

**Nobody in here but us chickens:
Legal education and the virtues of
the ruler**

L R Hirshman

45 *Stan L Rev* 6, July 1993, pp 1905-1936

The occupational profile of political cabinets, legislatures and corporations indicate that lawyers are the rulers of modern society - the new aristocracy. The article revives the debate over the virtues of lawyer/rulers. Two of the possible virtues of rulers are empathy - the capacity to care about the lives of individuals different to oneself and liberality - the virtue of giving what one owns to the right people and for the right reasons. To be effective the virtues of rulership must be taught in law schools.

**Civic education and interest group
formation in the American law school**

J R Macey

45 *Stan L Rev* 6, July 1993, pp 1937-1953

During law school law students come to identify themselves with the legal profession. In opting to go to law school law students make a specific capital investment, as they progress through law school they lose the diversity they possessed at the beginning. Furthermore, there is no international market for the skills of lawyers as the demand for a lawyer's services is inextricably tied to the lawyer's specialised knowledge of a particular legal system. Lawyers will therefore try to find ways to expand the demand for their services.

Social psychologists believe that the act of role playing shapes, and later becomes, saying is believing. Even the belief many lawyers hold - that expanding legal services to the poor is a good idea - reflects their self-interestedness. It suggests that the ethical requirements to help the poor cannot be satisfied by volunteering to work in a soup kitchen or do literacy training. Law students' discussions of rights and values shift from the ethical and moral to the legal as they progress through law school. A healthy scepticism for the value of the law is perhaps the best defence against this sort of subversion.

**Liberal political culture and the
marginalised voice: interpretive
responsibility and the American law
school**

D A J Richards

45 *Stan L Rev* 6, July 1993, pp 1955-1979

There is a movement from the positivistic view of law to a more interpretive view. In this way the importance of interdisciplinary learning becomes obvious. Law should be studied as an interpretive discipline in an institutional framework that is open to a full range of interdisciplinary arguments that clarify the proper understanding of constitutional principles in contemporary culture. Legal education today is caught between the Langdellian-style doctrine and practical skills training. Neither will make much educational or scholarly sense until brought into a proper relationship with interdisciplinary learning.

The segregation of law schools from the rest of the university should be broken down. To combat this segregation law schools need scholars with university level graduate training in other fields central to the interdisciplinary study of law, leading scholars in other disciplines should play an increasingly important role in law schools and students should undertake some measure of graduate work that brings interdisciplinary learning to bear on the law.

Legal scholarship today

R A Posner

[see Curriculum]

What we do, and why we do it

L Alexander

[see Context, Criticism and Theory]

**Two paths to the mountain top? The
role of legal education in shaping the
values of black corporate lawyers**

D B Wilkins

[see Students]

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

**Skills-based training for lawyers: A
neglected aspect of legal education**

J Goldring

paper presented at the 10th Commonwealth Law Conference, pp 175-183

The importance of skills-training is now widely recognised. Students can acquire most necessary skills through training. However, whether or not lawyers are properly trained cannot be tested by "competency testing" that is currently in vogue. The ultimate test is whether the lawyer provides a good service in real practice. The legal profession is now a diverse body ranging from transactional mega-firms, to government lawyers, to academics, however, all lawyers require common skills; research, advocacy, written and personal skills. Legal education is provided by different sources such as practical training institutions, but university law schools must continue to be the principal providers.

**Skills training for lawyers in a CLE
context**

L Tan

paper presented at the 10th Commonwealth Law Conference, pp 195-201

The Commonwealth Attorney-General's Department in Australia has recently moved to commercialisation. Its vision is to be the pre-eminent provider of legal services and legal policy advice to the Australian public sector. Emphasis is placed on continuing legal education, and the skills needed to make the transition to commercialisation such as client service and computer competence. Other initiatives are the user pays system and a policy of open competition by mid-1995. Legal services and legal policy advice have been brought together in one