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## Legal Education in Saskatchewan: The Last Ten Years

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Donald H. Clark\*

Legal Education in  
Saskatchewan: The Last  
Ten Years

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*A brief historical sketch of the Little Law School on the Prairie*

It may appear immodest to note how appropriate it is that the Dalhousie Law Journal should include Saskatchewan in this survey of recent trends in Canadian legal education. Yet from an historical standpoint, the ties between the respective universities have always been strong, and the influence of native Maritimers on the development of the College of Law in Saskatoon, as my colleague Howard McConnell (himself a New Brunswicker) observes in *Prairie Justice*, "can hardly be overestimated".<sup>1</sup> The University's first President, Walter Murray, brought west in 1909 one of his former students at Dalhousie, Arthur Moxon, destined to become the College of Law's first Dean eleven years later. Initially, however, Moxon taught classics in the only charter College, Arts and Science. It fell to a fellow-Dalhousian and Professor of Philosophy and Political Science, Ira MacKay, to offer the first law classes (as part of the Political Science programme) in the University's second academic year, 1910-11. These initial offerings were Jurisprudence and Constitutional Government. In the following session were added classes in International Law, English Law and British and Canadian Constitutional Law. There can be no doubting, then, the academic lineage of the College of Law established in 1912 with Professors Moxon and MacKay as its nuclear faculty. What the Regina *Leader* described in December of that year as "the first Canadian law school west of the Great Lakes"<sup>2</sup> was not, however, the College in Saskatoon. Rather the reference was to a rival institution set up in the provincial capital by the Law Society. Staffed by practitioners it too offered a three-year programme, but with admission to the Bar and not the award of a degree as its culmination. The training received by students at the College was at this time similarly orientated towards preparation for the practice of law. While law graduates still had to pass professional examinations before admission, their articling period was cut by one

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1. H. McConnell, *Prairie Justice* (Burroughs & Company, 1980)

2. Quoted by McConnell, *id.* at 104.

year if they articulated in a solicitor's office during their LL.B. course. To accommodate this classes were held downtown outside normal working hours. An uneasy co-existence of town and gown continued until 1919, when the University and the Law Society reached an accommodation. Students of Wetmore Hall (named after the first Chief Justice of Saskatchewan) could obtain an LL.B. degree by taking their final year's studies in the College, while reciprocally graduation from the full university course carried an entitlement to significant professional exemptions. Among the first beneficiaries, and constituting half of the class of '19, were a future Prime Minister and the erstwhile forensic adversary that he was ultimately to appoint a Justice of the Supreme Court of Canada.<sup>3</sup> Two years after officially taking office, Dean Moxon in 1922 initiated the rationalisation of the academic and professional components of legal education in Saskatchewan. This development, which set the College of Law firmly on its feet, and brought the closure of its southern rival, saw the University LL.B. degree made a pre-requisite for admission to the Bar.<sup>4</sup> As if to symbolise this rapprochement the premier entrance scholarship, awarded annually to a member of the incoming class, has been provided by the Law Society, while the prize awarded each year to the most distinguished graduate bears the name of the first and only Dean of the short-lived law school in Regina. Not so easily achieved, to be sure, is that synthesis between academic and vocational elements for which the curriculum of the modern law school strives. As will presently be noted, the College did not derive from its early history any immunity from the tensions that periodically become manifest in relation to such curricular matters as the degree of emphasis to be placed on clinical teaching and the optimal balance between mandatory and elective courses.

The retirement of Dean Moxon in 1929 to enter into private practice marked the beginning of the prodigious 'Cronkite era' that spanned five decades. F. C. Cronkite, a Harvard-trained native of New Brunswick, was three years into his thirty-two year deanship when his immediate successor, Otto Lang, was born. One of a full-time faculty of only three, Cronkite was ably assisted by F.A. Sheppard, a member of the first graduating class, who subsequently sat on the British Columbia Court of Appeal, and J. A. Corry (later one of the founders of the law school at Queen's and sometime Principal and Vice-Chancellor of that University). The course in

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3. J. G. Diefenbaker and Emmett M. Hall.

4. Recognition of a law degree from elsewhere was in the discretion of the Law Society.

Administrative Law introduced by Dr. Corry in the early thirties is believed to have been the first such course in Canada. An evocative vignette of the College at this time is contained in his recently-published autobiography, *My Life & Work — A Happy Partnership*.<sup>5</sup> The College remained small in size (a graduating class of 25 would have been considered large prior to 1960), but clearly stimulated a spirit of academic inquiry as well as fostering the skills needed in the practice of law. As early as 1936 its graduates held professorships in the Universities of Alberta, Dalhousie, Queen's, Toronto and Saskatchewan. Nor has its influence on Canadian legal education waned in more recent times. At one point in the mid-sixties no fewer than four of the country's law schools were headed by deans who had graduated from the College,<sup>6</sup> while a study published in the *Canadian Bar Review* in 1978<sup>7</sup> revealed its continuing prolixity as a producer of law teachers. Thirty-six of the then active Canadian professoriate had received their LL.B. at Saskatchewan, a number exceeded only by Dalhousie (45), Toronto (44) and Osgoode Hall (42).<sup>8</sup> This record is perhaps not surprising given the stature of the faculty that successive Deans were able to attract to Saskatoon. The rate of turnover tended to be regrettably high, however, occasioned in large part by the lures of law-related governmental positions, opportunities for professional advancement and more equable climates. By 1967 the full-time faculty had grown to twelve and the student body to 186. Centennial year also marked the College's entry, after fifty-five years of wandering from one temporary home to another, into the Law Building which it still occupies. Under Roger Carter's six-year administration, from 1968 to 1974, enrolment increased by 50%. In the last ten years there has been no significant change in the size of the incoming class, though higher admission standards and the introduction of supplemental examinations reduced the rate of attrition and brought total student numbers up to the present level of 310-320. A complement of twenty-one full-time faculty is augmented each year by an average of twelve sessional lecturers, the latter including in 1981-82 a judge of the Saskatchewan Court of Queen's Bench, two

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5. J. A. Corry, *My Life & Work — A Happy Partnership* (Queen's University, 1981).

6. W. R. Lederman at Queen's, G. F. Curtis at U.B.C., W. S. Tarnopolsky at Windsor, and O. E. Lang at Saskatchewan.

7. Veitch & Macdonald, "Law Teachers and Their Jurisdiction" (1978), 56 *Can. Bar Rev.* 710.

8. There has been no evidence over the last four years that the supply is drying up. Student achievements within this period have included two Viscount Bennett Fellowships (one of which had to be declined), two Commonwealth Scholarships and two clerkships in the Supreme Court of Canada.

senior members of the Constitutional Law Branch of the Department of the provincial Attorney General, the Chairman of the Saskatchewan Law Reform Commission, and the Saskatoon City Solicitor.

