

Report, or *Legal Education and Professional Development - An Educational Continuum*. The ten chapters of the report examine the nature of the changing legal profession, trends in law school curriculum, the licensing process, transitional education and the range of programs available for continuing legal education. The Task Force also included an 88 page Statement of Skills and Values that they felt lawyers need to possess. The Task Force concluded that law school curriculum was inadequate in preparing law students for legal practice and gives various recommendations as to how this deficiency can be remedied at pre-law school, law school and graduate levels.

#### **The Common Law of Europe and the future of legal education**

Book review by H G Schermers  
30 *Comm Mkt L Rev*, 4, p 861

The book is the report of a conference held in Maastricht to celebrate the 10th anniversary of the law faculty there. It contains 45 contributions by authors on either the common law of Europe, or on future legal education, or on both. The purpose of the conference was to investigate whether it would be recommendable to set up a European Law School serving all European States. The advantages and disadvantages of this were considered, along with recognition and discussion of the fact that this would require a degree of uniform European law.

#### **A fresh look at lawyers' education**

R MacCrate  
27 *U Rich L Rev*, p 21

The author was the Chair on the American Bar Association Task Force on Law Schools and the Profession: Narrowing the Gap. This article discusses the contents of the report put out by the Task Force entitled *Legal Education and Professional Development - An Educational Continuum*. The Task Force commenced with a study of the legal profession and its requirements. From this study, they then developed a comprehensive statement of the essential skills and values that a competent and responsible lawyer should possess and made recommendations as to how these skills could be obtained, for example, by issuing the statement to law students who could then monitor and develop these skills themselves. Finally the Task Force critically examined the entire process and made recommendations to prospective lawyers, law schools, to the organised bar and other providers of continuing legal

education, and to licensing authorities as to how they could contribute to the design of more effective patterns of education and development.

#### **Storytelling: a different voice for legal education**

S C McKenzie  
41 *U Kan L Rev*, 1992, p 251

The role of the lawyer as a storyteller is explored. That is, lawyers tell two different stories in court and the judge then decides which is the correct one. The author explores the uses of storytelling by lawyers and the failure of legal education to recognise this role. Recommendations for reforms for legal education to incorporate this role are made. These include smaller classes, increased opportunities for student writing, clinical courses, and focussing classroom discussion on the lawyer's role as a problem solver.

#### **Law Society's Research Conference on legal education**

9 *Socio-Legal Newsletter*, Summer 1993, p 8

The English Law Society's Research and Policy Planning Unit's annual conference focussed on legal education. Topics dealt with included legal skills, the CPE course, training for management, access to legal education, training for advocacy, and evaluating student performance. A copy of the conference proceedings can be obtained from Gerry Chambers in RPPU (071 320 5892).

## **LEGAL ETHICS**

#### **Ethical integrity in the legal profession: survey results regarding law students' veracity on resumes and recommendations for enhancing legal ethics outside the classroom**

N Millich  
24 *Ariz St L J*, p 1181

To enhance ethical integrity in the legal profession, courses in professional responsibility have been introduced at law schools and mandatory ethical requirements have been promulgated by the American Bar Association. The author describes recent surveys which reveal an increase in ethical problems faced by lawyers. She also reports the results of two nationwide surveys she conducted of 167 law schools. These surveys suggest that there may be similar problems with the ethical integrity

of law students. This data suggests that the courses and the ABA regulations are not enough and that ethical training should begin as early as possible. The author concludes with recommendations for instilling legal ethics outside the classroom by utilising the hiring and placement process.

#### **Puncturing the myth of the moral intractability of law students: the suggestiveness of the work of psychologist Lawrence Kohlberg for ethical training in legal education**

E M Abramson  
7 *Notre Dame J L Ethics & Pub Pol'y*, 1993, p 223

The author considers at length the theories, and empirical evidence in support, of Lawrence Kohlberg. Kohlberg demonstrates that there is an objective and universal dimension to moral structures and moral reasoning, that an individual's moral sensibilities develop constantly and that particular teaching methods can enhance this development. On this basis, the author contends that legal ethics should be more widely taught to law students. He details several scenarios where a lawyer is faced with an ethical dilemma and concludes by suggesting that law schools are being lax in not using some of the methods suggested by Kohlberg to enhance the moral development of law students and to develop their sense of duty and obligation away from the selfish interests of their clients and themselves and towards more social concerns and a deeper sense of justice.

