

RESEARCH

Integrity in research

42 *J Legal Educ* 4, pp 607-611

Remarks made at a panel on integrity in teaching, administration and research at an AALS conference. Suggests there are three tiers of issues. First, whether to write at all and if so, when and to what extent, taking into account other responsibilities. Second, selection of subjects to investigate. And third, the familiar questions on the ethical limits on scholarly methods and means.

RESOURCES

[no material in this edition]

SKILLS

The competitive negotiator: a self-fulfilling prophesy for action?

L G Sweeney

10 *J Prof L Educ* 1, pp 53-56 *

This short article reports on the results of part of a simple survey of ten groups of lawyers and lawyers-in-training in three jurisdictions. At the beginning of negotiation training sessions conducted by the author, participants were asked how they saw themselves, and then lawyers generally, in the negotiation process. In all cases substantially more respondents saw other lawyers as more competitive than themselves. The article suggests that lack of awareness of this phenomenon is likely to increase the incidence of competitive encounters, and argues that the potential benefits of a more cooperative approach are thereby jeopardised.

Educating lawyers about mediation

C Chinkin

10 *J Prof L Educ* 1, pp 43-52 *

The article discusses the ways in which mediation is becoming an accepted part of legal practice and the need for lawyers to have an understanding of the process, its benefits and disadvantages. The introduction of court related mediation is highlighted and its implications for lawyers discussed. The article then considers the content of mediation education and emphasises the need for that education to include ethical questions, and other issues which are often neglected in traditional legal training. It concludes with some examples of available training.

Alternative dispute resolving in practical legal training - too little, too late?

S Carr-Gregg

[see Practical Training]

Creating problems for law students: the key to teaching legal problem solving?

S Nathanson

10 *J Prof L Educ* 1, pp 1-21 *

Though problem solving is arguably the most important skill law students should learn in preparation for legal practice, designing the law school curriculum to teach problem solving presents formidable challenges. The key to successful design is to adopt a two-prong strategy. The first prong is to follow orthodox principles of curriculum design which focus on creating consistency between aims, objectives, learning activities and assessment. The second, more important, prong is to invest the greatest part of design resources in making up good problems. Though the formulation of aims and objectives may determine the general direction of the curriculum, ultimately it is the problems themselves that determine both the quality of the course and the specific objectives of the curriculum.

STATISTICS

The key to legal education: quality not quantity

C Samford & C Parker

67 *Law Inst J* 9, p 798

The authors challenge the belief that there are too many law students in Australia, and present statistics which suggest that the long term ratio of students to practitioners is approximately 66%. Further statistics reveal that even "in the depths of a recession" law graduates still enjoy an employment rate of 96.3% (not necessarily in law) within six months of graduation. However, they suggest that this information gives no cause for complacency and that law schools have a responsibility to ensure that the quality of legal education is not sacrificed to quantity. The spectre of large numbers of unemployable law graduates only becomes a reality if law schools fail to adequately prepare students for the changing world of legal practice and the world outside the law.

STUDENTS

TSG survey shows massive student debts

Solic J, 14 May 1993 p 443

Article describes a survey which reports on the extent of student debts and discusses these results in the context of the English Law Society's plans to scrap the mandatory minimum wage during training. The author of the survey suggests that such action would deter those from less financially well-off backgrounds from entering the legal profession.

Colleges in courts

P Kaye

[see Legal Education Generally]

The *Legal Research Newsletter* published by the Australian National University and sponsored by the Australasian Law Teachers Association and Butterworths, lists recent and forthcoming publications, and describes current research on legal education.

Students take up a challenge for more .. practical legal skills

W Smith & P O'Connor

15 *Bulletin SA* 2, March 1993, p 14

The authors discuss the role law student societies have taken in creating opportunities for students to gain legal skills. It is argued that law schools should develop a community environment which fosters debate and interaction, and encourages students to discuss special social questions within a legal context.

Poor law students?

P Thomas

Solic J 30 July 1993, p 736

The author discusses the impact of government funding policies on law students and the composition of the legal profession. The English Law Society's desire to address gender and ethnic imbalance in the profession is faced with a government funding policy which imposes a significant financial hurdle on students from low income families. "Financial pressures on local education authorities ... result in discrimination against potential trainee lawyers on the grounds of social status. ... The dramatic collapse in public funding for those wanting to go into the legal profession inevitably narrows the base of the profession and guarantees the