

The Making of an LSAT Prep Course¹

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In the spring of 1991, I was appointed to be the prelaw advisor at Elon University. My predecessor handed me a stack of LSAC summary reports which indicated that my students were averaging about 148 on the LSAT. Given national statistics and everything else I knew about my students, that score seemed about five points low. I asked around to find out what students were doing to prepare for the LSAT. They knew about the Kaplan and Princeton Review classes in Durham (30 miles East) and in Greensboro (30 miles West). Furthermore—they swore—they had good intentions of signing up, paying the fees, and dedicating themselves to serious preparation. But when it came right down to it, they never really followed through. Thus, their actual preparation for the LSAT consisted of scanning the material in the LSAC registration booklet and taking the single sample test—un-timed. Clearly, I had found a problem.

There wasn't much I could do about the geography. I could ask the commercial providers to open a class in Burlington, but that didn't seem promising. I could coax and cajole my students into making the trek out of town, but that was unlikely to be generally effective. What else could I do? I decided to take a look at the test. I quickly saw that it was—in various ways—little more than a logic test. Well, my Ph.D. in philosophy came along with a fairly extensive training in logic. Hum?—could I design and teach an LSAT prep course? Could I find a way to get it into the curriculum? Could I actually help my students improve their scores on this test? As you will see, the answer to all these questions was “Yes”. In what follows, I will describe the evolution of my LSAT prep course, the various problems that I confronted, and what I learned along the way. My hope is that if you decide to develop such a course on your campus, your path will be made somewhat smoother by having heard my story.

The Pilot—

My first step was to arrange to have the phrase “LSAT Prep” entered as a subtitle to my spring introductory logic section. I spread the word among all the prelaw students and a fair number of them signed up for the pilot course. Half of the class was a standard introductory symbolic logic class, but the other half was spent learning how to approach the “games”² section of the LSAT. This was a useful pilot course because I learned several important lessons:

¹ This article was originally published in the 2004-2005 edition of the *SAPLA Handbook for Pre-Law Advisors* Edited by Gerald Wilson Duke University.

² In case you are not familiar with the test, it consist of two “Logical Reasoning” sections—commonly referred to as “logic” sections, one “Analytical Reasoning” section—commonly referred to as the “game”

1. One student was consistently scoring a perfect 24 of 24 on the games section. I was amazed and asked him what he thought might explain this extraordinary ability. He explained that for years he enjoyed working the puzzles in the magazine “Logic Problems” published by Penny Press.³ Although these puzzles don’t have the same form as LSAT questions, the techniques and mental habits obviously carried over. Subsequently, I always recommend these puzzles to all my prelaw students.
2. Categorical logic problems – those requiring Venn diagrams – occur so infrequently on the LSAT that it is not worth the weeks it takes to properly teach that material.
3. The final point remains crucial to this day. We discovered that after you have translated the rules of a “game” into symbolic notation and have drawn an appropriate diagram, it is vital to take a moment to attempt to derive an additional rule that is an immediate inference from the given set of rules. We found that when this is possible, the questions simply flow.

Designing a 2 Semester-Hour Dedicated Course –

After the pilot course, I was ready to develop a fully dedicated LSAT prep course. At Elon, professors are permitted to teach an experimental course up to three times before it must be submitted to the curriculum committee for formal and permanent admission into the curriculum. At this stage, I didn’t think that the Chair or the Dean would approve a full-semester LSAT course. Thus, I proposed teaching a half-semester course as an overload to my regular teaching load.⁴ I wanted to teach it during the second half of the spring semester. There were several reasons for this choice. At the time, the vast majority of my students entered law school in the fall subsequent to their spring graduation. For those students, I strongly recommend that they take the June test at the end of their junior year. The June test makes sense for a number of reasons:

1. Most students are out of school for the June date and thus don’t have the ordinary time constraints and distractions associated with mid-semester class work and social life.
2. In the four weeks after my course and before the June date, they can focus their attention on practicing and reviewing those aspects of the test where they discovered weaknesses.

section, and one “Reading Comprehension” section. The actual test also includes an experimental section – which can be any one of the above – and a written essay. LSAC provides a sample test on-line at: <http://cachewww.lsac.org/pdfs/test.pdf>

³ These are available at any good magazine stand. Here is their web site (<http://www.pennypress.com/order/logic.shtml>) and a sample problem (<http://www.pennypress.com/samplepuzzles/srwoo23.pdf>). Although these are not the same as LSAT questions, the techniques and mental habits do transfer. Thus, these days I typically recommend these puzzles to my freshmen and sophomore prelaw students.

⁴ Regular courses at Elon are worth 4 semester hours. It would meet the same amount of time each week as a regular course. The only difference would be that it would not begin until after mid-term break.