### *Primary Goals*

Developments within and involving the College over the last decade or so have been brought about within the context of primary goals that have changed during this period only in terms of relative emphasis. The cardinal focus is the provision of an intellectually challenging and functionally relevant legal education<sup>9</sup> that will enable the vast majority of our graduates to serve the public as competent and ethical practitioners, as well as fostering qualities of leadership for the betterment of society. At the same time the law school must avoid pressures from any source to lower its sights and narrow its objectives to those of a mere training school for the practising profession. Both the formal programmes and the intangible ambience of the school must take account of the increasing diversity of law-related career opportunities, while motivating and stimulating those with the necessary aptitude to go on to pursue further research in specialist fields. In recent years, moreover, it has been recognised that the College must not merely respond to demands made upon it in the areas of continuing legal education for the profession, and of public legal education: it must be in the vanguard of the development of programmes attuned to the needs of practitioners and the lay public.

Goals are of course more easily stated than achieved. Our reach will ever exceed our grasp. What will be examined here, then, are examples of purposive movement, not of attainment. An outline of structural change and current emphasis in the LL.B. programme will be followed by an account of the reorientation of graduate studies and an examination of the development of the College's external relations. First, however, a threshold issue needs to be addressed: how accessible to all sections of the community are the limited number of places in the law school? As there is no other means of access into the legal profession, equality of opportunity without sacrifice of standards must be the touchstone of socially responsible admission policies.

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9. For a trenchant indictment of contemporary Canadian legal education from the student's viewpoint, see Susan Campbell, "Toward an Improved Legal Education: Is Anyone Out There?" (1978-79), 43 Sask. Law Rev. 81.

*Accessibility*

The profile that emerged from a survey of the first-year class admitted to the College in 1972 was that of a predominantly male, youthful group of Saskatchewanians of varied ethnic origin, but conspicuously lacking any representation from the native community that at that time constituted some 13% of the provincial population.<sup>10</sup> Of a class of 110 selected from 501 applicants, 24% were female, 75% under 22 years of age, and 93% were in-province. The pattern has changed considerably in recent years. By 1980-81 women made up 40% of the first-year class, although the proportion of female to male applicants still did not exceed 1:4. Whatever the sociological reasons for this reduction in the sexual differential in the law school's population, it is certainly not attributable to any change in an admission policy that has never regarded gender as material.<sup>11</sup> It is far from fortuitous, however, that out-of-province representation has increased (though without any formal quota system) since the mid-seventies, peaking at 19% in 1977-78. Recognition of the benefits accruing from the presence in the College of persons of differing regional backgrounds has been accomplished since 1976 by an express policy of preferential consideration of applicants resident in the territories and in those provinces having no law school. Thus residents of the Yukon, the Northwest Territories, Prince Edward Island and Newfoundland are for admission purposes treated as though their roots were in Goodsoil, Saskatchewan. Two or three such students normally register each year, the high to date having been seven. A number of factors have contributed to the maturity of the typical incoming class of today being significantly greater than that of its counterpart of a decade ago. Whereas less than half of the students entering the College in 1972 had completed undergraduate degrees, and a considerable number had only two years of pre-law university work behind them, the Admission Committee now expressly favours graduate entry, and only academic high fliers are likely to be admitted without having completed three pre-law years. Applications are encouraged, however, from 'mature students' (26 years of age or older) who, whilst uncompetitive in terms of academic record

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10. See R. H. Bartlett, "The First Year Class of the Saskatchewan College of Law" (1974), *Sask. Law Review* 137.

11. It is interesting to note that female applicants' disproportionate success in gaining admission is consistently followed by their proportionate overrepresentation in the top echelon of the graduating class. In 1981, for example, while only 26 of the 95 students receiving degrees were women, five of their number placed among the eleven with the highest standing.

and L.S.A.T. score, can demonstrate on the basis of occupational experience (police service or social work, for example) or community service that they nevertheless have a reasonable prospect of success in legal studies. No predetermined number of places is reserved for applicants in this category, each case being assessed on its particular merits, but the number of mature students admitted each year tends to range between 10% and 15% of the total intake of 115+. For some years prior to 1979, moreover, it was realised that there were many people in the community for whom the full-time nature of the regular degree programme operated as an impenetrable barrier. Economic circumstances precluded some desiring to make a career change from giving up their existing employment; family responsibilities made it impossible for others to make the necessary commitment of time, while in other instances a medical condition put the normal intensive law school regime out of reach. As a pilot project, therefore, the College introduced a half-time programme whereunder for good reason the normal workload for each year can be spread equally over two years, with a maximum period of six years for completion of the degree. Since 1979 seventeen students have taken advantage of this modest attempt to broaden accessibility, none needing any encouragement to transfer into the full-time stream when this became practicable. Two constraints in particular have limited the programme's utility: the student must accommodate himself or herself to the regular class timetable, and regardless of ability to cope with more than a half load is not able to expedite progress by adding individual classes. While in the foreseeable future it will not be logistically feasible to repeat classes in the evenings and at weekends, some consideration is being given to increasing flexibility by moving further towards a credit system that would enable classes to be accumulated piecemeal. The ramifications of such a move would of course go to the very basis of the structure of the LL.B. programme hitherto, though incremental steps in that direction have been taken already in a number of contexts such as supplemental examination and promotion policies, the elimination of full classes in the upper years, a liberal policy on leaves of absence that now permits withdrawal for a single semester — and the very introduction of the half-time programme itself.

Perhaps the most glaring and longstanding incidence of inaccessibility to legal education not only in the College of Law at the University of Saskatchewan but in Canada as a whole is that obliquely addressed in the recognition in 1976 of a category of 'special

applicants for admission' comprising persons who, though unable to produce the minimum academic credentials normally required, can

demonstrate that this inability stems from having suffered physical, cultural, educational, or economic disadvantages ...

