

recreation, academic environment and pressure. The factors rated highest on stressfulness were time pressure, difficulty of material and feedback. Pressure and feedback were rated least controllable. Learned helplessness theory would predict that the interaction of stressfulness and controllability is most important to mental and physical health. A high sense of control can mitigate the adverse effects of a stressful situation; if a situation is not perceived as stressful, the addition of control may have only a mild positive effect. Therefore, a helplessness index was created that was the product of stressfulness and reversed controllability ratings. In this index, feedback received the highest score, followed by pressure, time pressure, difficulty of material, academic environment and lack of recreation.

A lack of feedback, particularly positive feedback, frequently has been cited by students as an aspect of law school that is even more stressful than the Socratic method. This stressor may have particular impact in that it can affect responses to other stressors such as learning material. For example, a student uncertain as to whether efforts to learn legal material are successful or not, lacking positive feedback, may begin to feel helpless in that her efforts to learn are not relevant to success or failure. By looking beyond the simple concept of stress, this study both supports the viewpoint that the Socratic method may increase the negative effects of law school and confirms previous findings regarding stress in law students. The combination of moderate demand and low control gives the Socratic method its potential for impact. Lack of feedback as to progress and performance also may be contributing to distress among law students, particularly in the first semester. Time

pressures, often cited as extremely stressful and rated most stressful in this study, also may be sufficiently uncontrollable as to create feelings of helplessness.

Understanding the role of control offers realistic options for reducing negative effects. Realising that both real and perceived control have positive effects, a number of changes seem possible. For example, an increasing number of law professors offer students the option of passing when called on in class. Even if the option is never exercised, the mere opportunity to exert control might have positive effects on the psychological well-being of students.

This research has a number of drawbacks, including a small sample size, limited generalisability to other law schools and no means by which to correlate the helplessness index with distress. Perhaps most important, however, it offers a framework for practical recommendations for legal educators that stops short of the abolition of the Socratic method, heavy workload and demanding academic environment that are integral parts of modern legal education.

TEACHING METHODS & MEDIA

A clinical textbook

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Imagine a clinical textbook in torts or contracts. A clinical textbook is a text which presents material so as to situate the student explicitly within the world/context/perspective/schemata of the client and practising attorney, as contrasted with that of a law professor and appellate justice. In a traditional text, cases come first,

both literally and figuratively. The cases are not framed within the context of the client or attorney; rather, the doctrine is disseminated in the context of law professor or appellate justice and any attorney-client interaction almost always exists as a minor player in a particular case.

A clinical perspective should be embedded throughout the law school curriculum. First, the clinical perspective provides a context which is easy for students to understand. Secondly, it guides students in transferring the knowledge base that they have acquired in doctrinal courses into practice. Students trained with the clinical perspective have the practical information, understanding and context necessary to recognise the issues and start solving the problem. Thirdly, a substantial percentage of graduating students enter either a small firm or become sole practitioners. New attorneys have to know what they are doing from the moment of graduation.

Materials within standard casebooks have come a long way. Casebooks are filled with a wide variety of 'stuff': law review articles, excerpts from academic books, excerpts from novels, jurisprudential material, economic analyses, photographs, history, sociology, political theory, treatise-like offerings, essays and also problems and some lawyering exercises. However, most of the problems are 'doctrinal' and do not require students to engage in role-play with a client or participate in any other lawyering activity.

Everyone need not devote their entire class to the clinical perspective. What is important is the 'total' experience students have by the time they graduate. If every class devoted 10 or 15% of class time to this perspec-

tive, students would get a significant dose of the clinical.

A clinical textbook could contain the following elements. First, the 'field-ground' of the standard casebook is shifted so that the client situation becomes the rhetorical forefront, while cases are placed in the background, as the 'library'. Secondly, the students are placed in the role of an attorney from the start and are immersed in the dialogue of practice. Thirdly, each chapter is organised around a client-centred story, rather than a single doctrinal area. Doctrine arises within the narrative. As in practice, a single narrative could raise several different areas of doctrine. Fourthly, a meta-story develops with characters appearing, re-appearing and interacting. Past events give motives for future actions and after a while, the students come to know the characters. Fifthly, the documents students would encounter in practice are incorporated into the materials (police reports, interviews, transcripts, instructions). Sixthly, students are required to apply case analysis to lawyering activities (interviewing, drafting declarations, court argumentation). At the end of the chapter, a 'vocabulary list' of concepts covered in the chapter may be provided.

A clinical textbook does not mean that students are short changed on theory nor does it mean that there is loss of coverage. The same points as in a traditional course can be raised — they are just brought out in a lawyering context. As for theory, the materials may require students to develop underlying policy rationales, recognise countervailing policies and then connect this analysis to their lawyering task.

Incorporating issues of race, gender, class, sexual orientation, and disability into law school teaching

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Issues of race, gender, class, sexual orientation and disability, or diversity issues as they are sometimes referred to, often enhance and broaden discussions in class and cause students to re-examine substantive legal doctrines. Discussion of diversity issues is relevant, important, challenging, and often rewarding. Those discussions, however, can also challenge a professor's ability to maintain the focus of the discussion, sustain a supportive and open classroom environment and, generally, prevent the discussion from degenerating into a brawl. Diversity issues can assist in revealing the limits of legal doctrines and, in some cases, how the doctrine itself undermines the overriding purpose or goals of the law.

Sometimes, one may choose to provide students with a hypothetical that raises diversity issues and more explicitly permits them to acknowledge and grapple with their own biased filters that affect the way they reach legal conclusions or construct an argument. There are many examples of how to raise or incorporate diversity issues in many courses like criminal law, contracts, torts, constitutional law, and even antitrust. The variety of courses suggests that diversity discussions can be integrated throughout the law school curriculum.

Part of the incredible effectiveness of today's legal education is the all-encompassing and all-consuming approach to indoctrination of the legal process. Students need to be immersed within the discipline to learn the explicit and implicit rules of the

legal process and doctrinal paradigm. For our students to construct or devise better solutions for the problems confronting our society today and tomorrow, they must be able to utilise all of the problem-resolving systems available to them. Another example of the use of an alternate problem-resolving system is illustrated by the development of a legal theory for sexual harassment in the workplace. MacKinnon is credited with identifying and developing this theory, which is based on the experiences of women who typically occupy inferior job positions and job roles. There was no law on sexual harassment as a form or type of gender discrimination. She used an alternative approach to begin constructing a legal theory to address this serious problem. If MacKinnon had relied solely on existing legal authority, she would not have been able successfully to devise the arguments that ultimately prevailed.

Exploration of diversity issues will better prepare students for a more diverse and multicultural society facing us all in the twenty-first century. A multiple-perspectives approach enables students to develop more effective arguments on behalf of their clients. Furthermore, students with such an approach may be more able to identify and respond to lawyers who employ conscious, purposeful discrimination as a strategy for success.

The introduction of diversity issues may require the use of materials from other disciplines, such as studying newspaper articles in a given city to identify images of poor women in the welfare system or using social science studies on the effects of racial slurs on targets and non-targets. Once students use a multi-disciplinary approach to evaluate or diagnose a prob-