

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.