

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

N M Maurer & L F Mischler

44 *J Legal Educ* 1, March 1994, pp 96-115

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

D Dominguez

44 *J Legal Educ* 2, June 1994, pp 175-197

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

negotiation, thereby creating a whole greater than the sum of its component parts. Cultural diversity in legal education is a worthy goal when it actively helps students to re-examine their limited perceptions of justice and becomes a training medium for lawyering in a multicultural community.

The indeterminate province: storytelling in legal theory and legal education

K Green, H Lim & J Roche

28 *Law Teacher* 2, 1994, pp 128-137

A legal theory course that seeks to acknowledge an increasingly diverse student body should shift its focus from traditional conceptions of jurisprudence and change its method of enquiry. Storytelling is used as a central teaching device and as a metaphor of the law in the legal theory course at the School of Law, University of East London. Views from the marginalised should not be underestimated as they have the advantage of being able to view issues from their own marginalised position and from the traditional central position.

The focus of the course was an ongoing effort to empower both students and teachers. The legal theory course established by the authors explores and critiques liberal law by taking students into courtrooms, real and imaginary. Students then consider at a detailed level whose stories are told, and by whom and whose stories are heard, and by whom. The power of law to exclude from and include within its boundaries is illustrated. Storytelling as a teaching technique allows students' voices to be heard in relation to the concerns of jurisprudence and encourages development in intellectual confidence.

The assessment regime of the course has three dimensions: 1. Students are encouraged to find a way of telling their own story; 2. Students are rewarded for entering into a dialogue with the texts and ideas of the course; and 3. Students use the possibility of multiple voices, and histories, where both individual and community stories may be told.

Introducing modern company law - the life of a company

A Hicks

28 *Law Teacher* 2, 1994, pp 138-143

Modern company law is a large field of study at the undergraduate level in which it is impossible to cover the whole field. Hence, it is essential to provide students with a frame of reference to the fundamental principles of company law. This is still a difficult task, as it is hard for students to understand the early parts of the course until the later parts of the course have been covered and they have no experience of commercial practice. Introductory lectures in company law, although comprehensible to the lecturer, are always of limited value to the student.

At the Faculty of Law at the University of Exeter (UK), the introductory lecture format has been replaced by a practical exercise which traces the life of a company in order to introduce terminology and important concepts and principles. The exercise which occupies 3-4 hours involves four brothers in a building partnership who decide to incorporate. It traces all the important stages in the life of the company up to its winding up. Furthermore the "life of a company" exercise can be revisited throughout the course. Students have expressed their enjoyment of this unconventional

form of introduction to company law, which brings the subject to life and affects their attitude to the entire course.

Some approaches to student-centred learning in legal education

B C Goh

28 *Law Teacher* 2, 1994, pp 158-167

Everyone possesses different learning styles. Learners have been classified as accommodators, divergers, convergers and assimilators. Educators must ensure that these different types of learners are catered for equally. Possibly the best technique is to allow the student to do the learning by employing a student-centred approach to learning, defined as a process of learning by self-discovery under the supervision of the teacher, whereby students become responsible for their own learning.

Four approaches to student-centred learning which the author has utilised at Bond University Law School (Australia) are described. These involve the use of peer tests, student-teachers, small group teaching and quiz questions. The benefits of each method in catering to different learning styles are identified.

Trial advocacy training in law school: An Australian perspective

L A McCrimmon

[See Skills]

TECHNOLOGY

"Hey, did you get my e-mail?" Reflections of a retro-grouch in the computer age of legal education

R H Thomas