

new to teaching at the law school level is discussed. Class preparation should include daily preparation as well as an appreciation of the overall aims of the course. The expectations you have of your students should be communicated to them early in the course, class participation should be greatly encouraged and a sensitivity and reaction towards the attentiveness of the class should be maintained whilst lecturing.

Scholarship represents another aspect of being a law professor. It is advised that in your first year as a law professor, that teaching take primacy of place. The topic for your first article should not be too broad or too narrow. Avoid using research, lack of organisation within a paper and the absence of a completely coherent thesis as an excuse for not putting pen to paper. Maintain footnotes as you go. Release your finished piece to a specialist in the field and a general reader, and only send it to journals in which you will be proud to be published in.

In praise of the struggle for diversity on law school faculties

R Kennedy

22 *Seton Hall L Rev*, 4, 1992, pp 1389-1400

The struggle for racial and cultural diversity at law schools has moved from the admission and composition of the student population to the higher academic echelon of law faculties. Many administrators of law schools see the absence of racial minorities as an embarrassment. A short review of the number of coloured people accepted for judicial clerkships, however does not reflect the diversity movement.

Whilst the diversity movement is to be praised, some elements need to be rethought. Firstly, there is a tendency to exaggerate the significance of racism as an explanation for the paucity of minorities on law school faculties. Secondly, race itself should be seen as a credential as it brings to the faculty a distinct minority voice, however, race should not be used to make an 'a priori' judgement about the academic ability of, say a white person to write about African-American slavery. A culture of habitual open-mindedness is required.

Does professional education constrain academic freedom?

D M Rabban

[see *Legal Education Generally*]

Diversity and academic freedom

D A Bell

[see *Legal Education Generally*]

Comment on Derrick Bell's "Diversity and academic freedom"

P D Carrington

[see *Legal Education Generally*]

The scholar as advocate

R S Eisenberg

[see *Legal Education Generally*]

Comment on Rebecca Eisenberg's "The scholar as advocate"

R Pitofsky

[see *Legal Education Generally*]

TEACHING METHODS & MEDIA

Developing an identity of responsible lawyering through experiential learning

H C La Rue

43 *Hastings L J*, 4, April 1992, pp 1147-1158 *

Professor La Rue 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.

Beyond the case method: its time to teach with problems

M Moskowitz

42 *J Legal Educ*, 2, June 1993, pp 241-270

The traditional case based method teaches students what the law is. However, it does not teach them how to use the law. As many law students will, on graduation, become practitioners, the problem based method of instruction which teaches students how to apply the law to a fact

situation is to be preferred. Students are reported to be more receptive to the problem based method as it resembles being a lawyer. Furthermore the author asserts that students who learn the law through the problem based method will have a superior recollection of case material on the grounds that knowledge that is actively acquired is more easily remembered than knowledge that is passively acquired through the case based method. As most exam questions are problem based the problem based method produces a student more capable of sitting and performing well in exams.

An example of a standard problem question is given in the article. The author comments on the use of the problem method in large classes and with first year classes. A guide for those teachers interested in switching to the problem based method is offered as well as a guide to writing problems and books available that contain suitable problems.

Demystifying legal pedagogy: performance-centered teaching at the City University of New York Law School

J Delany

22 *Seton Hall L Rev*, 4, 1992, pp 1332-1365

Traditional pedagogy in large classes fails as it does not require active participation by students and does not require students to learn and demonstrate in writing their command of legal reasoning skills. Performance Centered Teaching (PCT) of law addresses the shortfalls of traditional classroom teaching by adjusting the focus from teacher centered teaching to student centered teaching. There are four-steps to performance centered learning: 1. The distribution of mini-problems well before each class, 2. Student discussion their responses to the mini-problems in small groups, 3. Assigning the role of plaintiff, defendant and judge to the students and have them present their argument/analysis before the class, 4. Distribution of a model answer in the class.

The role of the teacher is as a facilitator of self learning. The author has found the technique adaptable to teaching positive and natural law courses and policy and jurisprudential courses alike.