Transposition Forces *US News* to Recall the Law School Rankings

On March 5, 1997, *U.S. News & World Report* announced that a transposition of two columns of numbers resulted in incorrect rankings for thirty-three of the schools it ranked among the top fifty. Some schools within this group changed as many as five positions. Other schools were incorrectly assigned to the second, third, and fourth tiers because of the error. The transposed columns contained figures for the number of unemployed graduates who were still seeking employment nine months after graduation, and those who were not.

In an effort to ameliorate the problem, *U.S. News* recalculated the rankings and published the new results in the March 17 issue of the magazine. *U.S. News* called back all the copies of the guidebooks with the inaccurate data. However, it is unclear what efforts were made to notify consumers who had already purchased the incorrect data of their right to a refund.

In any event, it is clear that this latest snafu did not sit well with the deans of American law schools, the ABA, LSAC, or AALS. On March 18 the ABA, AALS, and LSAC issued a joint press release denouncing law school rankings stating that, "In its desire to provide consumers with accurate information, *U.S. News* has crossed the line from simply reporting facts to making value judgments for law school applicants, employers, and others who read the rankings. Consumers of legal education should gather as much hard data about law schools as they can, and then decide for themselves what qualities are important to them. If *U.S. News* simply gathered and reported information, we would have no quarrel with it. It is damaging and terribly misleading, however, to use this information to create rankings."

In addition to the joint press release, on April 4, 1997, a letter was sent to James Fallows, editor of *U.S. News*, on behalf of 150 deans of American Law Schools asking that they “halt the practice of ranking schools beyond a ‘top 20’ list.” John Sexton, the dean of the New York University School of Law, is heading up the effort by the deans of American law schools which represent schools from every level of the rankings.

Legal Education Loses Two of Its Leaders

Within a three week time period legal education in the United States lost two of its hardest-working and beloved advocates. Millard H. Ruud died on February 10, 1997, and Claude R. Sowle died on March 2, 1997. Both men dedicated their lives to the betterment of legal education. Both men will be deeply missed. It is impossible to adequately describe the lasting impact the two will have on legal education.

Millard was known as Mr. Legal Education during most of his career. He held leadership positions in three of the most influential organizations in legal education—ABA, LSAC, and AALS. He served as the first Consultant on Legal Education to the American Bar Association from 1968 to 1973. He served on the Law School Admission Council Board of Trustees and in the seventies he served as the Executive Director of the Association of American Law Schools.

Claude was also a leader in legal education. He may be remembered more for the impact he had on the quality of legal education in this country as a result of his extensive involvement in the ABA accreditation process. Claude was the Chairman of the Accreditation Committee for the Section from 1995-96—he died on his way to a site visit. He also served as a member of the LSAC Board of Trustees and as the acting president of LSAS from July 1990 to February 1991.

It goes without saying that legal education owes both men a debt of gratitude.

(To read more about Millard H. Ruud and Claude R. Sowle, please turn to pages 14 and 15.)
Law School Rankings

by James P. White

In 1976, the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association adopted the following policy statement regarding the rating of law schools:

No rating of law schools beyond the simple statement of their accreditation status is attempted or advocated by the official organizations in legal education. Qualities that make one kind of school good for one student may not be as important to another. The American Bar Association and its Section of Legal Education and Admissions to the Bar have issued disclaimers of any law school ranking system. Prospective law students should consider a variety of factors in making their choice among schools.

The Council has periodically affirmed this policy statement and I have periodically used this column to point out the fallacies of prospective students and employers relying upon various publications that purport to rank law schools by use of reputational surveys. The Section, the Association of American Law Schools, and the Law School Admission Council have pointed out the "meaningless" and "grossly misleading" nature of rankings. In 1990 these organizations observed that published law school rankings were "designed more to sell magazines than to inform the public about the relative merit of law schools." In 1990, the March issue of Law Services Report, a newsletter of the Law School Admission Council/Law School Admission Services, contained this observation by then-LSAC president Peter A. Winograd:

Why the concern? A quick look at the magazine's table of relevant factors shows that "reputation" carries considerable weight. And reputation was determined by tallying approximately 3400 responses to 7300 questionnaires mailed to deans, lawyers and judges. I received one of these documents; it asked me to rate each ABA-approved school by quartile and, in addition, to indicate the five schools considered to be the most "up and coming." An impossible task, even for those who have been involved in legal education for decades.

"Placement success" to U.S. News meant relying on job data through three months after graduation, ignoring the fact that many small employers do not hire until after the bar examination results are available. A school's rating in this area also reflected the ratio of the number of recruiters on campus compared with the number of graduates; apparently, volume is the hallmark of success.

The recent "recall" by U.S. News of its first set of rankings caused by the transposition of two data sets demonstrates the structural problems of ranking law schools. The concern of the Council and the Consultant's office is that these published ratings are used, indeed cited, by individuals as a true assessment of a particular law school. How can the faculty at school X be rated higher than those of school Y? The response: "They have published more." No assessment is given of the quality of the publication or its impact on the profession. How can a person who has not visited, and is not intimately familiar with, the 179 J.D. granting law schools approved by the ABA make a valid assessment of the relative ranking in legal education of each of these schools?

The American Bar Association through the Office of the Consultant

(Continued on page 14)
First Year Enrollment Decreases Moderately

The following observations resulted from a comparison of Fall 1996 enrollment and Fall 1995 enrollment.