Under this provision, and informally since 1973, those thus handicapped have been eligible for discretionary admission on the establishment of some basis for prediction of success in law school. As a group, the native people of Canada fall squarely within the foregoing formulation of the disadvantaged. Until nine years ago, so far as is known, Canadian lawyers of native ancestry numbered but four. To Dean Roger Carter and some of his faculty colleagues this was totally unacceptable. (In Saskatchewan alone it is projected that by 1986 over 30% of the school-age community will be of Indian ancestry.<sup>12</sup> Taking as a model the course established by Sam Deloria some years earlier at the University of New Mexico in Albuquerque, he instituted in 1973 in Saskatoon the Program of Legal Studies for Native People that has since been offered annually with the financial support of the federal Department of Justice and provincial governments, the strong encouragement of the Committee of Canadian Law Deans and the active co-operation of all the nation's law schools. The program, which draws its teaching faculty as well as its students from across the country, has been well described<sup>13</sup> in the following terms:

By an intensive eight-week summer course extending through June and July each year, a group of some twenty students of Indian and Metis origin from all parts of Canada undertake studies in torts, contracts, legal system, criminal law, and legal writing and research. The course aims to put successful graduates on a plane where they can compete successfully with other first-year law students. The intensive nature of the course deliberately simulates first-year law studies, and thereby prepares students for the intellectual climate of law school. Crees, Micmacs, Mohawks and Indians from the coast of British Columbia work with non-status Indians from many parts of the country, learning often with the assistance of part-time summer teachers of native origin who have earlier graduated from the course, or who have legal training. Instruction is by classroom lecture and tutorial, with practice examinations written half-way through the course to detect weaknesses and aid in the students' self-evaluation. Another facet of the learning process is the moot court case which each student argues before faculty judges in about the fifth week of the program.

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12. K. Svenson, "Indian and Metis Issues in Saskatchewan to 2001" (December 1978).

13. W. H. McConnell, *Prairie Justice* at 254-5.



Each student comes to the course with a conditional admission from the law school of his choice, the final decision being informed primarily by the assessment made by the faculty of the program of the student's likely success in regular law studies. Statistics in relation to the subsequent performance of the program's graduates<sup>14</sup> are susceptible to varying interpretations, and the law schools still have far to go in the sensitive development of supportive mechanisms for their native students. What is indisputable, however, is that the number of active lawyers in Canada has now risen from four to approximately 75, to whom about 55 came through the summer program. Flourishing Native Law Students and Canadian Indian Lawyers Associations bear further testimony to the progress that has been achieved. In 1975 the creation of the Native Law Centre at the University of Saskatchewan brought into being an agency with research and service, as well as teaching functions.<sup>15</sup>

### *The LL.B. Programme*

#### *Curriculum*

Saskatchewan is a rural province having only two firms with fifteen or more lawyers, one-third of its practitioners being located in communities of less than 35,000. One would not expect a small law school in such a setting either to gear its programme towards the production of specialists in particular legal fields or to aspire to offer the most eclectic array of course options. Rather it might be anticipated that curricular policy would place major emphasis on coverage of the 'core' substantive subjects more frequently encountered in general practice. In reality the College's LL.B. programme has indeed had, and continues to have, a generalist orientation. On two occasions within the last ten years, however, a major curriculum report has engendered impassioned debate (and in the former instance unarmed conflict) over the structure of the programme in the upper years. Behind the positions taken on the issue most keenly contested, the extent to which core subjects should be mandatory for all students, lay radically different perceptions of the role of legal education. If there is unlikely ever to be consensus among law teachers on these basic questions, what emerges clearly from the Saskatchewan experience is the importance of involving the practising profession in the

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14. Each year up to three of their number return to the College to begin their LL.B. studies.

15. See further at 24-25, *infra*. Roger Carter, Director of the Centre from 1975 until 1981, received the honorary degree of Doctor of Laws from Queen's University in the latter year, in recognition of his pioneering work.

discussion of curricular objectives and proposals for change. The liberalisation eventually effected in 1979 was facilitated as much by the consultative process adopted over the preceding two years as by a shift in the balance of the liberal and conservative elements within the law school.

Until 1966 it was only when a student reached the second term of third year that any opportunity arose for the election of courses, and then only to the extent of four half-classes. Slightly greater flexibility was thereafter introduced into the final year by degrees, and by 1971 half of the final-year programme was elective. That freedom of choice had been offset, however, by an onerous second-year regimen of thirteen half classes, almost all being 'heavy' substantive law courses. Seminars were available only to third-year students. The disparity in the work load of the second and third years was a contributory cause of the student strike precipitated by a disastrous set of results in the December 1971 examinations,<sup>16</sup> and the generally recognised need for a thoroughgoing reappraisal of the curriculum

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16. The student boycott of classes in January 1971 achieved national notoriety. Feelings ran high and faculty were divided. One of the leading student protagonists went on to become Executive Secretary of the Saskatchewan Federation of Labour, while the current leader of one of the province's political parties was during this bizarre episode responsible for student relations with the radio and television media. The specific and understandable focus of grievance was the release of marks for three second-year sections in different subjects each averaging less than the 60% required overall for promotion. Business returned to normal after all the papers concerned were ordered by the Principal to be re-marked by different professors. Evaluation policies and practices continued to breed discontent, however. Chronically troublesome were the dichotomy between a pass mark of 50% for individual subjects and the requirement of a higher cumulative average, the absence of mechanisms to enable aberrant marking profiles and sectional disparities to be redressed through the exercise of collegiate responsibility, and the very use of a percentage grading system. Major change was not to come until 1979. In that year the College moved to a letter-grade system using literal descriptors. Averaging was replaced as the determinant of entitlement to promotion or graduation by the requirement that in a specific proportion of a student's courses performance must be at least up to a C standard. The phenomenon of individual marking patterns deviating from conventional norms at either end of the scale proved more resistant to collegiate controls. In the aftermath of the strike a grading curve was adopted in 1973, but anomalously only for first-year courses. It soon fell into desuetude. More unhappy experiences had to be endured before collective responsibility finally exerted itself over a deep-rooted conviction that individual autonomy was of the essence of academic freedom. Guidelines established and applied for the first time in 1981-82 permit an instructor considerable latitude, but if departed from in a significant way place an onus of justification on the nonconformist. Seminars, classes of very small size and Clinical Law are excluded from the constraints, though their and indeed all instructors may be called upon to provide an explanation for a grade distribution or mean that appears aberrant. The current conundrum is how the ultimate exercise of collective responsibility by the Board of Examiners, adjustment of grades, can be reconciled with the basic requirement that each student be evaluated in accordance with clearly articulated literal grade descriptions.

