

law school data should be gathered in a single publication along with strong analysis which can make the data easier to interpret and more meaningful to applicants.

JUDICIAL EDUCATION

[no material in this edition]

LEGAL EDUCATION GENERALLY

The quiet revolution: improving student learning in law

M Le Brun and R Johnstone
[see Teachers]

Our top 10 books on education: For the "educationally-curious" bibliophile

R Johnstone & M Le Brun
5 *Legal Educ Rev* 1, 1994, pp 107-115

In future editions of the *Legal Education Review* reviews of books, reports and monographs that address educational issues of interest to law teachers will be included. In this article ten such books are reviewed, which have been assigned to one of three ad hoc categories: those which offer a critical and analytical insight into educational theory; those that attempt to marry theory and practice; and those that provide useful teaching tips. An invitation is also extended to submit reviews of influential reports on the status of legal education in various jurisdictions.

Under the heading "Theoretical Frameworks and Perspectives", the article reviews two books on adult learning and development, Boud and Griffin's *Appreciating Adults Learning: From the Learners' Perspective* and Resnick's *Knowing, Learning, and Instruction*. Schön's *Educating the*

Reflective Practitioner is recommended as holding promise for individuals who wish to develop curricula in law in which it is accepted that legal education is about more than the mere transmission of professional knowledge.

The "Theory and Practice" section reviews one of the best known books on tertiary teaching, Paul Ramsden's *Learning to Teach in Higher Education*, as well as Derek Rowntree's book on assessing students and David Jacques' book on group learning. Attention is drawn to the HERDSA (Higher Education Research and Development Society of Australasia) Green Guides which provide information on various aspects of tertiary education, such as the supervision of postgraduate students, improving student writing and implementing student self-assessment regimes.

In the "Teaching Tips" section Newble and Cannon's *Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods* is reviewed, as are McKeachie's *Teaching Tips: A Guidebook for the Beginning College Teacher* and Gibbs, Habeshaw and Habeshaw's *Interesting Ways to Teach*.

LEGAL ETHICS

Ethics and theory choice in advocacy education

S Lubert
44 *J Legal Educ* 1, March 1994, pp 81-88

Trial advocacy is now a worthy academic discipline and there is a rich debate on its educational, moral, analytical and systemic underpinning. The role that trial theory plays in the persuasive process has been increasingly

recognised. Less attention has been paid to 'second-wave' issues ranging from pedagogical method to underlying morality.

Ohlbaum in "Basic Instinct: Case Theory and Courtroom Performance" [66 *Temp L Rev* 1 (1993)] has contributed to the 'second-wave' of issues by providing a detailed model for teaching trial theory through skills training, where students are taught to theorise. However, one of Ohlbaum's shortcomings is that he fails to address the role of legal ethics in the development of case theory. Ethical behaviour does not come naturally to the uninitiated as ethical issues go beyond the simple need for honesty and must be taught to be fully understood.

Examples are provided of significant ethical issues which arise during the conduct of a trial which, in the context of trial advocacy, cannot be avoided or rationalised. Traditional legal ethics classes are, by their nature, too abstract to raise subtle and ambiguous ethical issues. However, advocacy courses provide an ideal forum, because even in the simulated courtroom, the lawyer must make a choice and live with it.

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* 3, Fall 1992, pp 1181-1196

Professional responsibility courses containing mandatory ethical requirements and the enhancement of the ethical integrity of the legal profession have received a great deal of attention over recent years.

Few empirical studies have tested whether all this attention has had any demonstrable effect on the ethical integrity of law students and members of the bar.

It has long been recognised that truthfulness, honesty and integrity should be the ethical make up of every lawyer. Despite this, over 1,000 lawyers were disbarred in the US in 1990 for professional misconduct.

The author has conducted a survey investigating the falsification of information on resumes of law students. A total of 104 law schools were surveyed. Forty-one percent of the law schools reported that they had learned of resume inaccuracies during the years 1985-86, whilst 12% reported having knowledge of student misrepresentations prior to 1985-86.

Items on the resumes that were commonly inaccurately or falsely reported included grade point averages, class rank, law review membership, undergraduate academic credentials, law school honours, legal employment history and LSAT scores.

Recommendations for stressing the importance of ethical integrity and combating the problem of inaccuracies in legal resumes include reinforcement of the student's ethical obligation as a future attorney and an increase in the amount of resume verification so as to demonstrate the law school's commitment to resume accuracy. Ways in which the latter can be achieved include the use of computerised resume verification, the requirement of written student verification as to the truth of the resume, submission of student transcripts to employers, the requirement that employers verify a graduate's resume and use of

resume verification as a selling point for the law school which follows these procedures. Students should be notified of strict sanctions that exist if a resume is found to be falsified.

LEGAL PROFESSION

Committee studies professionalism, presents annual meeting program

Wm Reece Smith, Jr
XXV *Syllabus* 4, Fall 1994, p 1

Concern about changes in the culture of the legal profession has prompted considerable attention in recent years to the concept of professionalism. This article reports on the work of a committee which reviewed the role of law schools in instituting a sense of professionalism in law students during their law school study. It describes a presentation at a recent annual meeting of the ABA Section of Legal Education and Admissions to the Bar. Speakers dealt with the historical development of the concept of professionalism in the law, the diversity among lawyers today, a growing discontent by lawyers across the spectrum with their work and their profession, and current techniques for teaching ethics and professionalism.

One speaker (Dean Haynsworth) argued that ethics and professionalism should be taught pervasively; students should be exposed to the bases of ethical decision making and to the principles of jurisprudence and sociology; emphasis should be placed on the importance of personal character and professional independence and upon the development of the practical wisdom and sound judgement that great lawyers possess and employ in public service.

LIBRARIES & INFORMATION

Law library research skills instruction for undergraduates at Bond University: the development of a program

B Bott

5 *Legal Educ Rev* 1, 1994, pp 117-128

"Introduction to Law" (ITL) is a compulsory first year course at Bond University which introduces students to basic legal concepts and terminology, the components of the legal system, the major legal institutions and legal writing, reasoning and analysis. An important instructional component of the course deals with the use of the law library. Whilst library skills instruction has always been part of the ITL course, only since the first term of 1992 has it been offered in its present systematic and structured fashion.

Course objectives for the library skills instruction were set and a separate formal assessment regime constituting 10% of the marks for the ITL course was established. Formal assessment was by way of two open-book tests.

A problem identified early on in the development of the library skills instruction component was that it was labour-intensive. This was solved through the use of peer teachers. Students who were four or more terms into their degree courses were eligible to assist with program delivery.

The library skills instruction component runs for 11 weeks. It is delivered to small groups of no more than 20 students. Each session lasts one hour and includes a classroom component and a hands-on exercise in the library with emphasis on legal bibliographic resources, major