

re-organisation would serve to demystify the current doctrinal analysis. In the current article the author aims not to convince the reader that such changes are practical but how to implement this new pedagogical jurisprudence: the move from theory to practice.

The Langdellian construct was successful in divorcing law from justice. Its focus was on the process of rendering fair and logical decisions without considering the substance of the legal outcomes produced by the process. It described the workings of the system without asking what values informed the system. At the height of WWII several Harvard professors attempted to give American law the purpose of preserving and promoting democratic values and noted that the existing curriculum was not achieving this goal. They proposed to anchor the curriculum with six courses which would reflect democratic values. The subjects were Law and Control, Law and Intelligence, Law and Distribution, Law and Production, Law and Character and Law and Community Development. It goes without saying that such proposals were too abstract for the bar.

More recent ideas for curriculum design include that of D'Amato who suggests that students should be taught ways of reinterpreting legal rules in the light of a legislative purpose that is assumed to be just. In this way justice could be taught through case-law method.

Harvard Law School began experimenting with its first year classes in 1983 on the premise that the traditional case-law method was outmoded and should make way for a consideration of the modern Regulatory State, which in turn required the integration of doctrine in new ways. A course titled Public

Law was established to teach administrative and associated areas of law, but drawing on law and economics, critical legal studies and other current intellectual trends. The curriculum was designed to teach across the boundaries of the traditional separate courses. In a further effort to remove doctrinal boundaries, students participated in "bridge periods" whereby a cross cutting perspective, such as law and economics, law and justice or the significance of legal realism would be used to illuminate the common law and regulatory problems already touched on in standard courses. Whilst the program better prepared students for upper-level courses, the large amount of time devoted to the program, the need for long-term institutional assistance and faculty political battles contributed to its demise.

The Queens Law School - City University of New York has an emphasis on preparing graduates for public service. Its first and second year courses include Liberty, Equality and Due Process in Historical and Philosophical Context, Law and a Market Economy and Public Institutions and Law. Functional integration of basic subjects has been attempted with a strong emphasis on the law in a Regulatory State.

The most far-reaching experimental first year curriculum at an established law school began in 1991 at Georgetown University. The courses developed for Georgetown's experimental section include Bargain, Liability and Exchange, Democracy and Coercion, Government Process, Legal Justice, Process and Property in Time. A perusal of the course synopses indicates that a first-year Georgetown student will be educated more broadly and deeply about the law

than any other first-year student ever has been.

## DISTANCE EDUCATION

[no material in this edition]

## ENROLMENT POLICIES

**Strategies for the selection of students to law courses in the 21st century: issues and options for admissions policy makers**

M Tzannes

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The admission policy of a law school affects the entire culture surrounding the course and therefore has a more significant influence than the mere selection of the students who will commence the course. Students admitted to the course should not only possess the necessary intellectual attributes. Other student attributes should be considered in the formulation of admission policies.

A faculty should decide what type of graduate it is trying to produce and select students who have a high probability of completing the course successfully. Objectives of admission policies are often overlooked and schools are more interested in the methodology of student selection. An admission policy should attempt to match the attributes of candidates with the knowledge, skills and attitudes to be acquired in the course and the eventual graduates in practice.

From the student point of view, accurate information about careers and career prospects should be provided to permit accurate self-selection by students, as the size and quality of the applicant pool plays a significant role in determining the profile of the students admitted to the law school.



There are many issues which admission policy makers must consider. The article advances a number of criteria which they should adopt. Access and equity must be part of an admission policy so as to ensure that the policy does not discriminate in favour of or against any particular class of individuals. For example, a law school selection procedure with an emphasis on educational attainment will assist those students from a dominant culture and discriminate against all other groups. A progressive admission policy will recognise the link between the types of students it admits and access to justice. It should be able to be implemented with efficiency and standardisation, so as not to place undue stress on the resources of the faculty, and meet with the acceptance of the profession and community at large.

The article then considers the strengths and weaknesses of the different admission procedures commonly employed. Students may be selected purely by academic grades gained in the past. This type of selection requires very little input from the law school and is therefore administratively efficient, although grades are not necessarily reflective of student ability. Standardised psychometric tests have also been used to determine the likelihood of a candidate's success in legal studies. Competency ratings may be used, whereby students are tested for the presence of attributes which may be developed into competent professional skills. A structured interview may also be used which attempts to elicit those qualities of a candidate that could not otherwise be assessed, such as interpersonal skills. Candidate statements would allow potential students to present their considered motivations for studying law. The use of multiple selection criteria is suggested based on the

above strategies in order to predict the compatibility of a student with the aims, objectives and teaching strategies of the course. The article offers four worked examples of multiple selection admission policies/methodologies.

## EVALUATION

[no material in this edition]

## FACILITIES

[no material in this edition]

## FINANCIAL ASPECTS

[no material in this edition]

## GOVERNANCE

[no material in this edition]

## HISTORY

**Soochow law school and the Shanghai Bar**  
A E W Conner  
23 *H K L J* 3, 1993, pp 395-411

Traditionally, no private independent legal profession existed in China. Until the twentieth century, the only lawyers to practise there were foreign barristers, solicitors and attorneys and they did so in the confines of the treaty ports. A major development came in 1912 with the enactment of legislation officially recognising private lawyers and providing for their rights and duties. By the 1920s and 1930s Shanghai had become an important legal centre with a large legal profession and schools offering legal training. One of the most influential schools was Soochow Law School, also known as the Comparative Law School of China, which was sponsored by the US Christian missionary movement. Soochow specialised in teaching

comparative law. It was the only law school to offer Anglo-American law and it maintained close ties with US law schools. Soochow contributed to the emergence of the modern legal profession in Shanghai and many of its graduates played prominent roles in legal and civic circles. The school rapidly acquired a national reputation, drawing students from 16 provinces. In 1927 the Soochow law school had its first Chinese dean, who was a former graduate. The expansion of the school was curtailed in the late 1930s by the central government in Nanjing and the outbreak of the Sino-Japanese war. Japanese occupation forced the closure of Soochow which officially reopened in 1945. New plans for Soochow were swept aside by the 1949 Communist victory, although it continued to operate until 1952 when the PRC reorganised higher education.

In 1923 Dean Blume saw three main problems facing the law school:

(1) The low standards. These were created by inadequate resources, poor teaching and the admission of unqualified students. The solution was to raise the entrance requirement to two years at college. Soochow later developed its own preparatory school. Students enrolled at Soochow were required to attend class and maintain satisfactory standing in their courses or be asked to leave. Such strict programs drew high attrition rates, for example, out of 84 students only 28 attained the standard required to graduate.

(2) The lack of legal ethics. This was caused by the absence of a tradition of an established legal profession and the low professional behaviour tolerated during the 1910s. Blume's solution was to introduce first year courses on Christian Ethics and Legal Ethics. However, the