Total J.D. enrollment in the Fall 1996 was 128,623. This represents a decrease of 774 (.06%) students from Fall 1995 when J.D. enrollment was 129,397. Total law school enrollment for Fall 1996 was 134,949, .48% below total law school enrollment for 1995 (135,595). The entering class for the Fall 1996 semester (43,245) decreased 431 students (.99%) from Fall 1995 (43,676).

The number of women entering law school this year was 19,402 which represented 44.9% of the total entering class. Last year the entering class was made up of 44.6% women (19,462). First year male enrollment decreased 371 (1.5%) from a year ago. Total J.D. enrollment of women (57,123) changed very little from last year (56,961). The percentage of total J.D. enrollment that was female (44.4%) increased very slightly from last year, 44.0%.

1996 Minority J.D. enrollment (25,279) decreased 273 (1.1%) over minority J.D. enrollment from 1995 (25,552). This year, first year minority students (8,722) decreased 397 (4.4%) from last year, 9,119.

Minorities constituted 19.7% of total J.D. students this year. For 1995 and 1994, minority enrollment represented 19.7% and 19.1%, respectively. Minority students accounted for 20.2% of the total entering class in 1996. In 1995, minorities represented 20.9% of the entering class.

Jackson Hole Events

Don’t forget to register for the Section’s upcoming conference in Jackson Hole, Wyoming. The Law School Capital Campaign Conference entitled “Soup to Nuts” will be held June 8-11, 1997. Contact Mary Kronoshek at (317) 264-8350 for more information.

<table>
<thead>
<tr>
<th>Fall 1996 Law School Enrollment in ABA-Approved Law Schools</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>36,471</td>
<td>6,774</td>
<td>43,245</td>
</tr>
<tr>
<td>2nd Year</td>
<td>35,106</td>
<td>5,333</td>
<td>40,439</td>
</tr>
<tr>
<td>3rd Year</td>
<td>35,887</td>
<td>4,857</td>
<td>40,744</td>
</tr>
<tr>
<td>4th Year</td>
<td>0</td>
<td>4,195</td>
<td>4,195</td>
</tr>
<tr>
<td>Total J.D.</td>
<td>107,464</td>
<td>21,159</td>
<td>128,623</td>
</tr>
<tr>
<td>Post J.D.</td>
<td>2,953</td>
<td>2,279</td>
<td>5,232</td>
</tr>
<tr>
<td>Total J.D. and Post J.D</td>
<td>110,417</td>
<td>23,438</td>
<td>133,855</td>
</tr>
<tr>
<td>Other</td>
<td>634</td>
<td>460</td>
<td>1,094</td>
</tr>
<tr>
<td>Grand Total</td>
<td>111,051</td>
<td>23,898</td>
<td>134,949</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 1996 Law School J.D. Enrollment in ABA-Approved Law Schools Summary of Minority Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Mexican</td>
</tr>
<tr>
<td>Puerto Rico</td>
</tr>
<tr>
<td>Other Hispanic</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Note: 176 out of 179 schools are represented in the Minority table above. The three Puerto Rican schools were not included. Enrollment for those law schools in Puerto Rico totaled 1,017 students.
African Law Initiative Update

By Michael Wolf

African Law Libraries

An important component of the Sister Law School Program has focused on the improvement of law libraries at the eleven participating African schools, and a portion of the grant funds has been devoted to this purpose. With a substantial discount and free shipping provided by West Publishing, the project sent hundreds of hornbooks and nutshells that were especially requested by the deans at the African law schools. In addition, the project sent new books on constitutional law, the history of the American legal system, dispute resolution, international law, professional responsibility, trial advocacy (thanks to NITA) and legal dictionaries and reference manuals. And the project facilitated the shipment of used books from a number of participating law schools. Professor Edward Welch from Southern Illinois University brought a new computer and printer with him on his visit to Ghana, which he donated to the University of Ghana Faculty of Law, and demonstrated its use. Marguerite Butler, the law librarian at Texas Southern University, traveled to Malawi to assist with cataloging and organizing the collection at the Chancellor College Faculty of Law, substantially improving the size and ease of use of the collection.

Phase Three of Clinical Legal Education Project

The Clinical Partnerships Project completed its third phase in October 1996 with a visit to the United States by seven African law professors from four countries: Kenya, Tanzania, Uganda, and Ethiopia. The professors, who had been selected to coordinate the development of clinical legal education programs at their law schools, undertook a three-week United States study tour to their sister law schools. The visit began with an orientation program in Washington. A highlight was a day-long session at Howard University organized by Homer LaRue that introduced the participants to the American legal system and legal education in the United States. The group then traveled together to the Midwest Clinical Law Teachers workshop in Cleveland. From there, they split up to...
visit their sister law schools. The Ethiopian delegation—Habtamu Berhanu from the Ethiopian Civil Service College and Mehari Redae from Addis Ababa University—visited Case Western Reserve University, Northwestern University, and the University of Michigan. The Kenyans—John Chebiti from Moi University and Joy Asiema and Patrick Lumumba from the University of Nairobi—visited the University of Pennsylvania and Howard University. Richard Okuma-Wengi from Makerere University in Uganda visited New York University and the University of Florida. Sifuni Mchome from the University of Dar es Salaam in Tanzania visited New York University and Southwestern University. The African visitors observed simulation-based classes and students representing clients in actual cases. They had a wide range of discussions with clinical law professors on many of the nuts and bolts issues of running clinical programs. On their return to Africa, the professors continued to refine the curricular changes related to clinical education that they have identified as relevant to the needs of their law schools.

