

of a real or realistic case setting. The rationale behind such an approach is that the key to solving a problem is the ability to recognise issues, ask the right questions and discover from primary and secondary sources the possible answers. It is the process of formulating and reformulating research questions that make a clinical input so valuable. If students can research effectively, they can address any legal issues, even if the area is one in which they have little or no experience.

The oft-cited objective of clinical practice is to produce the reflective student based on Schön's concept of the reflective practitioner. The clinic appears to sow and propagate the seed of its own success in that students are regularly reported to have been highly motivated and enthused by their exposure to the clinical work.

The implications of the clinical model must not be underestimated. The clinic is resource intensive, especially in terms of academic support and staff input. Although the clinic may appear to demand extensive resourcing, the true measure of its cost must be judged by its cost effectiveness, that is, what is delivered for the level of resourcing. If the clinic is the profound learning experience that is suggested by this paper, the resource input may be well spent.

The use of formative rather than summative assessment techniques fits well into both the ethos and structure of the clinic. Securing staff who possess both academic and practice qualities and skills is imperative. The use of practitioners who can join clinical programs on an occasional or part-time basis, but under the regulation of academic staff, is seen as extremely important. The involvement of practitioners who 'teach' from largely anecdotal materials is not.

With the USP's law degree up and running, the first task in designing a vocational program was to carry out a fact-finding exercise to establish the

needs of each jurisdiction and how far, realistically, those needs could be and ought to be addressed by the USP. All involved and interested parties were in principle in support of the concept of learning by doing and the inclusion of a clinical approach at an early stage within the law degree. The clinic was seen as an ideal vehicle to introduce students to the substance of law, to legal skills and to working practices. The inclusion of an ethical element within the context of the clinic was seen as particularly important.

Following the consultative process the USP has now structured the degree-level clinical program with three distinct components. One is the program of placements offered to any law students on a voluntary basis to introduce them to some of the demands of live-client work and to build on their previous study experience. The law clinic elective is expected to consist of an in-house placement in a legal office based in the law school.

It is not often that it is possible to be involved in the development of a program which is largely unaffected by entrenched conventions, practice and personal empires. There is now a chance to consolidate progress in the South Pacific, provide for its particular needs, as diverse as they might be, and get it right from the start.

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#### **Creating labor-law school connections**

E Dannin, P Zschiesche & W Kramer  
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In 1996 the San Diego-Imperial Counties Central Labor Council sponsored a meeting with local academics to brainstorm ways they could cooperate with each other and provide better services to their respective constituencies. A number of programs have resulted from that meeting, one of which has been a very successful law student internship program. Still in progress are efforts that involve interested academics in doing work with unions that is academic but has practical value, including faculty articles, student papers, and seminars.

This article's description of constituency interests and needs and procedures can serve as a starting point for others who might like to create a similar program. It discusses the general values involved in cooperative programs and focus on student internships.

During the 1930s it was not uncommon to find close connections between academics and the labor movement. With the passing decades, however, those relationships have tended to wither. That is unfortunate. Unions, workers, academics, students, and the larger society all have a lot to gain from forging connections between academia and unions. In some cases politics, turf battles, bureaucracy, and suspicion may make it impossible to have any cooperation. We need to examine the institutional requirements that can destroy even the best-intentioned program.

Legal academics can receive many benefits from working with unions. This can provide opportunities to do meaningful work both to workers and to the academic. These experiences can come back to the classroom and make it a livelier, less 'academic' environment for learning.

Each academic discipline has some counterpart within the labor movement. Consider all the roles unions and their members play in society: whatever people do for work, as a result of work, and in reaction to work has a close connection to unions and can be a focus for academic study. There are a range of issues available for study, from union involvement in local political questions to workplace health and safety to trial practice and representational opportunities. Law students can do legal research, represent grievants, learn dispute resolution techniques and put into practice other lawyerly skills.

Formal labor-academic connections can have many practical and academic benefits for students. Not all law students want to work for law firms or do corporate law. They may want a job in which they can 'do justice'. Classes or programs that focus on unions and work with unions can meet the political and educational needs of such students.

Programs need to be structured in a way that gives students the feeling they are respected. This may mean ensuring that students have ownership of the work they do on projects and get a chance to have meaningful input. While some students may enjoy meeting diverse people, others may find that they are dealing with a culture clash between academia and labor or even class conflict.

Unionists, quite naturally, may be reluctant to be mere objects of study. There may be a basic resistance to working with people who they feel might not understand and sympathise with unions and workers. They may worry that academics and students will feel superior and will talk down to them. Unless unions have something to gain, they will not make themselves available to faculty and students.

Not only will those directly involved learn about unions, but studies, articles, papers, and work through internships can provide unions with powerful re-

sources. These can be disseminated to a wider audience that might have no other way of learning about unions and issues that concern working people. If unions are actively involved in proposing topics and identifying areas of need, they are much more likely to end up with materials they can put to practical use.

In response to a proposal made to the Central Labor Council and behind-the-scenes lobbying, early in 1997 the San Diego–Imperial Counties Labor Council established a Student Internship Program with a part-time staff person. This new program, from the Labor Council's point of view, has had two main purposes: to mobilise increased resources that enable local unions to organise; and to reach out to community members who share union goals of economic and social justice. Law students are both a ready resource and good allies on these justice issues.

Along the way the authors have encountered pitfalls and hurdles. Unions have to be organised enough to plan an internship assignment. Employer outsourcing and downsizing means that many unions in turn have had to reduce their own staffs. Local unions have their own internal priorities that may not include organising internships when others are ready to do so. Unions simply will not be involved with interns who treat them merely as objects of study and who do not share their values.

The authors claim that all participants have gained from the internship experience. One student spent most of her time in negotiations seeing the real give-and-take of the process in an informal setting. Other students have represented workers in agency appeals and helped draft handbooks explaining legal rights. Unions found the experience valuable enough to continue using interns. The work done was not necessarily dramatic or irreplaceable, but its value in each case was evident.

Academics involved commented on the impact that even a small number of these students can have on their classes and the larger school community. The returning interns have contributed their firsthand experience to the classroom and have recruited other students just by their enthusiasm for the internship. Labor-campus collaboration offers great benefits to students, faculty, and workers in the community. An internship program will open at least one door to that collaboration; it is a stepping stone toward expanded connections.

## ENROLMENT POLICIES

### Results from a survey: gay, lesbian and bisexual students' attitudes about law school

J L Austin, P A Cain, A Mack, J K Strader & J Vaseleck  
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Among the purposes of the Law School Admission Council's (LSAC) Gay and Lesbian Issues Work Group was to explore ways in which it could address some of the concerns specific to gay, lesbian or bisexual (GLB) applicants, and to assist law schools in understanding those concerns and developing responses. Members of the LSAC decided that a survey of student attitudes and beliefs should inform their advice. In addition, they planned to survey GLB student organisations, as a way both to learn more about them and to assist law schools in supporting them.

In the spring of 1997, the work group surveyed GLB students and GLB organisations, covering such matters as coming out in the application process and in law school, coverage of GLB issues in the classroom, the law school environment for GLB students and institutional support for GLB organisations. Questionnaires went to the 194 LSAC-member law school in the United States and Canada. In all, the work group received responses from 313 stu-