was hardly lessened by a subsequent minor modification permitting two electives to be taken in the second term of second year. A committee that included student representation was charged to conduct a comprehensive review. Its members irreconcilably divided, majority and minority reports were issued. For the majority, while it was important that no student graduate without coverage of a number of areas prominent in the practice of law, the acquisition of substantive knowledge was secondary to the acquisition of "the skills, techniques and processes of thought which a lawyer may be required to employ". Subjects were accordingly grouped into five categories: (i) those, thirteen half-classes in all,<sup>17</sup> constituting the substantive 'core'; (ii) those of a relatively more practical character, or taught in a clinical or practice-orientated manner;<sup>18</sup> (iii) courses taught as seminars and designed to develop research skills, the critical criterion being evaluation based primarily on the production of a major paper; (iv) a residual category of courses with a substantive legal content not falling within any of the preceding groups;<sup>19</sup> (v) courses based to a significant extent on non-legal materials, examples being Accounting and courses taught by other Colleges. The essence of the majority's proposals was that the programme in the upper years should be one of controlled electives. It was recommended that only Constitutional Law I, to be taken in the first term of second year, be specifically compulsory. All students would, however, be subject to both positive and negative constraints upon their selection of the remainder of their courses. At least seven (in addition to basic Constitutional law) were to be taken from group one, together with at least one seminar, at some point in second and third year. In any one term, however, a maximum of two courses might be chosen from group two or group three, and in total not more than three such courses. Further, clinical courses were to be limited to one per term save for the final term of third year, when two might be taken. This system of checks and balances, designed to provide a qualified freedom to construct a programme reflecting individual interests and career objectives, had a significant caveat attached to it: students were to be counselled that if intending to proceed to "the ordinary practice of the profession"

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17. Commercial Transactions I, Commercial Transactions II, Company Law I, Constitutional Law I, Family Law I, Evidence I, Property II, Property III, Administrative Law I, Wills and Estate Planning, Insurance, Conflicts I, and Taxation I.

18. For example, Clinical Law, Civil and Criminal Procedure, Trial & Appellate Advocacy, Law Review.

19. Examples included Civil Liberties, Creditors' Rights, Secured Transactions, Farm Law, Jurisprudence, Labour Law, Municipal Law, Public International Law and advanced courses in Company Law, Conflicts and Taxation.

they should take *all* of the courses in group one, along with Civil and Criminal Procedure.

In his minority report the dissentient argued strongly that all the subjects covered by the caveat were basic to *any* type of legal practice, and should therefore all be made mandatory. Caricaturing the majority as advocates of a 'cafeteria-style legal education',<sup>20</sup> he supported his case for a much broader compulsory component of substantive law courses by doubting the normal student's ability to predict his or her future areas of professional specialty, pointing out that the limited scope of the bar admission course in Saskatchewan was not calculated to remedy post-law school deficiencies in basic coverage, and suggesting that the honing of practical skills was best achieved through experience in a law office. Courses of a clinical nature should thus constitute a relatively subsidiary element of the law school curriculum.

Intensive subsequent debate in Faculty Council in the fall of 1973 indicated preponderant support for the elective system favoured by the majority of the Curriculum Committee. Before a final decision was taken, however, a copy of both the majority and minority reports was sent to every practitioner in the province, with a request for an expression of preference and an invitation to specify courses which it was felt should be mandatory in the upper years. Respondents overwhelmingly favoured the minority position, contributing in aggregate a list of suggested compulsory subjects so lengthy that no room would have remained for any student election whatsoever.<sup>21</sup> More vigorous deliberations in light of these returns culminated nevertheless in a decision that the majority recommendations (with only minor modifications) be implemented in 1974-75. But it was not to be. The Dean-designate, adamant that he would not carry through such curriculum revision, found allies in the Benchers of the day. Dispute raged over the extent of decanal authority to override Faculty Council, and over the ambit of the Law Society's authority in the matter of the structure and content of the College's academic programme and the recognition of the LL.B. degree. Curricular reform, in a climate not conducive to constructive action, was temporarily shelved.

In the fall of 1977 another major reappraisal was initiated. This time, in recognition of the Law Society's evident professional interest

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20. This is the title of a comment by Terry J. Wuester based on his minority report and published in 22 *Chitty's Law Journal* (1974), no. 7 at 255.

21. A solicitor in Moose Jaw, home of the nation's busiest Canadian Air Force base, included Air Law in his list.

in the nature as well as the quality of the academic training that precedes admission to the Bar, the Society was invited to have one of its members sit with the Curriculum Committee throughout its deliberations. When the latter's report was received the following summer, it was comprehensively discussed by Faculty Council at a series of weekend seminars attended by the Chairman of the Law Society's Legal Education and Scholarship Committee as an active, though non-voting participant.<sup>22</sup> In the meantime, reports had been received from Dean J. P. S. McLaren and Professor W. R. Lederman in their capacity as external assessors in the context of a University review of the College of Law.<sup>23</sup> Not surprisingly they were critical of the continuing rigidity of the curriculum. Particular recommendations included: less ubiquitous emphasis, especially in first year, on appellate cases and more attention to other primary sources (such as the legislative process); inclusion of more public law in the first year programme; curricular planning with greater emphasis on development of particular lawyering skills; more opportunities for students to engage in integrated problem-solving in the senior years; and a move to a largely optional programme after first year. With a remarkable degree of consensus, specific proposals for reshaping the LL.B. curriculum essentially along these lines received final approval in November, 1978, and were put into effect in 1979-80. The most significant reforms were as follows:

### *First Year*

Two new courses were introduced and one substantially restructured with a view to attaining clearly articulated objectives. Delineation of the general content that each respectively was to have involved explicit acceptance of collegiate responsibility for its basic framework, without derogation from the instructor's freedom as to the manner of coverage of the prescribed topics. Thus Torts was restructured to focus on Personal Injuries Compensation,<sup>24</sup> entailing an examination of the effect on compensation through the traditional tort remedies of

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22. In April, 1982, the composition of the College's full Faculty Council was enlarged to include, *inter alia*, the occupant of this position from time to time and the Law Society's Director of Continuing Legal Education, both with full voting privileges.

23. Such College reviews are undertaken by the University Studies Group on a change in deanship. If completed on time, the resultant final report provides the new Dean with a useful profile of his College and, since external reviewers almost invariably point out deficiencies in resources, with ammunition in the quest for increased budgetary support. Unfortunately as the routine has become more standard it has become less effectual.

