

research tools available. In particular, students should learn how to use case reporters, reference aids, legal dictionaries, digests and computer assisted legal research. The fourth goal that may be addressed is the range of theoretical approaches to the law.

The challenges to be met by the teacher include accommodating the different language abilities of the students, the tensions that cultural diversity may create and the personal issues that foreign students in a new country will encounter.

To conclude the article, the author offers some personal perspectives and recommendations drawn from the orientation course she teaches. She concludes by pointing out that foreign students come to American law schools fully armed with an arsenal of impressive skills. What they need are some basic tools to help them bridge the gap between their domestic legal education and their course of study in the United States in order to make a success of their graduate school experience.

#### **The European content of British law degrees**

D Edward

29 *Law Teacher* 2, 1995, pp 142-151

The process of European integration has reached a stage where any self-respecting law degree must have a course on European Community law. However, deciding what that course should be is very difficult. It is a feature of the structure of law degrees that they are selective in that the subjects rarely cover all the law in the area they seek to address. Introducing a European dimension further increases the problems of selection. We need to decide both what we are trying to achieve and what we are trying to teach and how.

Law schools should resist the pressure of merely training graduates as practitioners. European law firms, when asked about the sort of graduate that universities should produce, replied that the graduate should be one with a sound grasp of one national system of law together with private international law or Roman law or comparative law. Law schools should resist the temptation to concentrate on black letter law. European dimensions of law go beyond the conventional law school curriculum to include human rights, economic rights, rights of free movement, competition law etc.

It has been suggested that European dimensions can be provided by one or more core subjects, especially Roman law, jurisprudence, European law, comparative law, private international law and procedural law. However, the author submits that the search for a single core subject is the wrong approach. It is suggested that European law would be better taught at the honours or masters level, as a separate add-on to an already existing law degree. The syllabus should offer little choice in terms of elective subjects and its content should be essentially national.

However, a basic introduction to the institutions and substantive law of the European Community should be obligatory, to be taught as a specific course and not dispersed amongst other courses dealing with different aspects of national law. The author offers a syllabus for a core course in Community law, addressing the main features of the development and nature of Community law and the structure and principal provisions of the European Community treaty.

## **INHOUSE CLE**

[no material in this edition]

## **INSTITUTIONS & ORGANISATIONS**

[no material in this edition]

## **JUDICIAL EDUCATION**

[no material in this edition]

## **LEGAL EDUCATION GENERALLY**

### **The MacCrate Report - heuristic or prescriptive?**

W Loh

69 *Wash L Rev* 3, Summer 1994, pp 505-515

The *Report of the ABA Task Force on Law Schools and the Profession: Narrowing the Gap*, commonly called the MacCrate Report, contains a Statement of Skills and Values (SSV). The SSV may represent the greatest paradigm shift in legal education since Langdell in the late 19th century envisioned legal education as the pursuit of legal science through the case method.

Law schools have developed a unique history, organisation and economics that prevent us from reasonably expecting that they should shoulder alone the responsibility of converting law students into fully-fledged attorneys. The resulting gap between expectation and reality has generated a litany of complaints. The bar sees the academy's job as the training of lawyers, whereas the academy sees the law school as a centre of learning