

Another law dean suggests this is not a concern as newer law graduates are doing law for a variety of different reasons, not all of whom want to practise law.

University Academics Responding and Adjusting to the Increasing Numbers of Cross Cultural and Overseas Students

D J Phillips

3 Legal Educ Rev 2 (1992) pp 123-153

Article draws on material gathered in two research projects. One investigated the nature of the primary determinants of study success for Indonesian postgraduate students studying in Australian universities. The other investigated the nature of the reaction of academics to the increasing number of cross cultural and overseas students attending their courses. The article explores the nature of the change which has occurred in the student body of Australian universities and suggests the reasons why many academics are modifying the way they teach students.

POSTGRADUATE PROGRAMMES [no material in this edition]

PRACTICAL TRAINING

Young Lawyers Forum

30 L Socy J 6, pp 38-39

Report of New South Wales Young Lawyers Mid-Year Assembly. Comments on recent proposed changes to system of practical training in New South Wales. After describing proposals, the article records the Young Lawyers opposition for the following reasons:

1. loss of concept of uniformity of training which the College provides;
2. the current restricted labour market will mean that there will be insufficient places for graduates, and it is therefore an attempt to

regulate the numbers in the profession;

3. the possible remuneration of clerks will be low and there is the risk of exploitation;
4. Solicitors Admission Board students may be discriminated against as they will not be given credit for their work experience;
5. there has been a lack of consultation; and
6. students will be unable to commence their internship until after completion of the College course, which may result in wasted time.

PLT in the LLB?

N Rees

ALTA Academic News (newsheet published at the Australasian Law Teachers Association Conference, July 1992)

In Australia there are new law schools with an understandable desire to be different, exhortations for diversity in legal education, and record numbers of law students. Article describes proposed new law course at the University of Newcastle which will incorporate practical training within a stream of the LLB course: a blending of the academic with the practical. Plans to develop professional skills and enhance critical analysis of the law.

Dramatic Changes to the College of Law - a turn for the worst

J Johnson

1 Obiter 4 (July '92) p 4

Discusses proposals of Law Society of New South Wales to change requirements for practical training in that state prior to admission to practice. Suggests motives for the changes. Discusses questions of barriers to entry, maintenance of the monopoly and reductions in mobility, ability of the profession to provide training. Suggests better option is to improve the College of Law and regionalisation of the

College.

New practical legal training program adopted

L Socy J August 1992 p 65

Reports on new scheme of training adopted by the Law Society of New South Wales for those seeking admission as solicitors in that state. Two key components of the new Professional Program will be a period of institutional training and a period of practical experience in the workplace. Article outlines aims of these components. It is anticipated that the new program will come into effect in 1994.

Mutual Recognition Bill may undermine PLT program and post admission requirements

L Socy J September 1992, p 52

Article reports that the legislative scheme proposed under the Australian Mutual Recognition Bill 1992 may have an adverse impact on the operation on practical legal training and post admission requirements in New South Wales. The Bill will indirectly affect New South Wales if the state of Victoria abolishes both articles of clerkship and the practical training course at Leo Cussen Institute, and permit admission to practice solely on the basis of a law degree. Those New South Wales graduates seeking the shortest route to admission could seek admission in Victoria solely on the basis of their law degree and then return to New South Wales and practise, relying on the mutual recognition legislation, thus bypassing the New South Wales practical training requirements.

Article reports on recommendations of a task force appointed by the New South Wales Law Society's Council to report on the impact of the mutual recognition legislation. One recommendation is that there be negotiations between the Australian law societies to develop PLT programs which will be mutually acceptable and will not be

undermined by the Bill.

Law Society gets tough on trainees

M Stutchbury

Australian Financial Review, 24 August 1992

Comments on New South Wales Law Society's proposal to introduce a component of work experience as part of a Professional Program prior to admission to practice. Sees move as a means of restricting those entering the profession.

The Bar seeks to boost its control

M Stutchbury

Australian Financial Review 14 September 1992

Article comments on amendment to New South Wales Legal Profession Act which will, among other things, allow the Bar to insist that new entrants pass any examination set by the Bar and fulfil what is, in effect, a year's full-time pupillage.

Designing New Legal Practice

Courses: the Hong Kong Plan

J Macfarlane, N Gold, B Davies & M Littlewood

26 Law Teacher 2 (1992) pp 84-117

Article shares the experience of developing the new Postgraduate Certificate in Laws at the City Polytechnic of Hong Kong by setting out all the relevant aspects of the process. They were: course rationale, needs' analysis, course planning model, aim of the course, course assumptions, operational principles, course objectives, curriculum structure, teaching and learning methods, and assessment mechanisms. Also deals with staff development. Detailed objectives are set out in an appendix.

PURPOSE

Legal Change

A R Blackshield

ALTA Academic News (newsheet published at the Australasian Law Teachers Association Conference, July 1992)

Article contends that the primary objective of legal education is to habituate students to the phenomenon of legal change. They come to us wanting to know what the law "is" - we need to teach them that this is the wrong question. Students need to see that "settled" doctrine is only settled for the time being: that underlying conflicting values remain, to burst forth in new guises. Students also need to be sensitised to the interdependence of legal developments to other social and cultural forces.

Article discusses what the study of law will mean for law graduates, whether they work within or outside the legal profession.

Law itself is a social and historical variable. So what changes is not just the content but the very nature of law.

Reconstructing a Pedagogy of Responsibility

B Bezdek

43 Hastings L J 4 (April '92) pp 1159-1174

The author's approach stems from her observation that student learning about responsibility suffers badly from the phenomenon of law school socialisation and that counter-socialisation is required. She encourages students to ask: What is my own responsibility as a lawyer to people who are poor? She shows how Maryland's Legal Theory and Practice program equips students to recognise and break down the rhetoric that makes both students and lawyers feel helpless in the face of daunting poverty.

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

Where Research hits the Road

C Simoni

XXIII Syllabus 3 (Summer '92) p 14

Discusses ways to make teaching of legal research in first year more effective.

Teaching Students how to "Think like Lawyers": Integrating Socratic Method with the Writing Process

M K Kearney & M B Beazley

64 Temple L Rev 4, pp 885-908

Argues that as good writing results from good thinking, integrating the Socratic method with the writing process can make the legal writing course the most effective vehicle in the law school curriculum for teaching both analytical and written communication skills. Article overviews how Socratic method and the writing process have traditionally been used and how they can be integrated in the legal writing course. Then analyses how this integration can be achieved in a five-step structured dialogue. They are: (1) assignment/"instigating question"; (2) written answer in a series of "focused drafts" with "private memos"; (3) teacher's written response using Socratic questions when possible; (4) conference, where teacher uses Socratic method most effectively; and (5) student's revision.

Based on individualised intervention in and discussion of students' thinking and writing processes as the best way to teach students how to communicate legal analysis as well as how to conduct that analysis.

Teaching Writing in Law: a Model to Improve Student Learning

A Hasche

3 Legal Educ Rev 2 (1992) pp 267-294

Article canvasses some of the current educational literature on teaching writing as an educational strategy, and methods of teaching writing. A study undertaken by the