

Article discusses a controversy centred on Georgetown Law School, where a staff member revealed that blacks are admitted with lower LSAT scores and GPAs than those of whites. The author is highly critical of the way the controversy was handled and the arguments advanced by the dean, the AALS, the ABA and the LSAC, claiming that they are illogical and a smokescreen to support an insupportable social policy of race norming.

**Legal Norms in Law School Admissions: an Essay on Parallel Universes**

M A Olivas

42 J Legal Educ 1 (1992), pp 103-118

Article is a response to the above abstracted article by Graglia. He presents what he says is another side to the story, highlighting the history of racism in higher education. He argues and illustrates that a number of Graglia's assertions cannot be maintained.

**Studies suggest that minorities still lag in admissions**

K Myers

14 National L J (Feb 24, 1992) p 4

Recent studies show that minorities lag behind whites in law school admissions and passing bar exams. Studies by the Florida Supreme Court's Racial and Ethnic Bias Study Commission and the Committee of Bar Examiners of the State Bar of California indicate a great disparity in bar pass rates of whites and blacks. The Law School Admissions Council is conducting a national survey of minority bar pass rates. Several schools have stepped up efforts to recruit and retain minorities, who make up 15% of all law students, according to the ABA.

**Law Schools in Context: the Challenge of Learning to Understand Law**

A Ziegert

1 Crosseaminer 2 (Spring 1992) p 6

Author discusses some implications of the results of a study of admission policy in regard to the Sydney Law School. He concludes that "if it is true that change is already under way through the ongoing differentiation of the legal system and through the

specialisation in many different fields of legal studies and research, our conclusion must be that our society needs many more, rather than less, law graduates. Because more of these legally trained specialists will go into public service, national and international organisations, business firms and research, than into law firms, this will change the concept of what being a lawyer in modern society means. The demand for this broader and more diverse spectrum of legal knowledge, ... will not only change the image of law schools as places for elites only but will also change the resulting student-mix."

**Progressing into the Past: the Possession of Legal Knowledge in the Welfare State**

D Goldman

1 Crosseaminer 2 (Spring 1992) p 14

Author argues that in Australia the Higher School Certificate (HSC) is an inappropriate method for ranking secondary students academically. It is the sole basis for entry, for most students, to law school. He says that the HSC rewards students for a type of learning which is antithetical to the pedagogy of legal education in the university and the requirements of professional legal practice.

He concludes that legal education in itself does not reproduce an illegitimate hierarchy; rather, there is a hierarchically charged population which passes through the legal education system. In addition to perpetuating social inequality, this unmeritocratic elite adversely affects the composition of the legal profession.

**Bloddata Balderdash: Bar Admissions Post-1993**

SPTL Reporter, No 5 (Winter 1992) p 7

Article refers to the SPTL Honorary Secretary's column (p 1) which discusses the proposals to reduce the numbers in the Inns of Court School of Law. Strongly criticises the scholarship proposals and the interviews and tests for those not able to get a scholarship. Argues that the system will break down.

**Fewer Law School Applicants**

H J Reske

78 ABA J (Aug 1992) p 32

Reports on preliminary data for the 1992-93 school year from the Law School Admission Services. Shows drop in number of applicants. Applications from white males have dropped but increased from women and minorities.

**Race, Culture and Access to Educational Opportunity**

AALS Nitr No 92-4 (Nov 1992) p 1

E C Jordan

Comment by President of AALS on recent attacks on race-conscious law school admissions policies. Encourages implementation of AALS commitment to policies that foster racial inclusion. She criticises the federal government's recent role in destabilising affirmative action policies in higher education, and identifies two difficulties with the conventional thinking about the affirmative action policies of American law schools. One is the 'myth' of minority displacement of disappointed applicants. The other is an argument that some erosion of the support for affirmative action is attributable to the deep ambivalence, of even many supporters of affirmative action, about the proper role of standardised testing in admissions decisions.

**FINANCIAL ASPECTS**

**Law School Resources**

SPTL Reporter No 5 (Winter 1992) p 25

Article is an abbreviated version of the Report of the Joint SPTL/CHULS Committee on Law School Resources, which reviewed the present funding of law schools. The report establishes that law in the United Kingdom as an academic discipline has been seriously underfunded, in four respects: the so-called "guide price" was wrongly calculated, the guide price took no account of new items such as the need for information technology, the recurrent budgets for law libraries are in need of supplementation, and that accommodation adequate to house the increasing number of law students is urgently required.