24. Much help was derived from the experience of colleagues in Calgary who had designed a course with a similar orientation.

insurance, workmen's compensation and criminal injuries compensation. This was calculated to produce a greater emphasis on statutory materials and quasi-judicial tribunals, and also, together with an analysis of the tort process, to provide a basis for an examination of the social and jurisprudential underpinnings of personal injuries compensation. The greater part of the course looks at the traditional tort remedies for personal injuries in the context of intentional torts to the person, negligence and occupiers' liability.<sup>25</sup> Both new half-classes were given cumbersome but descriptive titles. The Judicial Process, the Legislative Process and Professional Responsibility replaced the earlier chameleon-like and unlamented Legal System and Process. Its three parts, of approximately equal weight, comprise respectively: the judicial process including legal history, with particular regard to the development of the English courts of common law and the courts of equity, Canadian court structure and judicial reasoning; the legislative process including basic materials on how legislation comes into being, subordinate legislation, statutory interpretation and the role and effect of law reform bodies; professional responsibility including the role of the legal profession in Canadian society, and ethics and social responsibility. Introduction to Constitutional Law: Origins, Principles and Theory serves as a foundation for upper-year public law offerings and exposes students to public law materials not covered elsewhere. The course deals with the history and origins of Canadian Constitutional Law; the rule of law; separation of powers; supremacy of Parliament; and the Crown's prerogative.

The remainder of the first-year curriculum - Criminal Law, Contracts, Property and Legal Research and Writing<sup>26</sup> - was left unchanged. Continued too was the highly successful small group teaching introduced in 1977 as a result of the writer's experience with an essentially similar arrangement at Dalhousie. Theretofore the four substantive first-year courses had each been taught in two sections of 55-60. The innovation was to enable every student to take one of his or her substantive courses in a small group of 18-20. The incidence of these groups from year to year reflects the relative depth of teaching resources in the respective areas. An immediate gain was the involvement of 18 of the 20 full-time faculty in first-year teaching. Whilst the first year of law studies is in many respects the most crucial,

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25. Because this involved a major contraction in substantive coverage, a new elective, Torts II, was added to the upper-year programme. It encompasses, *inter alia*, economic torts, defamation and the interrelationship between torts and contract.

26. This includes training in the use of the QL computer terminal, operational in the Courthouse libraries in Saskatoon and Regina, as well as in the College.

there has been a tendency for its courses to be staffed largely by junior (and hence relatively inexperienced) faculty, while their more senior colleagues concentrate on their more specialised upper-year offerings. Further, the new arrangement was born of a concern to achieve more individualized faculty/student contact, to foster counselling opportunities as well as to produce a more effective educational environment. Other cardinal aims were to encourage variation in teaching and assessment methodologies (through mini-moots, debates, drafting and negotiation exercises, for example), with consequential broadening of skill-development, and also to facilitate better and continuous monitoring of problems encountered by individual students together with more effective opportunities for informal remedial action.

### *Second and Third Years*

Two principal changes were made in the upper-year curriculum. Firstly, it became very largely elective, second and third years being treated for almost all purposes as one unit. Secondly, the Clinical Law programme was significantly expanded. On the issue of the balance between mandatory and elective courses there was broad agreement that excessive rigidity stemmed from an undue emphasis on the training of general legal practitioners. Controls such as the grouping of subjects into categories were rejected in favour of open selection save for the mandating of those courses adjudged essential in fostering an understanding of the Canadian legal system and how it functions, and of those areas of the law that can be considered to be foundational. The critical criterion was that only those courses should be mandatory whose subject-matter is of crucial importance in equipping a student with that understanding of the law that is necessary, in the nature of a common denominator, for *any* of the reasonably law-related career choices open to the law graduate. Applying that touchstone the number of compulsory courses beyond first year was reduced to four: Constitutional Law, Administrative Law, Evidence and Civil Procedure.<sup>27</sup> Some eyebrows were raised by the inclusion of Administration Law and the non-inclusion of Commerical Transactions. The latter and related concerns, however, in large part represented the conviction that many additional subjects were important in the practice of law. A list of such courses was enum-

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27. Many confessed to doubt whether Civil Procedure met the test, but took the pragmatic view that to exclude it from the mandatory core might jeopardize the Law Society's acquiescence in the overall restructuring.

erated by the Law Society's Legal Education Committee<sup>28</sup> (of which the Dean of the College is *ex officio* a member), and it was agreed that students should be advised annually that they were recommended for intending Saskatchewan practitioners. Experience in the last three years has vindicated the belief that such advice would be heeded, particularly in times of contracting articling opportunities. Indeed, while there is now no limit on the number of elective seminars that may be taken,<sup>29</sup> many are under-subscribed and on occasion some have had to be cancelled because of minimal student enrolment. The so-called bread-and-butter courses clearly have no need for the protection of mandatory status; the challenge now being faced is that of encouraging more adventurous course selection.

The introduction in 1979 of a partial clinical semester, with the addition to the College's faculty complement of a full-time Director of Clinical Law, marked a major step in the development of a programme that since its genesis ten years earlier had played a leading role in the evolution of a comprehensive community legal services system in Saskatchewan. Students in the first Clinical Law course offered in the College in 1969, together with some faculty members and with additional supervision from the private bar, opened a night clinic in Saskatoon. The Saskatoon Legal Assistance Clinic Society was formed and two years later, funded as a pilot project by the federal Departments of Health and Welfare and Justice, the Clinic opened permanent offices. In the initial year approximately 3,000 files were opened. Professor Ken Norman's Clinical Law class was primarily responsible for servicing the clients, with the supervision and assistance of a staff lawyer. Soon thereafter Dean Roger Carter was commissioned to report to the provincial government on what form a comprehensive legal aid plan for the province should take. His report in 1973 recommending delivery of services through province-wide community clinics led to the enactment the following session of *The Community Legal Services Act*.<sup>30</sup> Meanwhile the emphasis of the Clinical Law course had shifted from being primarily service-orientated to the provision of a structured clinical experience. In order to meet the course objectives and maintain essential quality control, however, the need was for full-time direction by a faculty member able to integrate the academic compo-

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28. Interestingly, this list is identical to that formulated by the majority of the College's Curriculum Committee in 1974: see footnote 17 *supra*.

29. The completion of a major paper at some point in the upper years continues to be obligatory.

30. R.S.S. 1978, c. C-20.



ment of the programme with the work of the Saskatoon Clinic. This was brought about in 1979 through an agreement between the University and the Saskatchewan Community Legal Services Commission for the joint funding of such a position over a three-year trial period. The appointee, a senior staff solicitor at the Saskatoon Clinic, took a leave of absence to assume his new role as Director of an expanded Clinical Law programme in which he had earlier participated as a sessional lecturer. Contingent upon such an appointment the course had been increased in weight from four credit hours each term<sup>31</sup> to eight in one and five in the other. Students join either the civil or criminal law team, and are involved directly in front-line intake. Those on the civil side, under the immediate supervision of the Director, supply the only legal service for juveniles in Saskatoon by operating a juvenile duty counsel project during the academic year, receiving every consideration and assistance from the judges of the Unified Family Court. Many conduct trials in small claims and criminal courts, while others are involved in such areas as family law, debt and civil litigation preparation. As central a feature of the course as regular file work is a weekly three-hour seminar in which some of the socio-legal issues arising out of the experience of day-to-day practice can be canvassed. Case studies are prepared for class analysis, with emphasis on matters of ethics and professional responsibility, and presentations are made dealing with such areas as interviewing and counselling in a low income setting; the social assistance scheme and its appeal process; child protection; the Juvenile Court and its effect on young offenders from economically disadvantaged backgrounds. A popular course despite being demanding in relation to both time and energy, the Clinical Law elective is currently limited severely in its enrolment<sup>32</sup> in order to maintain the desired closeness of contact between instructor and students. The extra resources necessary for the enlargement of its availability are not yet in prospect, but happily the partners in the pilot funding arrangement have executed an agreement to maintain their financial support for a further five years until 1987.