The Sister Law School Faculty Training Program

The program also received word from the United States Information Agency (USIA) Office of Citizen Exchanges that the Agency will be funding the new Sister Law School Faculty Training Program that will assist with the development of new law courses at the African law schools in Ethiopia, Ghana, Kenya, Malawi, Uganda, and Zambia. African law professors will be matched with American professors in their areas of specialty and they will work together on priority areas that have been identified by the African deans. There will be two phases to this program: a United States phase, to occur this summer, during which the African professors will undertake two-month programs at U.S. law schools with the aim of creating new courses or substantially strengthening existing courses. At the end of the U.S. program, the professors will convene for a workshop at Northwestern University where they will share the courses that they have worked on over the previous two months and the different teaching methodologies that they might want to put into use. During the fall of this year, American professors will be placed at the six participating African institutions with the aim (as in the first component) being to assist with the creation of new courses in a variety of areas identified by the Africans.

The program has now received three successive grants from USIA's Office of Citizen Exchanges, and the U.S. law schools continue to be generous with their time and resources, thereby substantially increasing the impact of a relatively small amount of USIA funding, and making this a cost-effective international exchange program. The new program—the Sister Law School Faculty Training Program—represents a progression from workshops and study tours to a longer term training program that aims to improve important courses at the African law schools, with an emphasis on the law courses that have become crucial because of democratic and free-market reforms.

For additional information contact:
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"One Size Doesn’t Fit All Anymore: Risk-Adjusted Pricing and What It Means to Your Students"

From The Access Group, by Nancy Wingate

For its 1997-98 Law Access® loan program, The Access Group has taken a bold step: we will charge students who are better credit risks a lower guarantee fee for their loans than those who are worse credit risks. We call it “borrower-based” or “risk-adjusted” education loan pricing. To understand the significance of this new approach, let’s consider the nature of a professional-education loan: what is a guarantee fee and why do students pay it in the first place?

Most loans to individuals are secured by a tangible asset, such as a house or a car, which can be repossessed and resold if the borrower doesn’t pay back the loan. Education loans are anomalous, because the lender doesn’t have this recourse. As the old adage says, “You can’t repossess an education.” In fact, until relatively recently, there were few privately guaranteed loans available specifically for postsecondary education. So, until recently, a student with no personal or family resources who wanted to pursue a graduate or professional degree often had to go to a bank and attempt to get an unsecured personal loan.

Today, privately guaranteed postsecondary education loans are available, based on an economic assumption shared by the lender and the student borrower. Both assume that the borrower’s education will create an intangible asset: a body of knowledge that will enable him or her to make a better living than without the education, thereby enabling him or her to repay the loan. So these loans are made as unsecured, “signature-only” loans.

Lenders make hundreds of thousands of these unsecured loans each year, confident that all but a small number of them will be repaid. But just in case, an extra fee is deducted from student loans: the guarantee fee, which typically amounts to 4 to 14% of the total loan amount. This guarantee fee effectively requires all students to contribute to a “risk protection pool” for their education loans. (Some lenders have recently begun to charge higher interest rates and use a portion of them to build up a risk protection reserve, rather than charging a guarantee fee.)

Traditionally, postsecondary education lending programs have been structured so that all borrowers in a particular loan program paid the same guarantee fee amount, even though that required good borrowers with excellent credit behavior to pay the same amount as borrowers with riskier behavior. In fact, the guarantee fees from the majority of borrowers, who repay every penny of their loans on time, simply go into the pool to pay off the defaulted loans of their less-responsible classmates.

"One Size Shouldn’t Fit All"

Such “cross-subsidization” has historically been a standard practice in the banking and insurance industries. But from our point of view, this “one size fits all” approach penalizes responsible borrowers. Therefore, we have decided to reduce such cross-subsidization for the students who borrow from us. We can do this through an appropriate identification of risk during the loan application process.

Even students in their early 20s have established credit histories, which are detailed in their credit reports—and these credit histories vary considerably. (Remember, a credit report does not indicate one’s ability to pay, since it typically doesn’t include information on income or assets; it indicates the willingness to pay, as documented by previous bill-paying behavior.) When a student applies for a loan, The Access Group lender will evaluate his or her credit report, and establish an individual “risk level.” The borrower will then be charged a guarantee fee consistent with his or her credit risk profile; hence the terms “borrower-based” and “risk-adjusted” pricing.

It’s quite simple. Borrowers whose credit histories indicate that they are very good credit risks will pay a lower guarantee fee than those whose credit records show a pattern of late and/or unpaid bills. All borrowers will pay the same initial guarantee fee of 6.0%; the supplemental guarantee fee will be set at 1.5%, 3.9%, or 6.9%, depending on the borrower’s risk profile.

Advantages for Your Students

We believe this risk-adjusted pricing is fairer to the majority of our borrowers, who will no longer be expected to subsidize those of their classmates who are riskier debtors. And, of course, there’s an actual dollar benefit: the lower guarantee fee will reduce the total cost of the loan, because the students can borrow less. Our calculations indicate that nearly two-thirds of our Law Access borrowers will be eligible for the lower guarantee fees, and therefore will have lower total loan repayment costs.

