

LSAT score and median UGPA). A four-tier index of socioeconomic status was developed, together with a mechanism for classifying pre-legal academic achievement and an index of undergraduate school selectivity.

Chapter two presents the demographic descriptors of the population, which inter alia highlight the striking increases in the proportion of women and students of colour across the 30 years over which trends were examined. Chapter three focuses on descriptions of how the students who made up the entering class are distributed across law schools, establishing, not surprisingly, that pre-legal academic achievement and socioeconomic status are the prime determinants in the allocation to law school. The subject of chapter four is the nature and extent of pre-law school debt and the sources from which first-year students propose to cover the cost of their legal education, obviously an extremely important factor in a system in which student education is largely self, rather than government, funded.

Chapter five presents the data about employment preferences and expectations, demonstrating that students have already identified their preferences at the time they begin law school and that these preferences differ by both gender and ethnicity. Employment preferences are also examined with respect to their relationships with other variables, such as type of law school, father's occupation and pre-legal academic achievement. In this respect, interesting comparisons can undoubtedly be drawn between the US data and that collected in Australia by the Centre for Legal Education in its 1994 career intentions study

conducted by Roper¹ and replicated in 1995².

The final chapter of this report concentrates on the student responses to a series of professional attitudes questions, addressing issues of job security, pro bono time, professional salary and professional ethics, cross-tabulated with respect to the variables of preferred area of employment and job security.

Although only 119 pages in length itself, there can be no doubting that this seminal report will effectively set the scene for other reports to follow, which will concentrate on more specific issues arising from the superabundance of data gathered in this study. The report presents the data as analysed to this point in 46 clearly presented tables and 13 figures. Surprisingly, perhaps, the focus to date has been largely descriptive, with the data displayed in terms of frequencies and percentages for the categorical variables and means and standard deviations in the case of, for example, the respondents' employment aspirations. Apart from the use of cluster analysis for the grouping of the law schools in accordance with the characteristics described above, no more sophisticated statistical analyses appear to have been performed so far, such as, for example, chi-squares or analysis of variance, where appropriate, to test for statistical significance.

Editor

¹ C Roper, *Career intentions of Australian law students*, (1995), Department of Employment, Education and Training: Australian Government Printing Service [Editor's note: this book was reviewed in 4 *Legal Education Digest* 2, pp 3-4.

² L Armytage & S Vignaendra, *Career intentions of Australian law students* (1995), (1996), Centre for Legal Education.

REVIEW ARTICLE

Women in legal education: a comparison of the law school performance and law school experiences of women and men

L F Wightman

Law School Admission Council
1996

This report, 188 pages in length, covers the second published study which employs the data collected from the Law School Admission Council's longitudinal Bar Passage Study, using survey data collected from students entering law school in 1991 and the study's first follow-up questionnaire of a sample of the same population 12 months later.

The goals of this particular study were: first, to provide data on a national basis to examine issues of gender difference in legal education that have previously been studied at best on a relatively small scale or within individual law schools; and secondly, to explore a variety of factors in addition to the traditional predictors which will enable us to expand our understanding of the variables that might be related to future academic performance in law school, as well as overall satisfaction with law school, highlighting the differences between women and men.

The study comprises four distinct areas of inquiry:

1 Issues of women's academic performance at law school when compared with men are surveyed. In addition to looking at performance with reference to first-year grade-point average, this study also attempts to fill out the picture by examining how well women should perform based upon their past history of academic achievement.

2 Aspects of the first-year law school experiences of women and men are considered, separately for selected racial groups, in order

to control for this variable when looking for gender influences. Issues pertaining to work experiences and career goals are also summarised.

3 The experiences, perceptions and background characteristics of those women whose law school academic performance most exceeded expectations based on their prior performance are explored and contrasted with under-performing women.

4 Finally, there is a complementary analysis with respect to men in relation to the third area of inquiry mentioned above, which also allows some across-gender comparisons to be made.

The same data sets were available to the researchers for this study as were listed in the team's first report reviewed above. The only additional source was the first follow-up questionnaires which supplied data on the respondents' experiences of their first 12 months at law school, as well as further demographic and family background information pertinent to this particular study. First-year law school grade-point averages, which were used as a performance measure, were released by the participating law schools.

Once again, the response rates to this second survey were remarkable. Out of the approximately 29,00 students who responded to the entering students survey, a sample of almost 7,000, of whom one half were students of colour and the other half white, were chosen for the longitudinal study and sent the first follow-up questionnaire. Of this number 90 percent responded.

In contrast with the first Bar Passage Study report reviewed above, this time appropriate statistical analyses are used to test

for significance, namely chi-square tests of independence, t-tests and multiple regression analyses, depending on the scale of measurement used. Indeed, the data displays and statistical testing are much more extensive than in the first report and are summarised in 112 tables and 12 figures.

Unfortunately, within the compass of a brief review in the Digest, it is really impossible to do any real justice to the study by discussing the findings and conclusions at any length. The four distinct areas of inquiry listed above have in effect been treated as quite independent investigations, with a separate chapter being devoted to each. In the summary and discussion sections at the end of each of these chapters the author manages to condense the important findings into a readable length.

This is a very important study in an area which has hitherto not been given the close attention by researchers it deserves. As Wightman observes, *Though women have made tremendous strides in their physical presence in legal education, several studies suggest that women continue to feel alienated and estranged in this once exclusively male environment.*(p1) There have indeed been an array of prior studies, but these have been constrained by small sample sizes, sample bias and their reliance on anecdotal evidence. This large-scale longitudinal empirical study, despite its exclusive reliance on quantitative data to the neglect of the collection of supplementary qualitative data, should correct these deficiencies in our understanding of the law school experiences and performance levels of women.

Editor

Legal skills and clinical legal education - a survey of undergraduate law school practice

R Grimes, J Klaff & C Smith
30 *Law Teacher* 1, 1996, pp 44-67
[See Skills]

SKILLS

Legal skills and clinical legal education - a survey of undergraduate law school practice

R Grimes, J Klaff & C Smith
30 *Law Teacher* 1, 1996, pp 44-67

In the various submissions made to the Lord Chancellor's Advisory Committee on the present and future shape of undergraduate legal programs, a number of common themes appear to run through the overall review, including the importance of skills and competencies and the relevance of experiential and student-centred learning.

Despite this stress on the relevance of skills teaching, there was little information on the extent to which skills form part of the law degree curriculum and, if so, the form, content and method of skills teaching. Nor was there accessible detail of clinical legal education availability in universities in the UK. To fill this gap, the authors conducted a survey of all higher education institutions in the UK that offered an undergraduate program in law.

The institutions identified as offering law degree courses totalled 79. The survey questionnaire catered for up to 506 responses across three sections addressing certain issues: the express or implicit incorporation of legal skills into the curriculum, including what skills and the form of incorporation; the method of teaching/learning, delivery and