

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