Our hope also is that by rewarding good credit behavior, we can help to improve irresponsible credit behavior. The chance to save money is always a powerful incentive, and we hope the possibility of paying a lower guarantee fee will motivate students who may have been less responsible in the past.

Such a departure from the status quo is a significant step, and we did not take it lightly. As a nonprofit organization, we have a special responsibility to the students who borrow from us and to the law schools that comprise our membership. Today about two-thirds of all law students borrow money to pay for their education. We want to continue to make access to legal education available to all students—with- out penalizing those who borrow responsibly. We think our new pricing initiative will enable us to achieve that goal.

Nancy Wingate is a Senior Associate in the Program Services Department of The Access Group.
Long Range Plan

ABA Section of Legal Education and Admissions to the Bar

At the December 1996 Council meeting, the Council adopted the Long Range Plan for the Section.

GOAL 1:
THE ADMINISTRATION OF THE LAW SCHOOL ACCREDITATION PROCESS WILL BE FAIR, EFFECTIVE, AND EFFICIENT IN PROMOTING QUALITY LEGAL EDUCATION

OBJECTIVE 1.1: Increase awareness and understanding of the nature and purposes of the accreditation process

Strategies:
1.1.1 Strengthen, extend, and expand communications regarding accreditation with law schools, practicing lawyers and the organized bar, the judiciary, the public, and other constituencies
1.1.2 Prepare and disseminate informational materials about and be available to explain the substance and operation of the accreditation process to all key constituencies
1.1.3 Widen and diversify the pool of site evaluation team members
1.1.4 Educate volunteer participants, law schools, states’ highest courts, and others about recent changes to the substance and process of accreditation and modify instructions on procedures

OBJECTIVE 1.2: Protect the interests of the public, law students and the profession

Strategies:
1.2.1 Promote and maintain clear, comprehensive, appropriate Standards for accreditation of law schools and enforce them fairly and effectively
1.2.2 Assist bar examining authorities in establishing appropriate criteria for admissions to the bar

OBJECTIVE 1.3: Regularly review and assess the continuing validity and effectiveness of the accreditation process

Strategies:
1.3.1 Develop prompt and reliable means of implementing recommendations of Section study commissions and committees charged with evaluating aspects of the accreditation standards and process
1.3.2 Assure regular oversight of the Standards and enforcement procedures
1.3.3 Solicit, on an ongoing basis, input and feedback from the greater legal and academic communities on perceived needs for reform
1.3.4 Support periodic reviews of the validity of the Standards

OBJECTIVE 1.4: Ensure that the accreditation process functions efficiently

Strategies:
1.4.1 Periodically review costs and fees associated with the accreditation process for sufficiency and appropriateness
1.4.2 Provide full and adequate explanation of costs and fees imposed
1.4.3 Continually strive to increase productivity of staff and volunteers
1.4.4 Eliminate any undue burdens on law schools in connection with the accreditation process

OBJECTIVE 1.5: Develop a comprehensive long-term plan to ensure adequate financing of the accreditation system

Strategies:
1.5.1 Assess accreditation financing issues within the context of the overall budget process
1.5.2 Consider and implement appropriate recommendations to assure adequate financing of the accreditation process

OBJECTIVE 1.6: Develop processes that reduce barriers to educational innovation, bearing in mind that educational quality must not be sacrificed in the name of innovation

Strategies:
1.6.1 Appoint a Council committee to pursue this objective

GOAL 2:
THE SECTION WILL BE A LEADING FORCE IN PROMOTING QUALITY IN LEGAL EDUCATION AND THE BAR ADMISSIONS PROCESS

OBJECTIVE 2.1: Increase the role of the Section in setting priorities, pursuing initiatives, and communicating the changing needs and responsibilities of law schools, students, high courts, bar examiners, and the lawyers of the future

Strategies:
2.1.1 Commit appropriate resources to anticipate trends in the law that will influence quality in legal education and law practice in the future
2.1.2 Be a creative force in considering the relationship of the following items to the fostering and maintenance of quality in legal education, encompassing teaching, scholarship, and service:
   • professional skills training
   • technology
   • pro bono service during law school
   • the Americans with Disabilities Act
Strategies

7.2.1 Invite the Accreditation Committee to express concerns about lack of concrete actions demonstrating commitment to equal opportunity

7.2.2 Regularly publicize and distribute information that describes the details of successful affirmative action programs adopted by approved schools

7.2.3 Cooperate in the development of programs to encourage approved schools and pre-law advisors to identify and target qualified minority students for recruitment

7.2.4 Work with bar associations to develop promotional materials aimed at attracting qualified minorities to legal education

7.2.5 Assist law schools in developing strategies for recruiting and maintaining a diverse student body, faculty, and staff

OBJECTIVE 7.3: Encourage the adoption of policies and practices designed to ensure non-discrimination in the design and administration of the bar examination

Strategies

7.3.1 Communicate this objective effectively to bar admission authorities

7.3.2 Charge the Committee on Bar Admissions to work with bar admission authorities to implement this objective

Bricks & Bytes

On March 7-8, 1997, the Washington University School of Law at St. Louis hosted the Bricks & Bytes conference. This conference was the third for the Section in a series sponsored by the Law School Facilities Committee, chaired by Dean Dorsey D. Ellis, Jr. The first two were Bricks and Books for the 21st Century, held at Notre Dame in 1989, and Bricks and Books II, held at Ohio State in 1993. The purpose of the conference was to provide a forum in which deans, law librarians, building committee chairs, and others involved in planning or designing law school facilities could discuss ways to improve the current situation and predict future needs concerning the physical facilities of law schools. This year's conference emphasized the use of technology in legal education.

