

Secondly, the students are assigned readings from the casebook which are questioned in the socratic method. Further, a problem-solving approach is used. By solving these in-class problems, substantive law is learnt, as well as the analytical and organisational skills necessary for writing. The author concludes with the advantages of teaching substantive law through the process of writing.

STATISTICS

Legal studies - a third survey of university legal education in the United Kingdom

J Wilson

13 *J Legal Stud*, 2, July 1993, p 143

Work on this present survey was conducted in two phases. The first phase involved a questionnaire drafted by the Society of Public Teachers of Law and the Committee of Heads of University Law Schools, and was mainly concerned with the financing of law schools. A second questionnaire was designed to gather information about staff and student numbers. The two questionnaires were sent to 39 law schools in the United Kingdom. In this report on the surveys, the general structure of university legal education is considered. This includes the numbers of part-time, under- and postgraduate students, where the students originate from and how they finance their courses. Selection criteria of the various universities are also considered. Statistics are also provided on staff members, as well as facilities such as accommodation, libraries, and the overall financial positions of the universities. The survey goes on to study teaching and examination procedures and the subsequent careers of law graduates. The article concludes with similar statistical information about legal education in Scotland.

STUDENTS

Students

Common L E Assn Nltr Nos 68 & 69, June 1993, pp 26 - 28

Reports on the Commonwealth Law Students Conference, held at St John's College, Oxford, with the theme "aspects of statutory and constitutional interpretation"; the Client Interviewing Competition, students' perceptions of

women lecturers, the inaugural conference of the Black Law Students' Association in Canada, and the Young Commonwealth Lawyers' Training Course run by the School of Oriental and African Studies of the University of London.

The poverty of students

27 *Law Teacher* 2, 1193, pp 152 -162

Article reviews the growth and effect of poverty on UK law students at both the undergraduate and vocational levels. Also considers how these financial strictures will impact on legal profession recruitment.

Reports figures on topics such as the drop in spending, changes in staff: student ratios, size of grants to students. Reports on the level of student indebtedness on completion of their law courses, and situation of students in vocational courses. Also reports on a survey of law students in Wales.

Concludes by suggesting that recent positive changes in the gender, ethnic and social composition of the profession may be adversely affected by the current funding policies.

Diversity!

P D Carrington

1992 *Utah L Rev*, p 1105

Diversity is a movement among law students and teachers which appears to be affirmative action, but is in fact supporting a quota system. The author places the movement in context as an expression of current ideological fashion. He then considers the wisdom of imposing demographic quotas on law schools, using the Plan announced in 1990 by the University of California as an example. In conclusion, the author addresses the issue of responsibility for governance, in particular the authority of the Association of American Law Schools and the effect it would have if this Association were to participate in the movement.

TEACHERS

Professor tells his colleagues: get your heads out of academe!

K Myers

Nat L J, May 10, 1993, p 4

New York Law School's Dean Harry H. Wellington stated in the 1993 Charles Evans Hughes Memorial Lecture that the

cultures and disciplines of the law firm and the law school have become too separate. He said that too many law professors look down on practising lawyers and that they should remember that most of their students will become practising lawyers and need to learn more of what practice is really like and less legal philosophy.

Reverse discrimination and law school faculty hiring: the undiscovered opinion

M S Paulsen

71 *Tex L R* 1993, p 993

The author presents an unknown judge's opinion which considers the applicable law for a claim of reverse racial discrimination in faculty hiring. The white male applicant in the case asserts that the preferential treatment given to minorities and women in faculty hiring decisions deprives him of federally protected rights to freedom from discriminatory treatment on the basis of race or gender. The unknown judge agrees with him and rejects the defendants' arguments of diversity and remedying the natural advantage enjoyed by white males in the traditional hiring criteria. The judge does, however, point out that racial preferences are justified if the practice is job related for the position and necessary for business. He then concludes that a law faculty who is truly concerned about statistical racial disparity produced by the past, could de-tenure its tenured faculty and require all members to compete anew for rehiring.

TEACHING METHODS & MEDIA

Distance Teaching and Learning of Law in the Commonwealth

John Goldring & Henry Eyre

Commonwealth Legal Education Association, London, 1993

A report on a study on the possibility of establishing a network of distance education throughout the Commonwealth. Is essentially a description of the findings of a survey of attitudes to and needs for legal education, at a variety of levels, in a number of Commonwealth countries. Looks at primary qualifications in law, practical training and continuing legal education. Suggests some of the ways in which the Commonwealth of Learning and other Commonwealth institutions might possibly assist in legal education and training, and explore further the potential

for methods of distance teaching and learning to be applied in ways that would assist law and lawyers in the Commonwealth.

