

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

deluded into thinking he/she must do all the work, to help students become responsible for their own meanings, and to embrace contraries.

"The Socratic method is a form of systematic doubting"
Mark Weisberg

Being a Teacher, of Lawyers: Discerning the Theory of my Practice

H Lesnick

43 Hastings L J 4 (April '92)

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 woefully deficient in several important ways. Most fundamentally, it uses people to teach things, rather than using things to teach people. The author 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. At the same time, they struggle to do this in a way that encourages their students to look for more of themselves in their responses to teachers and to the subject matter. The author's principal goal is to invite his students to ask themselves what being a lawyer means or can come to mean to them.

To "teach" practitioners would be to make the existential realities of practice a central part of the agenda, rather than an unspoken barrier to it. As with teacher-student and lawyer-client relations, the task is to keep the responsibility of teacher and practitioner shared. Teacher and practitioner need one

another, even though each often experiences the other negatively. There is learning for the teacher even in the negative or inhospitable responses of practitioners, for, just as the latter can learn from a teacher to open himself or herself to unacknowledged choice and responsibility, so does the teacher need to take in what a practitioner has to say about the limitations on choice.

Law, Movies and Breaker Morant: Learning about Process

A Manson

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

pp 274-303

Article argues that films, like literature, have a potential role as a vehicle for legal inquiry and teaching and learning. The debate with respect to literature continues as to the extent of its utility to legal scholarship and education. Most thoughtful observers see a place for literature. It would seem there should also be a spot for films. Reported cases provide opportunities for learning, inquiry and discussion which are often broader than the facts and the disposition of the case itself. Although authoritative, they are just stories from the past about grievances and judicial efforts to resolve them. Similarly, a good film can provide a narrative with legal dimensions which also presents scholarly and educative opportunities.

Also discusses in detail the use of the movie Breaker Morant in the teaching of the subject of Civil Procedure.

Developing an Identity of Responsible Lawyering through Experiential Learning

H C La Rue

43 Hastings L J 4 (April '92)

pp 1147-1158

The author 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.

TECHNOLOGY

**University of Southampton
Information Technology Law LLM**
(see Individual Subjects/Areas of Law)

**The Durham Law and Computing
Course**
(see Individual Subjects/Areas of Law)

**Law on Line: UTS School of Law
leads the way in legal information
technology**

Newspaper of the University of Technology, Sydney, July '92, p 9
Describes how all business law students received a number of source materials on floppy disc. Describes other moves to give business students access to information technology.

**New bulletin:
Information Technology and Legal
Education: a forum for the
exchange of information and ideas**
This new bulletin, published by the Alberta Legal Information Technology Assessment Project, is available from ALITA, 449 Law Centre, University of Alberta, Edmonton, Alberta T6G 2H5, Canada. Telephone: (403) 492 1496; fax: (403) 492 4924. At present there is no subscription fee.