The conference was well attended and everyone seemed to agree that although it is impossible to accurately predict where the technology advances will take us, conferences such as this help administrators prepare for the future. Below is the conference schedule.

SESSION I
Ruminations on the Future Impact of Technology on Legal Education,
Dean Samuel Thompson,
University of Miami, Presiding
Opening Addresses by Dean Richard Matasar,
University of Florida and
Professor Michael Fromkin, University of Miami

SESSION II
Visioning the Future: Legal Education in 2010
Dean Richard Wirtz,
University of Tennessee, Presiding

SESSION III
Building the Law Library of Tomorrow Today:
Challenges and Options,
Associate Dean James Hoover,
Columbia University, Presiding

SESSIONS IV & V
Consisted of breakout groups covering the following topics: Architects, Consultants, ADA, Classrooms, Courtrooms, Clinics/Skills Training Spaces, Administrative Needs, Faculty/Research Facilities, and Student Areas.

SESSION VI
The breakout groups reported.
Closing Observations
Associate Dean Andrew Popper,
American University, Presiding

Dean Ellis leads the way to the 21st century.
LSAC Report

Counting Down for the Sixth Year in a Row

At this writing, in late March, with an estimated 90 percent of the applicants for the entering law school class of fall 1997 accounted for, the Law School Admission Council noted an 8.4 percent decline in the number of applicants (58,275) to American Bar Association-approved schools nationwide. The dip, although consistent with the trend established over the past six years, showed modest improvement over the previous year's final decline of 9.6 percent. LSAC statisticians are careful to note that if the trend of recent years continues, we can expect a slight, gradual improvement in both applicants and applications through the remainder of the application year.

In late March, with an estimated 80 percent of total applications received, the number of applications (271,488) was down more than 11 percent from the previous year—mirroring the year-end application volume figure for 1995-96.

A look at regional trends reveals that the Far West was, by the end of March, among the regions hardest hit. Applicants from California, Nevada, and Hawaii filed 15.4 percent fewer applications than they had the previous year. Law schools in the South Central region experienced the biggest drop in applications. Schools in Texas, Oklahoma, Arkansas, and Louisiana received 14.4 percent fewer applications from candidates nationwide.

Committee Nominations Sought

One of the important functions of the Chairperson of the Section of Legal Education and Admissions to the Bar is the appointment of members of Section committees. The Chairperson seeks committee membership from the three components of Section membership: legal educators, practicing lawyers, and judges. The Section provides a wide range of services to legal education and the profession. Much of this service emanates from the work of the committees of the Section. Section resources are very limited and committee members' expenses are reimbursed in accordance with ABA guidelines. Often committee meetings are held in conjunction with other activities in order to contain costs.

In making appointments of new members to Section committees, the Chairperson-elect will balance continuity of membership with the perspective that new members can contribute. Committee appointments are for 1997-98.

The following are the committees for which the Chairperson-elect seeks suggestions for membership:

- Accreditation
- Bar Admissions
- Communication Skills
- Continuing Legal Education
- Curriculum
- Diversity in Legal Education
- Government Relations and Student Financial Aid
- Graduate Legal Education
- Law Libraries
- Law School Administration
- Law School Facilities
- Prelaw
- Professionalism
- Skills Training
- Standards Review
- Student Services

Please send your suggestions by June 15, 1997, to either Beverly Tarpley or James P. White, c/o Consultant's Office, 550 West North Street, Indianapolis, Indiana, 46202.
Kutak Committee Seeks Nominations for 1997 Award

The Section’s Kutak Award Committee invites suggestions of individuals whom it should consider for the Kutak Award in 1997. The annual Robert J. Kutak Award is given to an individual who has “met the highest standards of professional responsibility and has demonstrated substantial achievement toward increased understanding between legal education and the active practice of law.” Norman Redlich of New York City was the recipient of the award in 1996.

The Kutak Award Committee is chaired by Dean Nina S. Appel, Loyola University-Chicago School of Law. Other committee members include Harold Rock, Esq., of Kutak, Rock in Omaha; Dean Emeritus Gordon Schaber, McGeorge School of Law; and, Sharp Whitmore, Esq., of Fallbrook, California.

It would be useful to the Kutak Award Committee if the suggested name would describe the activities that especially qualify the individual for the award. Even though the Committee expects to receive suggestions about a number of highly qualified individuals, it can recommend only one name for recognition by the Council. Recommendations received for the 1997 award will be carried forward for consideration in future years.

In addition to Mr. Redlich, previous Kutak Award winners have included Robert MacCrate (1995); Justice Rosalie E. Wahl (1994); Associate Dean Frank E.A. Sander (1993); Dean Emeritus Harold Gill Reuschlein (1992); Dean Gordon D. Schaber (1991); Professor Samuel D. Thurman (1990); Sharp Whitmore (1989); Millard H. Ruud (1988); Robert B. McKay (1987); Robert W. Meserve (1986); Richard W. Nahstoll (1985); and, William J. Pincus (1984).

