

graduates, for the rigours of legal practice. While the issues with respect to teaching overlap, they are by no means identical and both law school and PLT in an ideal world should act in concert in assisting law students to make the most effective transition from law student to legal practitioner.

In conclusion, the *Quiet (R)evolution* is a major contribution to legal education coming of age through the adoption of an interdisciplinary approach to teaching. Obviously, there is some uncertainty reflected in the title as to whether this is indeed an evolutionary or a revolutionary process. Nonetheless, the fact that a book on the teaching of law has been written at all is evidence of a growing maturity.

Obviously, the book will be of most use to law teachers who are already committed to improving their teaching techniques with a focus on student learning. It may also hopefully even spur the unenlightened die-hards into taking their first faltering steps towards addressing their deficiencies as teachers. However, beyond the practical advice about the day-to-day aspects of teaching, the *Quiet (R)evolution* reminds us of the wider issues about the proper role for law schools in the mid-1990s, the community's concerns about the quality of legal education and the absolute necessity for law teachers to address these concerns by taking appropriate steps to enhance their teaching skills.

TEACHING METHODS & MEDIA

Introduction to lawyering: teaching first-year students to think like professionals

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Albany Law School (USA) has developed a pilot first year course, "Introduction to Lawyering", aimed at assisting first year law students on their journey toward professional development. The goals of the course are, from the beginning of law school, to impart a sense of professional values, teach professional skills, integrate theory with practice, and provide a more interesting and effective context for teaching legal research, reasoning and writing.

The course is based on a single complex fact pattern that serves as a framework for exploring the various lawyering skills, as well as issues of ethics and professionalism. Students are assigned to represent one of the parties to a dispute and perform most of the course assignments, including simulated skills exercises, from this perspective. Experiential learning is utilised through participation in a client interview, commencement of a lawsuit, discovery and case development and negotiation. Traditional writing and legal reasoning projects are dovetailed into the central fact situation. At the conclusion of the year students participate in oral argument based on the appellate briefs that they have produced through the year.

Concepts of professionalism and ethics are introduced at the beginning of the course and reinforced throughout the year in the context of the hypothetical case and various assignments. The benefits of a first-year lawyering course flow on to the subsequent years.

Beyond zero-sum games: multiculturalism as enriched law training for all students

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Law school and multicultural interaction are often zero-sum contests. A zero-sum contest is one where a neutral third party decides who is a winner and who are the losers in any given situation. Tension in law schools is generated by zero-sum games, such as affirmative action policies for minorities and the artificial boost that being a white male law student has historically provided.

At Brigham Young University (USA) the author has taken advantage of cultural diversity through a technique called constructive troublemaking (CT) and turned the zero-sum classroom into a multicultural problem solving unit. Criminal Law, Labor Law, Public Policy Negotiation and Public Interest Law are examples of the courses that have been taught using the CT technique. The CT courses put students in teams where they must bargain over, and then decide among several problem-solving options, all of which may be less than satisfactory. To begin solving such problems students must first reconcile the past before attending to the present and future. Affirmation, before challenge (ABC) is a technique that seeks to remove the underlying suspicion that cultural groups may have of each other. ABC teaches students listening, interviewing and negotiation skills that go to the root of the problem.

The final phase of such negotiable learning requires the student teams to present the value of multiculturalism to a wider audience to show that their dialogue was a true joint-gain