

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