Suggestions may be sent to Dean Nina S. Appel, Loyola University-Chicago School of Law, One East Pearson Street, Chicago, IL 60611, or to James P. White, American Bar Association, 550 West North Street, Indianapolis, IN 46202. The Kutak Award will be presented in August at the 1997 ABA Annual Meeting in San Francisco.

NALP Commemorates 25th Anniversary
Association Honors Founders with 1997 Presidential Commendation Award

With a record 800 attendees, NALP’s 1997 Annual Education Conference, held in Atlanta, Georgia, March 12-15, was a fitting culmination to a year-long commemoration of the association’s 25th Anniversary. More than 480 law school and legal employer organizations from NALP’s total organizational membership of 890 institutions were represented at the conference.

The conference theme, “Passages and Pathways: Celebrating the Legacy” provided a forum for presentation of more than 70 courses of instruction for career services and recruitment professionals and an opportunity to showcase events and achievements in NALP’s history. The conference venue also turned the attention of participants to the future and the new era that is ahead for the organization as NALP President Pam Malone opened the conference by saying, “We have much to celebrate as we commemorate NALP’s first 25 years of service to the legal profession and much more to anticipate in the future as we launch an exciting new era in NALP’s history.”

Following three days of intensive programming, NALP’s “25th Birthday Bash” proved to be an event worthy of its title—more than 600 attendees participated in the gala evening that was highlighted by the presence of NALP’s founders—Mettie R. Brown, formerly of the University of Texas School of Law; and Sheila Brown Stern, formerly of Davis Polk & Wardwell.

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Association Honors Founders with 1997 Presidential Commendation Award

With a record 800 attendees, NALP's 1997 Annual Education Conference, held in Atlanta, Georgia, March 12-15, was a fitting culmination to a year-long commemoration of the association's 25th Anniversary. More than 480 law school and legal employer organizations from NALP's total organizational membership of 890 institutions were represented at the conference.

The conference theme, "Passages and Pathways: Celebrating the Legacy" provided a forum for presentation of more than 70 courses of instruction for career services and recruitment professionals and an opportunity to showcase events and achievements in NALP's history. The conference venue also turned the attention of participants to the future and the new era that is ahead for the organization as NALP President Pam Malone opened the conference by saying, "We have much to celebrate as we commemorate NALP's first 25 years of service to the legal profession and much more to anticipate in the future as we launch an exciting new era in NALP's history."

Following three days of intensive programming, NALP's "25th Birthday Bash" proved to be an event worthy of its title—more than 600 attendees participated in the gala evening that was highlighted by the presence of NALP's founders—Mettie R. Brown, formerly of the University of Texas School of Law; and Sheila Brown Stern, formerly of Davis Polk & Wardwell.

NALP Founders Mettie R. Brown (left) and Sheila Brown Stern (right) with 1996-97 NALP President Pam Malone during NALP's 1997 Annual Education Conference in Atlanta, Ga.
NALP Report

Success for the Class of 1997

As the echo of "Pomp and Circumstance" fades from memory and we begin to shift gears to prepare for a new class of law students, it is time to ask what has happened to the members of the Class of 1997 who are still seeking employment. Despite the numbers touted by so many law schools concerning the employment success of their graduates, a large number of recent graduates are not employed at graduation. And, they face a protracted and often frustrating search.

In the boom days of the 1980s, the employment opportunities for law school graduates nearly matched the number of students picking up their diplomas each spring. Then came the austere 1990s when the bottom fell out of the lawyer hiring market. The numbers of on-campus employers interviewing at most law schools fell dramatically. Funding for government and public interest jobs was cut, resulting in a precipitous drop in the number of public sector options. And, small law firms continued to do what they always do—hire only on an occasional (and thus unpredictable) basis. The advent of the 1990s correlates directly with the demise of the high "at graduation" employment numbers at most law schools and the dawn of the extended, postgraduation job search.

What do these realities mean for the Class of 1997 still seeking employment? Do members of your law school community (particularly faculty and deans) have a responsibility to assist them? It goes without saying that today’s law school graduates must be proactive, persistent and creative job seekers—willing to work in a combination of contract, part-time and volunteer positions in order to prepare and position themselves for full-time opportunities when they arise. They must cultivate an ongoing relationship with your career services staff to garner necessary interview skills and other job-searching tools, learn of job openings and valuable networking contacts, and sustain themselves with the cheerleading sessions that the effective career counselor provides.

But, your career services personnel cannot do the job alone. Law school faculty and deans share the responsibility for supporting their recent graduates in their career searches. The task need not be difficult and the rewards are many. Law school faculty and deans are essential allies to recent graduates in their career searches. Your "helping hand" can make a world of difference to the struggling seeker. Examples of assistance you can provide include: share your experience and perspectives, provide contacts, offer constructive criticism, and serve as an ad hoc cheerleader.

Most law school faculty and deans have practiced law before joining the halls of academia. Tell your graduates what you know and experienced. Share your insights and perspectives. If you did not work in a particular setting that is of interest to the student you are assisting, enlist the input of another faculty member or a colleague or classmate in practice. (An added bonus: you can finally make that lunch date with your friend about which you have been procrastinating!).

