

towards legal education. He felt that law school education should promote intellectual breadth, agility and curiosity; fine analytical and communication skills; and a moral/ethical sense of the role and purpose of lawyers in society. To achieve this, law schools need to develop a curricula which is more theoretical and more practical and would include a very clinical, skills-oriented approach. He does point out that the problem with developing such a curricula is the expense involved and that most law schools lack the resources.

RESEARCH

AALS undertakes legal research standards project

E M Callinan

XXIV *Syllabus* 4, Fall 1993, p 6

Reports on the preparation of a detailed list of legal research standards based on Section 3.1 and 3.2 of the "Statement of Fundamental Lawyering Skills and Professional Values" in the MacCrate Report. The MacCrate three-page outline of skills has been expanded to a thirty-page document. These will now be amplified. A number of applications for the proposed standards are suggested.

Research assessment exercise

7 *SPTL Reporter*

[see Evaluation]

Why legal research skills declined, or when two rights make a wrong.

D J Dunn

85 *Law Libr J*, no. 1, Winter 1993, p 49

After pointing out that all segments of the legal community are concerned about the poor quality of legal research, Professor Dunn argues that legal writing programs and CALR are the major causes of the problem. He illustrates that legal research is more than a course; it is a concept. He concludes with a proposal for changing the way legal research instruction is offered in law schools.

RESOURCES

[no material in this edition]

SKILLS

Legal writing program discusses "lost words"

XXIV *Syllabus* 4, Fall 1993, p 4

W B Powers

Report on a Presidential Showcase at the ABA annual meeting on "Lost words: economic, ethical and professional effects of bad legal writing". The theme of the session was that poor legal writing can set off a chain reaction that impacts the legal system. There was discussion at the session on the results of recent American Bar Foundation surveys which establish the importance of oral and written communication skills. There were also judicial, academic and corporate counsel perspectives of legal writing. The session concluded with discussion of three aspects of legal writing: that it is communication, the passing of ideas from one person to another; that it is a window into the mind of the writer (thus bad writing is often a lack of thought, not a lack of skill); and that it is the lawyer's environment.

Why legal research skills declined, or when two rights make a wrong.

D J Dunn

[see Research]

Against the tyranny of paraphrase: talking back to texts

E Fajans & M R Falk

78 *Cornell L Rev*, p 163

The authors conduct an Advanced Legal Writing course at Brooklyn Law School in which they also attempt to help law students get beyond the denotative, case-briefing notions of reading, and delve deeper into thorough inquiry and analysis of the material they read. The article discusses the experiences the authors had which led them to increase the reading component in their course. They summarise the work of composition and literature teachers, cognitive psychologists and philosophers who research reading and writing processes and design curricula accordingly. Finally the authors suggest ways in which the insights and practices of those working on the undergraduate level might be combined with contemporary legal scholarship to design curriculum which teaches law students to read thoroughly and write well.

Expert views on improving the quality of legal research education in the United States

Book review by F Snyder

13 *Legal Reference Services Q*, 1, 1993, p 121

The author reviews the above book which is a collection of 16 papers generated by a competition held by West Publishing Company. The majority of the articles deal with the details of teaching legal research and writing. The winning essay, however, was about computer assisted legal research (CALR) and that in order for CALR to be effective, legal problems must be thought of in terms of their elements, rather than logical relations. The author concludes that the articles are most useful because legal research and writing is not emphasised sufficiently at most law schools.

Teaching legal research to a diverse student body

E B Cohen

85 *Law Libr J*, 3, p 583

Law librarians generally agree that many students lack basic research skills. The author asserts that student learning can be improved by expanding teaching methods to incorporate the variety of learning styles that characterise a diverse law student population. The styles considered are: separate and connected knowing; field-independent and field-dependent learners; perceptual learning. The author considers the results of studies done on these different fields and concludes that if their findings were incorporated into teaching legal research, the course would be more accessible to women, minority groups and older returning students.

Teaching writing through substance: the integration of legal writing with all deliberate speed

M S Simon

42 *De Paul L Rev*, Winter 1992, p 619

The legal profession has realised the importance of integrating legal writing into law school curricula, mainly because of the poor writing skills of many law graduates. Pace Law School has developed a course that fully integrates criminal law, legislative process and legal analysis and writing. It is a mandatory, year long course that is designed to teach the substance of the law through the process of writing. This is done in two ways. Firstly, the students must complete various conventional writing assignments which focus on objective writing techniques.