your finished piece to a specialist in the field and a general reader, and only send it to journals in which you will be proud to be published in.

In praise of the struggle for diversity on law school faculties

R Kennedy

22 *Seton Hall L Rev*, 4, 1992, pp 1389-1400

The struggle for racial and cultural diversity at law schools has moved from the admission and composition of the student population to the higher academic echelon of law faculties. Many administrators of law schools see the absence of racial minorities as an embarrassment. A short review of the number of coloured people accepted for judicial clerkships, however does not reflect the diversity movement.

Whilst the diversity movement is to be praised, some elements need to be rethought. Firstly, there is a tendency to exaggerate the significance of racism as an explanation for the paucity of minorities on law school faculties. Secondly, race itself should be seen as a credential as it brings to the faculty a distinct minority voice, however, race should not be used to make an 'a priori' judgement about the academic ability of, say a white person to write about African-American slavery. A culture of habitual open-mindedness is required.

Does professional education constrain academic freedom?

D M Rabban

[see Legal Education Generally]

Diversity and academic freedom

D A Bell

[see Legal Education Generally]

Comment on Derrick Bell's "Diversity and academic freedom"

P D Carrington

[see Legal Education Generally]

The scholar as advocate

R S Eisenberg

[see Legal Education Generally]

Comment on Rebecca Eisenberg's "The scholar as advocate"

R Pitofsky

[see Legal Education Generally]

TEACHING METHODS & MEDIA

Developing an identity of responsible lawyering through experiential learning

H C La Rue

43 *Hastings L J*, 4, April 1992, pp 1147-1158 *

Professor La Rue explores the use of student lawyering experiences in the development of a responsible professional identity. He shows how it is possible, through the selection of practice settings that situate students side-by-side with subordinated people, for students to understand law as a multidimensional enterprise. His goal is to help us understand law as a translation of human stories and to recognise how this translation involves value laden choices that have the effect of silencing certain voices.

Beyond the case method: its time to teach with problems

M Moskowitz

42 *J Legal Educ*, 2, June 1993, pp 241-270

The traditional case based method teaches students what the law is. However, it does not teach them how to use the law. As many law students will, on graduation, become practitioners, the problem based method of instruction which teaches students how to apply the law to a fact

situation is to be preferred. Students are reported to be more receptive to the problem based method as it resembles being a lawyer. Furthermore the author asserts that students who learn the law through the problem based method will have a superior recollection of case material on the grounds that knowledge that is actively acquired is more easily remembered than knowledge that is passively acquired through the case based method. As most exam questions are problem based the problem based method produces a student more capable of sitting and performing well in exams.

An example of a standard problem question is given in the article. The author comments on the use of the problem method in large classes and with first year classes. A guide for those teachers interested in switching to the problem based method is offered as well as a guide to writing problems and books available that contain suitable problems.

Demystifying legal pedagogy: performance-centered teaching at the City University of New York Law School

J Delany

22 *Seton Hall L Rev*, 4, 1992, pp 1332-1365

Traditional pedagogy in large classes fails as it does not require active participation by students and does not require students to learn and demonstrate in writing their command of legal reasoning skills. Performance Centered Teaching (PCT) of law addresses the shortfalls of traditional classroom teaching by adjusting the focus from teacher centered teaching to student centered teaching. There are four-steps to performance centered learning: 1. The distribution of mini-problems well before each class, 2. Student discussion their responses to the mini-problems in small groups, 3. Assigning the role of plaintiff, defendant and judge to the students and have them present their argument/analysis before the class, 4. Distribution of a model answer in the class.

The role of the teacher is as a facilitator of self learning. The author has found the technique adaptable to teaching positive and natural law courses and policy and jurisprudential courses alike.