3. Although I'm sure that everyone discourages multiple tests, if the candidate happens not to perform within the range of reasonable expectations, they can always avail themselves of the October administration without having to abandon their matriculation schedule.

Selecting a Text—

Once I got the course approved, I needed to select a text for the class. I went to *The Gothic Bookshop* at Duke University where there was an extensive collection of LSAT prep texts. After careful deliberation and several trips to the parking meter, I chose Master the LSAT by Jeff Kolby.⁵ Every time I prepare this course, I check to see whether there are better texts available and each time I return to this book. Over the years, I've recommended this book to a half-dozen colleagues and they are invariably pleased and agree that it is quite simply the best book on the market. There are several features that make this book stand out. First, he uses only official LSAT questions in his book. Other books and programs write their own questions which approximate the level of difficulty of the actual LSAT questions; but for my money, the real thing is best. Secondly, Jeff's approach to the "games" is easy to learn and is highly effective. Third, he insightfully highlights the fact that conditionals (if ...then statements) are the key to this exam and that contraposition ($A \rightarrow B \equiv \sim B \rightarrow \sim A$) is an indispensable rule to know. Fourth, Jeff does not spend a great deal of time with "tips" or "test taking techniques". That is, he is not teaching test taking. Rather, he is teaching the basic skills that students need to effectively approach the questions on the LSAT. Finally, he encourages students to be empirical, i.e., to experiment with different approaches and to discover what works best for them.

Bureaucratic Details—

The following fall semester, I wanted to deal with the challenge of getting this course past the curriculum committee and into the official course catalogue. This raised a series of interesting challenges. First, what would be the appropriate level designation for this course? Although juniors and seniors are the target audience for this course, I did not want to give it a 300/400-level designation, because then it would count as upper-level credit for every junior and senior on campus. I'd be inundated with students who merely wanted a few easy credits. I didn't want to give it a 100-level designation because it might be seen as a competitor to our introductory logic class and I did not want a bunch of freshmen in the class. So, I decided to give it a 200-level designation. The effect was to make the class almost meaningless to just about everyone in terms of their majors. This course has been on our books for over ten years now, and there have only been five or six students who have taken the class merely to get the credits.⁶ Second, at Elon, philosophy is a very small major in terms of total

⁵ (Nova Press - ISBN 1889057118 (www.novapress.net/lSAT/books.html)).

⁶ I should tell you that Elon has about 4500 undergraduates and we put out about 12 to 15 students per year who apply to law school. I typically have between 15 and 20 students in my LSAT prep class. I

required hours.⁷ Consequently, the department did not want to allow philosophy majors to advance their degree requirements by taking the LSAT review course. This meant that I'd have to take the course out of the philosophy department. But where could I take it? The General Studies program seemed an obvious choice, but they were not interested. I looked around and discovered that our career services center had a few course listings in the catalogue.⁸ I approached the director and asked whether she thought there were sufficient synergies between her mission and my mission of preparing students for graduate school that she'd be willing to include the LSAT prep course within the Cooperative Education offerings. "Absolutely", she said, "And by the way, could you also do a GRE prep class for us?"⁹ Thus, when I went before the curriculum committee seeking approval for these courses, I was able to tell them that they would have a 200-level designation and be listed in the COE section of the catalogue. Third, I had to convince the curriculum committee that what I was doing was different from and more academically respectable than, what commercial vendors like Kaplan and Princeton Review were doing.¹⁰ Long story short, essentially what I said was that the commercial classes were focused exclusively on raising student's scores, whereas I would be teaching logic as a means of raising their scores. That is, my course could be thought of as an advanced logic course with a special focus. Probably because the university was interested in increasing the number of students it sends to graduate school and because it would not really have much of an impact on any other major, my proposal went through smoothly.¹¹

I designated both the GRE and the LSAT courses as 2 semester-hour courses so that when combined together, they would count as one course in my overall teaching load for the year. I also designated them to be taught in a Monday-Wednesday-Friday time slot. I think it is pedagogically preferable to have three meetings per week for logic classes. It makes this class a constant in the lives of the students and that seems useful when their motivation flags a bit. I scheduled the GRE prep course to run from early

know that this makes my situation somewhat different from many schools. What I am describing might be more difficult to arrange at larger or smaller institutions.

⁷ We did this to make it easy for students double major in philosophy and something else. But that is another story.

⁸ The Cooperative Education section in our catalogue includes a one semester-hour course entitled "Exploring Careers/Majors" which is offered to freshmen and an upper-level course that students register under when they want to get credit for their co-op work experiences.

⁹ Just as I was working with prelaw students who needed a boost in their scores, she was working with students from a wide array of majors whose aspirations for graduate work were being stifled by low GRE scores. As you will see, I was able to accommodate her needs.

