

specialist finding tools and research aids in different formats: books, microfilm and electronic databases. The library skills instruction component is presented in three main parts: 1: secondary sources and materials; 2: primary materials: case law and 3: primary materials: statute law.

MANDATORY CLE

[no material in this edition]

OTHER DISCIPLINES & PROFESSIONS

[no material in this edition]

PERSONALIA

[no material in this edition]

PLANNING AND DEVELOPMENT

[no material in this edition]

POSTGRADUATE PROGRAMS

[no material in this edition]

PRACTICAL TRAINING

Transactional law workshop planned for October

94-3 *AALS Nltr*, August 1994, p 1
Reports on a workshop to be held in October 1994. A transactional approach to legal teaching and scholarship contrasts with the present tendency to approach commercial subjects through the eyes of the judiciary. The standard

curriculum treats commercial subjects as another occasion to study the way that judges decide cases; it trains students to be litigators in these fields, only intermittently recognising that an equal number of students will become transactional lawyers, negotiating and memorialising deals rather than litigating disputes. Plenary sessions dealt with the theory of transactions - law and economics; the lawyer's role in transactions, beyond the common law curriculum; and teaching the transaction.

PURPOSE

Preparing lawyers to participate effectively in the legal profession

R MacCrate

44 *J Legal Educ* 1, March 1994, pp 89-95

In this article the author restates the central message of the American Bar Association task force report on *Legal Education and Professional Development - An Educational Continuum*, namely that legal educators and practising lawyers are engaged in a common enterprise: the education and professional development of the members of the profession. The development of the skills and the values of competent and responsible lawyers lies along a continuum that starts before law school, reaches its most formative and intensive stage during law school, and continues throughout a lawyer's professional career.

The challenge for law teachers is to escape the confines separating doctrinal learning from skills and values instruction, and to identify the role they can play in the preparation of lawyers along the educational continuum.

In Part I of the report the task force provided a comprehensive overview of the profession today so as to determine the necessary skills and values a lawyer should have to participate effectively in the legal profession.

Part II sets forth the skills and professional values a lawyer should seek to acquire. The professional values identified were responsibility to the client, public responsibility to the justice system, responsibility to the profession and personal responsibility for one's own professional self-development.

The task force recommended that the accreditation standard for law school courses be amended to include a clause requiring the law school to prepare law students to participate effectively in the legal profession. The report also found that skills training is a bona fide component of legal education and that law schools have demonstrated an ability to teach skills and values. However, much needs to be done to satisfy the goal of professional competence and responsibility of law graduates.

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

Trial advocacy training in law school: an Australian perspective

L A McCrimmon

5 *Legal Educ Rev* 1, 1994, pp 1-19

The myth that effective advocacy cannot be taught has been finally put to rest. However, only half of