Enrichment of the upper-year programme in recent years has been informed by, among other objectives, those of making available more opportunities for the development of practical lawyering skills; coverage of non-traditional areas of law of particular significance in

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31. Students in second and third year are required to take between fourteen and sixteen hours per week.

32. Fifteen is the maximum in the five credit-hour term; only eight may take the eight credit-hour offering.

Saskatchewan; interdisciplinary studies; the use of specialists from outside the College in a team-teaching role alongside full-time faculty; and the encouragement of individual directed research. In aid of the first of these objectives several courses make use, as appropriate, of a clinical approach or techniques of simulation. Thus Trial & Appellate Advocacy, taught by an experienced barrister, relies heavily on the videotaping of the varying forms of forensic advocacy. Students participating in the Labour Relations Practicum are assigned for their experience in the field to a union, management or government agency involved in labour-management relations,<sup>33</sup> while an optional laboratory enables those taking Civil Procedure to hone their drafting skills. There is also a substantial practical component in Corporate Planning, assessment being based on assignments entailing the drafting of corporate documents and agreements. The Canadian Federalism seminar, first offered in 1981-82, in part simulates federal-provincial negotiations towards constitutional reform, incorporating a mock conference on such topics as Indian self-government, jurisdiction over natural resources and the structure of the Supreme Court of Canada. Not yet the subject of formal instruction outside the Clinical Law course is the applied psychology of interviewing, counselling and negotiating. Within the last three years, however, two highly successful extra-curricular workshops have been mounted. Led by guest specialists,<sup>34</sup> they featured role-playing sessions involving the student audience and, in one instance, a simulated negotiation of a resolution of a matrimonial dispute in which the participants were practitioners and drama students. The unexpected degree of success enjoyed earlier this year by the College's first entry in the American Bar Association's Client Counselling Competition has provided a stimulus to moves to focus more systematically on these relatively neglected skills. Though some doubt that they are appropriately addressed in the law school curriculum, the contrary view derives support from four years' experience with the upper-year course in Professional Responsibility, which it is sometimes said must be caught rather than taught. Complementing the introductory treatment of the subject in first year the course has been effectively team-taught, using the problem method, by a faculty member with a background of practice and a superior court judge who earlier when

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33. Participation in proceedings before arbitration boards, the Labour Relations Board and the courts is also a component feature of the course.

34. Dr. Robert S. Redmount, Ph.D., LL.B., a legally qualified consulting psychologist, Hamden, Connecticut, and Dean Jack R. London, Faculty of Law, University of Manitoba.

a Bencher chaired the Discipline Committee of the Law Society. Another instance of team teaching, exemplifying also the potential of an interdisciplinary perspective, is the Law and Psychiatry seminar in which each session is jointly led by a law professor and the Head of the Department of Psychiatry. Illustrative of substantive offerings responsive to the social, ethnic and economic environment of the province are courses in Co-operative Law, Native Law and Mining Law. Introduction of the latter, new to the curriculum in 1982-83, had to await a major build-up of library materials in the area, finally made possible by a generous grant from the Law Foundation of Saskatchewan. An option open to the student who wishes to pursue a research interest outside the structured framework of a seminar is to undertake such a project with individual faculty supervision. Interest in satisfying the major writing requirement in this way has increased markedly since, in the assignment of teaching responsibilities, a minimum of two faculty per term have been identified as being available for such supervision in designated areas related to their own current scholarly activity. Both the vehicle and the dynamics of the resulting relationship make this an attractive possibility for top flight students contemplating (or who should be encouraged to consider) an academic career.

The elusive but vital forces that make a law school a place of intellectual ferment, exciting for students and faculty alike, can be released only if the formal programme is complemented by opportunities for the sharing and testing of seminal ideas. Efforts to this end in the College in recent years have been greatly facilitated by external funding from the Law Foundation of Saskatchewan and alumni. Endowment and Development Funds have made possible the mounting of major conferences, such as that on *New Directions in Sentencing* held in 1979, with extensive international participation including an address by Gerhard O. W. Mueller, Chief of the United Nations Crime Prevention and Criminal Justice Section.<sup>35</sup> In the 1980 the College hosted a national Conference on Legal Education for Youth, attended by some 170 delegates from all ten provinces, the Northwest Territories and the Yukon. Annual Guest Speaker Programmes since 1980 have brought to the law school a wide range of distinguished visitors. The normal format for such visits is the delivery of a public address (invitations being extended to members of the bench and bar, the wider University community and the general

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35. For an edited collection of presentations made at the conference, see *New Directions in Sentencing* (B. A. Grosman ed., Butterworths, 1980).

public), participation in classes in the visitors' areas of expertise, and a faculty seminar and dinner, together with as much time as possible for informal contact with students and faculty. Guests within the last three years have included Mr. Justice McIntyre of the Supreme Court of Canada; Mr. Justice Thomas Berger of the Supreme Court of British Columbia; Francis Muldoon, Q.C., Chairman of the Law Reform Commission of Canada; Inger Hansen, Privacy Commissioner, Canadian Human Rights Commission; and Professors John Fleming (Berkeley), Jacob Ziegel (Toronto), Patrick Atiyah (Oxford), Neil MacCormick (Edinburgh) and Harry Arthurs (Osgoode Hall). F. C. Cronkite, Q.C. Memorial Lecturers to date, in a biennial series on contemporary public law themes inaugurated in 1978, have been the Honorable Emmett M. Hall, former Justice of the Supreme Court of Canada, Arthur Maloney, Q.C., former Ombudsman for Ontario, and Barry Strayer, Q.C., Assistant Deputy Minister, Department of Justice. A still more recent addition to the College's burgeoning speakers' calendar is a privately-endowed series with a unique orientation, the Shumiatcher Lecture on Law and Literature, eloquently led off in the fall of 1982 by Lord Elwyn-Jones, P.C., former Lord Chancellor of England. Student oralists for their part are enabled to test their prowess against that of their counterparts in law schools across the country through participation in the various national and regional mooting competitions that do much to maintain a healthy esprit de corps within the College. A seminar is built around the Jessup International Law Moot, while teams are also entered annually in the Gale Cup and the Western Canada (Trial) Moot. Internally, two events provide contrasting highlights each year. The Senior Moot pits the top second and third year teams against each other before a bench of superior court judges. Supermoot, on the other hand, uses a preposterous fact situation as a vehicle for faculty hams to display their wit and fecund imagination, freed from all normal constraints, for the edification of an incredulous student audience.