¹⁰ Considering that I've never seen or taken one of these courses, I did not (and still do not) have any basis for the claims that I needed to make. I did once have a student who signed up for a full Kaplan course in the summer after he took my class. When I later questioned him about it, he said that they did pretty much the same thing that I did and that his score had gone up by another four points.

¹¹ Given the extensive mathematical component of the GRE, it was far easier to justify than was the LSAT prep course.

February¹² until mid-term break and then I'd get an entirely new set of students for the LSAT class which would run from mid-term to the end of the semester. As I pointed out before, this timing was intentionally chosen to benefit the LSAT takers.¹³

Staffing—

At this point (or perhaps earlier) you might be saying to yourself, "Well this is fine for you, Nim. You are a philosopher with training in logic. What am I supposed to do?" The next part of my story should help you. After teaching this course for a couple of years—to be honest with you—it got a bit boring. It is not an intrinsically interesting endeavor nor is there much of an intellectual challenge after a while; and there were other things that I was eager to develop. So, given that I was unwilling to have the class disappear, it was my responsibility to staff this course with someone else. Luckily, it turns out that almost any adjunct philosophy professor can teach this course. Furthermore, most are eager to give it a try. It was a simple matter to make this course a constant blip on the radar scope of the chair of the philosophy department. Each year when it came time to lay out the course schedules and negotiate with the Dean about adjuncts, we simply had to remember to mention that we needed someone to teach the GRE/LSAT sequence. It didn't take long for this to become a fixed habit. Then whenever we would contact a prospective adjunct, we'd simply ask whether they were willing to take on this task. Thus, in addition to teaching Ethics, they would also teach two 2-semester-hour courses in the COE domain. It was a smooth and elegant solution. The point I'm making is that if you can convince the department to work with you, most philosophers can easily handle teaching an LSAT prep course.¹⁴

Grading—

Another interesting problem involved the question "How do I assign grades in this course?" I'll be honest—this has always been a real challenge for me. I've never been able to discover a fair way of testing what we are doing in this course. All things considered, I don't mind that I end up giving very good grades across the board. It is ultimately not about the grades. The way that I've handled it is to rely on engagement,

¹² Elon has a winter term, so our spring semester does not begin until the first days of February.

¹³ It turns out not to be ideal for the GRE takers. The GRE is offered far more frequently than the LSAT. Furthermore, the spring term is too late for seniors who are applying to graduate school and it is too early for most juniors. Thus, my registration numbers for the GRE prep course were always a bit low. However, those who chose the course were extraordinarily eager and they benefited greatly from it.

Mathematics was their dominant need and thus I made math the primary focus of the course. Jeff Kolby also writes an excellent GRE prep book which I used as a text (www.novapress.net/gre/books.html).

¹⁴ The GRE prep course is another matter altogether. My undergraduate major was education. My fields of certification include physics and chemistry. Needless to say, I have an extensive mathematics background. Thus it was not problem for me to teach GRE mathematics. In fact, I greatly enjoyed that aspect of these courses. But not all philosophers who can handle the LSAT course will also have the ability or confidence to deal with GRE mathematics. So just remember, if you decide to do both courses, your staffing task will be a bit more complicated.

reliability, daily self-evaluations and comprehensive self evaluations. Here is what I did this past semester:

- Pretest 15%
- Mid-term 15%
- Homework and Daily work 25%
- Self-evaluation 15%
- Teacher Evaluation 15%
- Final Exam 15%

The pre-test, mid-term and final are full LSATs which receive a score of 100 if the student shows up and takes the test. I give them a self-evaluation form during the last week of class and they have to write a one-page essay which requires them to reflect on their semester and to justify the score that they give themselves. I assign them a grade based on their participation and my sense for their dedication to the endeavor. But the primary variable comes with their daily work. The problem is that the answers to all of the homework questions are provided in the book. Thus, it is pointless to collect papers and grade them for accuracy. So, I pass around a sheet each day of the term which has a space where students can enter a number – from 0 to 10 – that reflects their effort for that day. Here is what I say to them in the syllabus:

You should put '10' down if you have done the entire assignment and done it in a focused manner and in such a way that you got the most out of the opportunity. A '7' is appropriate if you just quickly did it all and with little concern about learning anything. '5' is appropriate for those days when you only glanced at it and did a few problems. A '0' is appropriate for those days when you did not have an opportunity to look at the work at all. It is often said that, "Cheaters only hurt themselves". This has never been truer than it is in this course. My aim is to provide you with a regimen of work that will help you to develop skills that you claim to want. You should not waste this opportunity. I will be relying on your INTEGRITY, HONESTY, and COMMITMENT to assure me that you are doing the assigned work as it was designed to be done.