#### **Ethical integrity in the legal profession: survey results regarding law students' veracity on resumes and recommendations for enhancing legal ethics outside the classroom**

N Millich  
24 *Ariz St L J*, p 1181

Recently, to enhance ethical integrity in the legal profession, courses in professional responsibility have been incorporated into law school curricula and become mandatory requirements of the American Bar Association. The author describes several recent surveys which examined whether these changes have had any effect on the ethical integrity of students and practitioners and which reveal that in fact attorneys are experiencing an increase in ethical problems. She further reports on two nationwide surveys conducted of 167 accredited law schools. Analysis of these

surveys suggest that law students also have problems of ethical integrity, at least as far as veracity on resumes is concerned. The author suggests that this empirical data would seem to indicate that the present classroom instruction and Bar regulations regarding legal ethics are insufficient. Ethical training should begin at the earliest opportunity and additional opportunities to stress the importance of honesty and integrity should be found. The author concludes with some recommendations for instilling legal ethics outside the classroom by utilising the hiring and placement process.

## LEGAL PROFESSION

[no material in this edition]

## LIBRARIES & INFORMATION

### Libraries

*Comm L E Assn Nltr* Nos 68 & 69, June 1993, pp 21 - 26

Part of the Australasian University Law Libraries Standards are reproduced. The editor comments that some might find them as "an impossible dream", and for others useful when bargaining with parsimonious university administrations.

Article also reports on the establishment of a new journal, the *Commonwealth Law Librarian*, which began publication in January 1992.

### Law-Lib: an electronic bulletin board

XXIV *Syllabus* 3, Summer 1993, p 6

Reports on an electronic computer conference known as "lab-lib", which provides a worldwide forum for communication about library issues. Now has 500 subscribers.

## MANDATORY CLE

[no material in this edition]

## OTHER DISCIPLINES & PROFESSIONS

[no material in this edition]

## PERSONALIA

[no material in this edition]

## PLANNING AND DEVELOPMENT

### The Law Society's approach to "quality" of undergraduate law degrees

N Saunders

Paper from *ALT Funding Quality Legal Education Conference*, 14 May, 1993

The author is the Head of Legal Education at the Law Society of England & Wales. The paper is his address on the quality and standards of legal education. The British government has established a new body, HEFCE, which is examining the quality of undergraduate degrees. This address discusses the quality of undergraduate law degrees and notes that it is important that law students are fully equipped to practise law on graduating. To ensure that a legal education does satisfy the expectations of both law students and employers, objective standards need to be set, and constantly upgraded to allow for factors which can make a standard out of date as soon as it is produced. Finally, the author concludes that to maintain such standards, several bodies will need to play a role and assume responsibilities: HEFCE (and thereby indirectly the government), law schools, students and employers, and professional bodies like the Law Society.

## POSTGRADUATE PROGRAMS

### SLSA's second postgraduate conference - calls for a charter on supervision

J Davies

9 *Socio-Legal Newsletter*, Summer, 1993, p 6

The conference was held in Cardiff and sponsored by SLSA and Cardiff Law School. It offered postgraduates an opportunity to discuss mutual problems and acquire or improve their research skills. Sessions included starting research, advanced library skills, empirical research, presenting a paper and writing up. One common problem experienced by the students was the lack of uniformity in the approaches adopted by different institutions, departments and supervisors to

the student-supervisor relationship. It was thus suggested that a charter be established which would give clear terms of reference as to what is expected of supervisors and students.

## PRACTICAL TRAINING

### Justice in the classroom

L Macken

*Sydney Morning Herald*, 20 Nov 1993, p 23

The ever-increasing number of law students in Sydney is causing problems for the legal profession and the College of Law. The College now has a waiting list of 6 months to one year for the practical training course the students must complete before admission as a solicitor. Reforms are being considered, however, the legal profession itself is only capable of employing half the graduates at best. The author concludes that better career counselling is needed for students to make them aware of alternative career avenues.

## PURPOSE

### Plus ça change, plus c'est la meme chose: the integration of theory & practice in legal education

M H Hoeflich

66 *Temp L R*, 1993, p 123

The author acknowledges the current debate regarding the greater integration of the theory and practice of law. He points out, however, that it is not a new debate and that current debaters would benefit from the antebellum debate which propounded an integrative theory of law study. He then gives a brief history of legal education and then gives greater detail of the antebellum debate. The author concludes by encouraging law schools to better prepare students for legal practice, but he also exhorts the American Bar Association to take on a greater responsibility for training graduating lawyers.

### Jurist calls for wider approach to legal studies

G Leech

*The Australian*, 24 November, 1993, p 15  
Professor David Weisbrot, commissioner at the NSW Law Reform Commission advocates a more generalist approach