### *The LL.M. Programme*

For ten years after graduate studies were first offered in the College in 1968-69, the Master's programme limped desultorily along adding little to what was available to graduate students elsewhere. Individual arrangements were worked out on an ad hoc basis for an average of two or three students over a five-year period, but the absence of any rationale to give the programme cohesion and make it attractive inevitably resulted in a very uneven quality of performance. The

continuance in the mid-seventies of a situation recognised as being less than satisfactory is explained by indecision as to whether a specialist as opposed to a generalist approach should be adopted, together with a feeling that faculty resources and library holdings were insufficient to support a true graduate programme. By 1978, however, the climate of opinion had changed in a positive way. A reassessment of the College's overall priorities, a modest enlargement of the faculty establishment and a most welcome injection of much-needed funds for the development of the library collection enabled a commitment to be made to fashioning a programme at once within the College's capacity and complementary to existing Canadian post-graduate offerings. Five areas of specialisation were identified: native law; co-operative law; criminal justice; constitutional law; and human rights. Further, with the assistance of an annual development grant from the provincial Law Foundation, graduate fellowships were established at a competitive level. The revived programme got under way on a small scale in 1980-81, the first student to be enrolled specialising in native rights. In what will be a pattern for the other designated specialties, two new post-graduate seminar courses were designed. Covering a range of areas relating to the legal status and rights of native people in Canada and other countries, specific topics for both courses will be determined as far as possible so as to satisfy the needs of individual students. It is noteworthy that five members of faculty participated in the teaching of the Native Rights seminars. Thesis supervision was provided by the Research Director of the Native Law Centre,<sup>36</sup> who also held a cross-appointment in the College. After an auspicious beginning,<sup>37</sup> the reorientated programme has admitted three students in each of the last two years. It is appropriate that their number in the current session includes the first to pursue specialist post-graduate studies in Co-operative Law, for in July last the University of Saskatchewan opened the world's first research-orientated interdisciplinary Centre for Co-operative Studies, to whose nuclear team of scholars the College will be a key contributor.<sup>38</sup>

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36. Established in 1975 to add research and service functions to the administration of the successful summer teaching programme institute two years earlier, the Centre's current role and relationship to the College is further described *infra* at 24-25.

37. The 'new' programme's first graduate, who came to Saskatchewan from New Zealand with a background of research into Maori aboriginal rights, won a scholarship enabling him to go on to continue his comparative studies at the doctoral level in Cambridge.

38. See further at 25, *infra*.

*External Relations*

Initiatives taken in recent years, in some instances in the form of joint ventures with other agencies, represent attempts to counter a tendency towards introspection and insularity through the development of relationships responsive to the needs of wider constituencies: the lay public, the practising profession and the larger University community. For quite some time visits have been made by faculty members several times each year to all corners of the province to hold full-day Law for Farmers sessions covering a variety of legal topics. Arranged locally by agricultural representatives, the programme is co-ordinated through the University's Division of Extension and Community Relations. This and similar activities directed towards particular interest-groups left unmet, however, the perceived need to make legal information systematically available to the general public. In June 1981, therefore, the College was instrumental in the founding of the Public Legal Education Association of Saskatchewan, whose board of directors includes two faculty members. With a current annual budget (from the Law Foundation) in excess of \$200,000, P.L.E.A. is dedicated to assisting the public to better understand the law and the legal system as they affect their daily lives. Totally dependant for delivery of its ambitious and expanding programme on volunteer resources from all segments of the legal community, P.L.E.A. looks to the College (faculty, students and library staff) for speakers, the preparation and editing of publications, and production of television programmes and videotapes. Assistance with specific projects is provided in cash and in kind, as last year when a grant was secured from the federal Department of Justice for the employment of eight law students over the summer months, under faculty supervision, to design curricula and materials for use in law courses in the schools. As a sequel to this project, two workshops for teachers were held in the College in July 1982. Public service initiated and carried out by students has also increased markedly. Through Campus Legal Services, to take but one example, upper-year volunteer participants provide free legal advice for all students on the campus, its office in the student centre being manned by two-person teams for forty hours per week. For the last two years the service has been extended to cover two other post-secondary institutions in Saskatoon. Finally, in this context mention should be made of the provision for lay representation included in the recent revision of the constitution of Faculty Council. This step has been taken in recognition not merely of the College's public accountability, but of the

potential benefits of a lay perspective's being brought to bear on its decision-making.

Relations with the organized legal profession are excellent. Institutionally, its ties to the College are close. There are two 'downtown' members on both the Development and the Endowment Fund Committees, particularly significant at this point in that the former of these bodies is seized of the preparation of a major long-range development plan for the College. The Dean of Law, moreover, for many years *ex officio* a member of the Law Society's Legal Education Committee, has now by amendment of *The Legal Profession Act*<sup>39</sup> acquired the status of a Bencher of the Society with full voting rights. Since the inception in 1975 of the Society's continuing legal education programme, its Director<sup>40</sup> (whose office was accommodated in the law school until the College's acute need for more space dictated a move last year to new quarters in a neighbouring part of the campus) has drawn heavily on faculty resources for his annual seminar and workshop series. Under his auspices too faculty members prepare Legislative Highlights, a digest of statutes passed in each session of the legislature that is distributed to all practitioners, M.L.A.'s and schools. The conventional appointment of the Dean by the Law Society as one of its representatives on the Law Foundation of Saskatchewan might appear, in light of the frequency with which the College makes application for grant assistance, to leave him vulnerable to an accusation of conflict of interest. The equal frequency of references in this paper to Foundation-sponsored projects might suggest that a guilty plea should be entered! On every hand there are evidences of the rapport between the academic and practising arms of the profession. Individually, as sessional lecturers, members of the bar (and bench) enrich the College's teaching for negligible tangible reward and volunteer their services as moot court judges. Collectively through the Law Society, which already provided three valuable entrance scholarships tenable for three years and mooted prizes, they have within the last two years added a prize for Professional Responsibility and a bursary to assist students facing severe financial hardship. The local bar association has likewise donated a prize for Trial & Appellate Advocacy, while with strong judicial support new student clerkships have been introduced in the Court of Queen's Bench and the Court of Appeal with effect from 1981-82 and 1982-83 respectively. For its part the College in 1979

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39. S.S. 1980-81, c. 64, amending R.S.S. 1978, c. L-10.

