

should be simple, gender neutral terms should be used and professional responsibility issues should be addressed where they arise. Demonstrations may be live or videotaped and may demonstrate both written and oral skills.

STATISTICS

An oversupply of law graduates? Putting the statistics in context.

C Parker

4 *Legal Educ Rev*, 2, 1993, pp 255-271

It is often said that there are as many law students as there are lawyers. A closer look at the statistics indicates that the previous statement is an over-simplification of the situation and that the real story is less alarming. Firstly, defining the term lawyer is notoriously difficult. However, for the present purpose, lawyers are those recognised as legal practitioners by professional associations. Secondly, determining the number of law students is also difficult. Many universities offering combined law degree courses may or may not classify students in these courses as law students. Adding to the number of law students are those seeking legal qualifications by means other than enrolling in university degree courses. Thirdly, the number of law students is not indicative of the number of law graduates. For example, in 1991 13,370 law degree students enrolled, but only 2,500 completed their law degrees. Fourthly, the original assertion is flawed at a more fundamental level in that it assumes that all law graduates go into traditional legal practice, ignoring the fact that many law graduates will pursue a career in government, publishing,

community legal centres, teaching, corporations or on the bench.

Further dispelling the fear that there will be insufficient positions for law graduates is the fact that 96.3% of law graduates were employed six months after graduation. To finally lay to rest the "glut of lawyers" phobia, the statistics reveal that it is simply not true that there are as many law students as lawyers. The actual figure is two law students for every three practitioners.

STUDENTS

Equal opportunities at the Inns of Court School of Law: Final Report

Committee of Inquiry into Equal Opportunity Practices on the Bar Vocational Course

April 1994, 155 pages (107 pages of report, 48 pages appendices)

In the United Kingdom in 1989 the Bar Final Examinations were replaced by the Bar Vocational Course (BVC), designed to teach entrants to the profession the skills necessary for practice, rather than to supplement the academic knowledge gained through a degree. The report addresses the disparity in pass rates between black or ethnic minority students and white students taking the recently introduced BVC. This investigation necessitated an examination of the practices and policies of the Inns of Court Law Schools (ICLS) and the Council for Legal Education (CLE).

It was found that direct or indirect racial discrimination was absent from the BVC and so the disparity in pass rates was not due to the teaching methods of the CLE or the ICLS. The committee then sought to determine what other factors may

explain the disparity. Educational history of the candidate, gaining of pupillage, level of debt, absence of a library at the CLE, location of the CLE in London only and psychological isolation of students are a few of the factors that may contribute to the disparity.

The report is divided into sections detailing the membership of the committee, the conclusions and recommendations of the committee, statistical analysis, teaching, assessment and review, student welfare and counselling, student complaints, and an outline of an equal opportunities policy for the BVC.

TEACHERS

Evaluation of teaching in law schools

P T Wangerin

11 *J Prof L Educ* 1, pp 87-136 *

Anecdotal evidence suggests that many law school teachers strenuously resist institutional attempts to evaluate teaching itself. Thus, anecdotal experience also suggests, most law school teachers respond favourably to essays such as the recent one by Richard Abel in the *Journal of Legal Education* (1990), an essay strongly critical of the use of "student evaluations" of teaching. Notwithstanding these facts, however, powerful forces from outside of the law school community seem likely in the near future to prompt many law schools at least to consider the creation of comprehensive teaching evaluation programs. The present analysis, which relies on ideas contained in literature describing teaching evaluation programs in many different kinds of schools, briefly