Open and distance learning in a new Europe

27 *Law Teacher* 2, 1993, pp 163 - 177

Article briefly describes the evolution of distance teaching, discusses the possible influence new relations within the European Community will have on distance learning in the field of law, and then describes a law program which is being developed.

A section deals with the question whether law can be taught at a distance. He acknowledges that "the academic discourse" cannot be offered in distance education, but questions whether this is available in traditional universities anyway. He argues that the same skills as those taught at the traditional university can be taught, with the assistance of technology.

He describes the European Programme on Law within the European Open and Distance Teaching University. It starts with international law and, from that focal point, offers perspectives on the national systems and the various problems of implementation.

An essay on electronic casebooks: my pursuit of the paperless chase

R W Staudt

68 *Chi-Kent L Rev* 1992, p 291

This essay discusses electronic teaching materials in law with a special focus on the most common teaching tool in American law schools today, the casebook. The first section describes the technology setting in law from which an electronic casebook might emerge. The author then offers a pedagogical vision that points to important advantages that might be expected of electronic casebooks linked to other electronic texts. In the last three parts of the essay, the author sketches the progress of his efforts at Chicago-Kent to build and use electronic teaching materials in law. These efforts culminated in a course that he taught in the fall of 1992 with a computer based casebook in a networked classroom without a printed casebook of any kind.

Should court reform begin in the classroom?

J W Cooley

76 *Judicature*, 5, February-March 1993, p 271

The author contends that to solve the problems of cost, congestion and delay in the civil justice system, legal education, not the system of litigation, needs to be reformed. He argues that the case method approach must be discarded or de-emphasised, and replaced with an emphasis on conflict resolution including negotiation, alternative dispute resolution, trial and appeals. He discusses the system of legal education in Japan at some length, and then recommends that this system be adapted to meet US requirements.

Writing our lives: making introspective writing a part of legal education

J R Elkins

29 *Willamette L Rev*, 1, Winter 1993, p 45

The author gave his students in an Introduction to Law course an alternative to a traditional examination: writing an introspective journal for the duration of the course. The students were to address their concerns about legal education, their fears, failures, successes and how these subjective elements of their education could be used to promote rather than undermine their efforts to become good lawyers. A large part of this article is taken up by excerpts from these journals, but the author concludes that the use of introspective journals was a success insofar as it forced the students to reflect upon their legal education and gave him an insight into the students themselves.

Acting and legal education

J Maxwell

17 *Vt L Rev*, 1993, p 533

The author contends that acting training can help law students prepare for situations where they must think in action and respond effectively. The article proceeds by giving a brief background on the humanistic vision of legal education, placing acting within a broad view of law training and lawyering, and recognising that law school curriculum needs to incorporate the amount of human interaction in the legal profession to a greater extent. The nature of the work a beginning actor undertakes is described and the educational value a study of acting might have for law students and practitioners is discussed. The author then examines the spectrum of skills lawyers require and how a study of acting would be relevant to such areas as client

interviewing, trial advocacy and negotiation.

TECHNOLOGY

An essay on electronic casebooks: my pursuit of the paperless chase

R W Staudt

[see Teaching Methods & Media]

Teaching computers and learning the law debate - a case in point

I Wilson

3 *Campus Rev*, 44, 18 November 1993

The author comments on an article by John Gava in *Campus Review*, October 21, 1994, regarding the efficacy of computer aided learning in law. The author acknowledges that John Gava is correct in asserting that the law is not rules and that it cannot be represented by mathematical equations. However, the author does point out that there are certain precedents and derivative legal principles which the computer is very suited to teaching a student, and in fact the student would learn more easily if these were taught by computer.

WOMEN'S ISSUES

Family, place and career: the gender paradox in law school hiring

D J Merritt, B F Reskin, M Fondell

1993 *Wis L Rev*, p 395

The percentage of women on law school faculties grew steadily during the last two decades. Women, however, still begin teaching at significantly lower ranks than men and are significantly less likely than men to obtain jobs at the most elite schools. Observers often blame these discrepancies on women's commitment to their families and on their unwillingness to relocate for academic appointments. Drawing upon data obtained from 738 law school professors who began tenure-track appointments between the fall of 1986 and spring of 1991, the authors of this article demonstrate that neither family ties nor geographic constraints fully explain women's failure to attain the most prestigious law school positions. In addition, they show that family ties and mobility restraints often are associated with positive career outcomes for men - a relationship overlooked by most prior researchers. These findings suggest that