Job seekers need to meet as many people as possible who do the kind of work in the location they desire. They need to learn as much as possible about the discipline and market they plan to join so that when a job opportunity does arise they have positioned themselves strategically to hear about and be considered for that opening. Your role is to provide the connections to make this chain of events possible. Providing contacts doesn’t mean that that person is expected to give your graduate a job. Once you and your contact realize this important distinction, you (and they) should feel comfortable facilitating the connection.

Because the opinions of faculty and deans are valued, you can often offer constructive criticism on an individual's resume, cover letter or interviewing style that will resonate and help to solve the problem. Since the object is to help, not deter or deflate the candidate, offer suggestions with kid gloves. And, when in doubt, enlist the advice of the career services director on how to approach a sticky problem.

Most importantly, your words of encouragement and support do immeasurable good. One of the most taxing aspects of a long job search for students and graduates is the effort it takes to remain buoyant. An encouraging word, or a call to let them know you are thinking of them, can mean the difference between healthy frustration and despair. Join the cheerleading squad and you will gain points with all concerned.

The good news, despite the issues presented here, is that recent law school graduates do get hired. But, it can take up to a year for the class to become fully employed. Knowing that this is the reality, and knowing how you can help to make the road less arduous for your graduates, will ensure that sooner or later they will be happy and productive practitioners, and grateful and loyal alumni. This is a goal we all share!

Elizabeth Armour is the 1997-98 NALP President and Director of Career Planning, Boston University School of Law.
Professor Millard H. Ruud, 80, died at his residence in Austin, Texas, on February 10, 1997, after a brief illness.

Professor Ruud was one of the outstanding group of young faculty members brought to the University of Texas Law School after World War II by Deans Charles McCormick and Page Keeton. Ruud taught legislation and commercial law to generations of young lawyers at UT Law School from the late 1940s through the 1980s. Ruud will be remembered as one of the prime movers behind the enactment of the Uniform Commercial Code, the rules governing contracts and business in Texas. Appointed by Governors Connally, Smith Briscoe, White and Clements as Uniform Commissioner on State Laws from Texas, his commissioner colleagues named him a lifetime uniform law commissioner in 1986.

Professor Ruud sought to modernize laws throughout the United States, continuing the work he began in Texas as assistant director of the Legislative Council when it was first established in the early 1950s. Georgetown University Law Center, McGeorge School of Law University of the Pacific, New England School of Law, Widener University School of Law, Southern Methodist University School of Law, and John Marshall School of Law all awarded Ruud honorary doctorates of law for his work. He was visiting scholar at the University of Copenhagen, Denmark. He also taught as a professor at the University of Kansas and as a visiting professor at the Universities of Arkansas, California, Kansas, Illinois, Pennsylvania, and Utah.

In addition to his work as a professor of law at UT, Ruud was the only person to have held the three highest national legal positions. He chaired the Law School Admission Council from 1966 to 1969; was the first consultant to the American Bar Association Section of Legal Education and Admissions to the Bar from 1968 to 1973; and served an unprecedented two terms as executive director of the Association of American Law Schools in Washington, D.C., from 1973 to 1980 and from 1983 to 1987. For his efforts on behalf of law students and law schools during the time of explosive expansion, he was known as “Mr. Legal Education.”

Ruud was a member of the prestigious American Law Institute. He received the University of Minnesota law alumnus outstanding achievement award in 1980, and was a member of the board of visitors. He was national secretary-treasurer for the Order of the Coif. For his lifetime of achievement, the American Bar Association recognized Professor Ruud with the Robert J. Kutak Award in 1991.

Although Professor Ruud reached the top of the legal education profession, he did not speak English until the first grade. He was born in a Norwegian farming community near Ostrander, Minnesota, in 1917. After high school in Minneapolis, he worked for four years before he went to college. Ruud fought in General Patton’s army during World War II and served in the occupation army in Germany after the war. He returned to the University of Minnesota Law School. Not only did Ruud graduate at the top of his class, he was the only person elected president of the law review twice.

Professor Ruud will be remembered by all who knew him for his integrity, his kindness, and his tireless willingness to help others. He is survived by Barbara, his law school classmate and wife of 53 years; their three sons Stephen, Christopher, and Michael; daughter-in-law Dian; brothers Russell and Wally; and grandchildren Andrew, Cecilia, and Olivia.

CONSULTANT
Continued from page 2

on Legal Education collects data regarding law schools. For the first time ever, some of this data is available to anyone in a new publication entitled ABA Approved Law Schools: Statistical Information on American Bar Association Law Schools. This book, published in March 1997 by Macmillan USA, is available in bookstores and through direct order from the ABA.

The inside cover page contains this statement.

The American Bar Association’s Section of Legal Education and Admissions to the Bar proudly presents as part of the accreditation process of American law schools the first edition of ABA Approved Law Schools: Statistical Information on American Bar Association Approved Law Schools. You should buy this book if you are interested in obtaining the most reliable, up-to-date, objective data available on all the ABA-approved law schools in a simple, easy-to-read format. The Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association is the national accrediting agency for professional schools of law, as recognized by the United States Department of Education. Graduates of ABA-approved law schools are eligible to sit for the bar examination in every American jurisdiction.