The committee gathered data by means of a questionnaire, and constructed models of four representative types of law schools. The models were then costed.

The article concludes with the assertion that there is no longer justification for calculating the unit of resource on historical grounds, which take no account of the radical changes in legal education and the increasing part played by information technology. It suggests that a level of funding comparable to the humanities and non-experimental social sciences is justified.

#### Law Schools Contend with Economy

J P White

XXIII Syllabus 4 (Fall 1992) p 2

Brief comment on impact of recession on American law schools.

## HISTORY

#### Continuing Legal Education in B.C.

J Bloom

50 Advocate 3 (May '92) p 385

Records briefly the history of the development of continuing legal education in British Columbia, Canada. From early beginnings after World War II it has developed into the renown CLE Society of British Columbia.

## IN-HOUSE CLE

#### In-House Legal Education - Where do I Start?

C Kenny

12 Proctor 6 (July '92) p 18

Sets out reasons for considering training in more depth. Then sets out basic steps in developing a program.

#### Problem-based learning and its application to in-house law firm training

A Blunden

8 J Prof L Educ 2 (Dec 1990) pp 115-138

Problem-based learning uses a situation or experience which students might face in practice, as the starting point for learning.

It is an educational method which is learner-centred and in which the instructor is the facilitator of the process rather than the source of knowledge imparted to the students. Problems are the tools of learning and students are participants rather than passive recipients in their learning process.

Problem-based learning as an educational technique was developed for undergraduate medical teaching at McMaster University in Canada in the 1970s. At the University of Limburg in Maastricht in The Netherlands, founded in the mid 1970s, the whole curriculum is characterised by problem-based learning. Of particular interest is the Faculty of Law at Maastricht which is centred round problem-based learning programs and the implications for learning of problem solving skills.

The article describes and evaluates in detail the application of problem-based learning to in-house law firm training.

## INSTITUTIONS AND ORGANISATIONS

#### Auckland Law School: Speeches from the Opening Ceremony

NZ L J (June '92) p 193

Records speeches by Mr Justice Barker, Chancellor of the University, Prof Grant Hammond, Dean of the Faculty of Law, Sir Robin Cooke, President of the Court of Appeal, and Dame Catherine Tizard, Governor-General of New Zealand.

Prof Hammond spoke of the law school as both a faculty of a university and a professional school, and of developments in the law school curriculum. He discussed five concerns: that the law school needs to become more fully part of the university, that whilst the academic and practising lawyer have distinct roles, they are ultimately engaged on the same enterprise, that the law schools must play a more significant role in education in professional responsibility, that there is a need for a concentration of resources in the area of advanced legal research, and that there is a need

to develop an enlarged sense of what is meant by a truly New Zealand jurisprudence.

#### Deakin Law School expands

Aust L News, October 1992 p 56

Reports commencement of an off-campus LLB degree and on-campus teaching in 1993. Off-campus degree will use a combination of printed materials, electronic communications and computer learning packages. On-campus degree will be available for graduates and mature-age students.

## JUDICIAL EDUCATION

#### Judges need a trade school

D G Carnahan

14 National L J (April 13, 1992) p 15

Continuing education and practical training programs for new judges are a growing need. More training is necessary because attorneys are seated on the bench with less experience. New judges must strip themselves of legal skills, such as examining witnesses, which are unsuitable to judging. Useful practical skills for judges include evaluating attorney and witness credibility, recognising and eliminating judicial bias as much as possible, and getting along with fellow court employees.

## LEGAL EDUCATION GENERALLY

#### The one-year lawyer

P Birks

142 New L J No 6561, p 1015

Argues strongly in favour of the principle that a full law degree should be the normal foundation of a lawyer's learning, and that the English one year conversion course, consisting of six subjects (contract, tort, land law, trusts, criminal law and constitutional /administrative law), is too shallow and rushed. Argues that whilst this course is cheap and quick, it will have significant negative implications in the medium and longer term.