40. Both the Directors of Continuing Legal Education and the Chairman of the Legal Education Committee are now *ex officio* full voting members of the Faculty Council.

launched a biannual alumni newsletter, *Forum*, which shows every indication of fulfilling its primary objective, that of providing a regular communication channel through which to keep alumni across the country informed of and involved in all facets of the College's activities and plans.

Turning finally to interrelationships within the University of Saskatchewan, the two developments (already briefly alluded to) that stand out as being of the greatest importance took place respectively in the middle of the period under review and within the last few months: the establishment of the Native Law Centre and of the Centre for Co-operative Studies. When the College in 1971 created a Committee for Legal Education for Native People, the first need identified was for a teaching programme to prepare native students for law school studies. The programme instituted in 1973 and earlier described<sup>41</sup> has been offered annually since that time, and indeed in 1982 had a record enrolment of 30 students. It soon became apparent to Professor Carter and his colleagues, however, that it went to only one aspect of the fundamental estrangement of native people in Canada from the country's legal system and much of the substantive law governing Canadian society, whilst the law specifically relating to the native community was in many respects undeveloped and undeeded. To address these wider issues, the College actively supported the creation in September 1973 of the Native Law Centre as a distinct entity within the University, though one having natural interdisciplinary links with other departments and organisations on and off campus.<sup>42</sup> Seed funding for operating expenses was provided for a five-year period by the Donner Foundation, and the purchase of premises was made possible by a grant from the Law Foundation. The objective of the Centre, as expressed by its founding Director, is

To assist persons of native Canadian ancestry, their communities and organizations in understanding the law and legal system and, through the support of academic inquiry and its social and political application, in time to assist in the development, adjustment and possible alteration of the law and the legal system in ways which will better accommodate the development of native communities within Canadian society.<sup>43</sup>

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41. See *supra* at 8-9.

42. The affairs of the Centre are guided by an advisory committee representing within the University Economics and Political Science, History, Anthropology, Sociology and Education, together with representatives of the Federation of Saskatchewan Indians, the Association of Metis and Non-Status Indians of Saskatchewan, the Native Law Students Association of Canada and the Canadian Indian Lawyers Association.

43. Director's Report (May 1979) at 1.



A staff currently comprising a Director, a Research Director, a Research Associate and a part-time Librarian pursue this objective through research and service activities as well as through the medium of the summer programme. Several research studies are published annually, an extensive project recently completed being concerned with the legal status of Indian lands in Canada since the Royal Proclamation of 1763. Among the Centre's other publications are the quarterly *Canadian Native Law Reporter*, commenced in 1978, and short reports on topical legal questions issued several times a year to subscribers to its *Legal Information Service*. Further, a regular programme of seminars provides a forum for interdisciplinary discussion of a wide range of native legal issues. Faculty involvement in the various facets of the work of the Centre is considerable, and its formal linkage with the College has recently been strengthened. The University now having accepted responsibility for the Native Law Centre's core funding, its Research Director has been given tenurable status in the College through the addition of a new position to the faculty establishment with effect from July 1, 1982. That date also saw the birth of a unique Centre for Co-operative Studies on the Saskatoon campus. Over a number of years the College had been a leading party to conversations between the co-operative movement and the University with such an end in view, and it is perhaps not totally coincidental that its attainment should follow closely upon the publication of Professor Daniel Ish's *Law of Canadian Co-operatives*,<sup>44</sup> the only current text in the field. Financed primarily by the major co-operative and credit union organizations, with significant support from the provincial Department of Co-operatives and Co-operative Development, the Centre will, when fully operational, have an academic staff of four including the Director. They are to be representative of, and severally hold tenure in, the Colleges of Law, Commerce, Agriculture and Arts & Science. With their research assistants they collectively have a four-fold mandate: to establish a programme of studies at both graduate and undergraduate levels with a specific focus on co-operatives and credit unions; to undertake and publish the results of research in the area; to review and recommend changes in the law governing co-operatives and credit unions; and to provide off-campus service teaching in collaboration with the Co-operative College in Canada, also located in Saskatoon. This is an exciting venture for which hopes are high. Both the Native Law and Co-operative Studies Centres are aptly housed, together with the

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44. Carswell, 1981.

Law Society's Office of Continuing Legal Education, in one of the newest and best-appointed buildings on campus, the Diefenbaker Centre.

### *A Glimpse Ahead*

As Dan Ish assumed the deanship last July, studies were under way constituting the initial phase of a long-range planning exercise. Although no major shifts in direction for the school's teaching programme are in contemplation, development must and will continue at both Bachelor's and Master's levels. Projections of optimal student numbers over the next decade and beyond, however difficult to gauge in light of the attendant variables, have evident staffing and spatial implications. An increase in library holdings from 94,000 to 114,000 volumes over the past five years has put a premium on the early provision of additional shelf space to enable orderly growth to be maintained. Furthermore, both programme development and physical planning must proceed in an economic environment of present retrenchment and future uncertainty. Non-governmental support will become even more vital. Saskatchewan is indeed favoured in this respect, as can be seen from two recent landmarks in the College's evolution that will be major forces in the shaping of its future. A trust agreement was signed in June, 1978, providing for the eventual establishment of a new named Chair, to be capitally funded by residual testamentary disposition. The Ariel F. Sallows<sup>45</sup> Chair of Human Rights will be endowed at a level that will facilitate research and post-graduate studies as well as teaching. The designated specialty could hardly be more appropriate for a College which is the alma mater of both the founder of the Canadian Bill of Rights and the Director of the Human Rights Institute at the University of Ottawa, and whose current faculty includes the Chairman of the Saskatchewan Human Rights Commission and the author of one of the leading Canadian texts on Civil Liberties. In December 1981 the Law Foundation of Saskatchewan set up a Special Capital Fund for future development of the College's physical facilities, whatever form that renewal might ultimately take. Its commitment was to contribute annually to the Fund, commencing in 1981, between \$50,000 and \$250,000. The only conditions attached were that the funds be matched from other sources and that they be expended within ten years.

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45. Dr. Sallows has for fifty years practised law in North Battleford, Saskatchewan.