Pursuant to Standard 509, this
In Memoriam

CLAUDE R. SOWLE
1928-1997

Professor Claude R. Sowle, 68, a leader in national legal education circles for many years, died suddenly March 2, 1997, in San Juan, Puerto Rico, while traveling to a law school that he was to inspect for the Accreditation Committee of the American Bar Association.

Professor Sowle served on the law faculties of Northwestern University, University of Cincinnati, Ohio State University, and University of Miami, where he taught criminal law and torts to generations of law students. He was Dean at the University of Cincinnati College of Law (1965-1969) and the University of Miami School of Law (1982-1986). From 1969 to 1974, a period marked by massive campus demonstrations against the Vietnam conflict, he was president of Ohio University and worked tirelessly to open channels of communication with all constituent groups. Loyola University, Chicago, awarded him an honorary Doctor of Humane Letters degree in 1970, and The John Marshall Law School, Chicago, granted him an honorary Doctor of Laws degree in 1996. He was a member of the prestigious American Law Institute.

Professor Sowle held leadership positions in two national legal education organizations. He chaired numerous site evaluation teams for the American Bar Association Section of Legal Education and Admissions to the Bar, the agency designated by the United States Department of Education to accredit law school programs. From 1990 to 1996, he served as a member of the ABA’s Accreditation Committee, which he chaired in 1995-1996. In this capacity, he significantly influenced the recent curricular trend toward providing enhanced opportunities for students to obtain skills training and clinical experiences, and he was largely responsible for the development of criteria governing the approval of foreign programs sponsored by American law schools. He also served on the ABA committee responsible for developing a new publication that provides consumer information about law schools. His efforts have benefited law students immeasurably.

From 1987 to 1994, Professor Sowle was a Trustee of the Law School Admission Council, the organization that develops and administers the Law School Admission Test and provides services to law school applicants. He chaired several of the Council’s major committees, including Test Development and Research, and was Interim Executive Director in 1990-1991. At the time of his death, he was Council Secretary.

Professor Sowle was born in Springfield, Illinois, in 1928. He earned the Bachelor of Science degree at Northwestern University, served on active duty as an officer in the United States Navy, and then enrolled at Northwestern University School of Law, where he earned the Juris Doctor degree. He was Editor-in-Chief of the Northwestern University Law Review, was elected to the Order of the Coif, and graduated second in his law school class of 125. He received the Wigmore Key, which is awarded annually to the member of the senior class “who has done most for the School and toward preserving its traditions.”

Professor Sowle is survived by Kathryn, his law school classmate and wife of 41 years, who is Professor Emerita at the University of Miami School of Law; their daughter, Leslie, an attorney with the Chicago law firm of Gardner, Carton, and Douglas; their son, Stephen, an assistant professor at the Chicago-Kent College of Law, Illinois Institute of Technology; daughter-in-law, Susan; and grandson Andrew.

Written by Peter Winograd, Associate Dean at the University of New Mexico School of Law.
## Mark Your Calendar

### MAY 1997
- 2-7: AALS Clinical Legal Education Workshop (Dallas, TX)
- 19: Law School Rankings Recalled
- 20: Legal Education Loses Leaders
- 20-23: ABA/AALS/LSAC Deans’ Breakfast (Washington, DC)
- 28-31: LSAC Annual Meeting and Educational Conference (Vancouver, BC)

### JUNE 1997
- 4-7: AALS Conference on Property (Washington, DC)
- 7-8: ABA Council Meeting (Jackson Hole, WY)
- 8-10: ABA Section Capital Gifts Development Conference (Jackson Hole, WY)
- 10-14: AALS Conference on New Ideas for Experienced Teachers II (Minneapolis, MN)
- 10-14: LSAC Academic Assistance Training Workshop (White Plains, NY)
- 11-14: ABA Seminar for New Deans (Winston-Salem, NC)
- 27-29: ABA Accreditation Committee (Washington, DC)
- 28-30: ABA Bar Admissions Committee (Duluth, MN)

### JULY 1997
- 19-24: AALL Annual Meeting (Baltimore, MD)
- 24-26: AALS 1997 Workshop for New Law Teachers (Washington, DC)
- 30-Aug. 6: ABA Annual Meeting (San Francisco, CA)
- 31-Aug. 1: ABA Section Council Meeting (San Francisco, CA)

### AUGUST 1997
- 2: ABA/AALS/LSAC Deans’ Meeting (San Francisco, CA)
- 2: ABA Workshop for Schools Seeking ABA Provisional Approval (San Francisco, CA)
- 2: ABA Section Program (San Francisco, CA)
- 2: ABA Section Annual Meeting (San Francisco, CA)
- 2: ABA Kutak Award Reception (San Francisco, CA)

### SEPTEMBER 1997
- 11: ABA Site Evaluation Orientation Workshop (Indianapolis, IN)
- 12: ABA Site Evaluation Chairs Workshop (Indianapolis, IN)
- 13: ABA New Site Evaluators Workshop (Indianapolis, IN)

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**Editor’s Note:** Watch out! The next *Syllabus* is right around the corner. I have recently been asked to make sure we get the next *Syllabus* to the members prior to the ABA Annual Meeting which is in early August. Hence, the Summer issue, will be distributed in early July as opposed to August. So, if you want to submit anything for the Summer issue of the *Syllabus* I will need it pronto.