

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.