I am amazed at how honest my students are on these daily assessments. I sometimes notice a large number of zeros and when I ask them about it, they admit that Thursday night was a special night at the local bar and they consequently couldn't give it their all that day. As the sheet goes around, they realize that others are being realistic and honest and then everyone follows suit.¹⁵ I also have an attendance policy which can delete points if they miss too many classes.

If you think through what I've described, you will quickly see that students can earn an "A" by simply showing up and by being generous in their estimation of themselves. Honestly, I'm OK with that. In fact, I point this out to them on the first day of class. But this is one of my favorite classes to teach precisely for that reason. If you are anything like me, teaching is never about the grades. It is – for us anyway – always about learning. I don't know about you, but I am always trying to get that message across to my students. But in this course it happens all by itself. My relationship to these students and their attitude toward me is tangibly different than what I get in all of my

¹⁵ Of course, I have no way to verify these scores, but they seem genuine.

other classes. It is amazing. They know that they don't have to worry about their grade and that I am with them 100 percent. WE share the same goal. THEY and I both want to maximize their score on this exam. For once, the teacher is not the enemy. I'm on their side. Trust me – the milieu of the classroom is substantially, consistently and tangibly different in this course and it is an amazing feeling.

Practice Tests –

Perhaps it is due to my science background or some nerdy compulsion, but I always wanted to know how I was doing in this course. So, I decided to do a pre-test the first or second day of class and then use the final exam period to give a post-test. I walk in the first day, give out the syllabus, and immediately tell them that we needed to gather together either tonight or the next evening for a 2 ½ hour pre-test. This not only provides a baseline that I use to determine whether I can responsibly continue to inflict this course on Elon students, but it also serves as a significant wake-up call for the students. Most of the students in this class are long-term dedicated participants in the prelaw program. But it is not uncommon for my best leaders or my most confident students to score quite poorly on their first attempt at a full, timed-LSAT.¹⁶

So where do I get the LSAT tests to use for the pre-test and post-tests? Each year LSAC sends me a box full of registration booklets. Each one contains a practice LSAT. Rather than tossing out the old ones when a new stack arrives, I simply save them.¹⁷ They change the test contained in those booklets every so often, but I typically have enough on hand to cover my needs. For the final exam, you can contact the folks at LSAC. Anne Brandt tells me, "LSAC will gladly license [for free] the use of one of our LSATs for prelaw advisors to administer to their students under timed conditions. All an advisor has to do is contact LSAC and we can make the arrangements which include an agreement between us as to the use of the test." Since the Colby text uses actual LSAT questions, it is important that you check to make sure that you don't select an exam that your students have seen before. For this task or for students who want a great deal more practice, LSAC has a series: "10 Actual, Official LSAT PrepTests", "10 More Actual, Official LSAT PrepTests", and most recently "The Next 10 Actual, Official LSAT PrepTests".¹⁸

The Design of the Full 4 Semester-Hour Course –

¹⁶ Once I did link their grades to the magnitude of their improvement between the pre-test and the post-test. However, the grapevine on my campus is sufficiently effective that I could only do that once. Yes, even prelaw students will intentionally under perform on a pre-test if they think it might adversely effect their grade if they try their best.

¹⁷ I also gather the old copies that are kept on the shelf at our career resource center. LSAC also posts a PDF file of a full LSAT on their web site (<http://cachewww.lsac.org/pdfs/test.pdf>). You can check to see whether it will work for you. You can have each student print out their own copy and bring it with them to the exam.

¹⁸ These and other resources are available at: https://os.lsac.org/Release/Shop/Shop_Books.aspx?po=Y

This past semester (spring 2004), I made some additional changes that may be of interest to you. I decided to abandon doing the GRE prep course. However, rather than doing the half-semester course as a partial overload, I wanted to make it a full 4 semester-hour course by adding in a legal reasoning component. I asked my colleagues whether I could list it within the philosophy department and label it as an advanced critical thinking class.¹⁹ The department approved and I was able to teach the expanded course. The extra time enabled me to move through the material in the Colby text at a somewhat slower pace. I was also able to schedule a full LSAT just after mid-term. This not only gave the students more practice, it enabled them to monitor their progress throughout the course. Once I knew that I'd be asking the students to do three full LSATs during the semester, I designated one of the triple prep books from LSAC as a required text for the class.²⁰

Students in this class are so intently focused on the exam that if I would let them, they would spend all of their time dwelling narrowly on exam questions. Given the duration of the course, it seemed psychologically wise for me to temper their obsession with other material. Thus, in addition to the Colby text, I assigned *Reasoning and the Law: The Elements* by Elias E. Savellos.²¹ I was very pleased with this text for a number of reasons. It has a very tight, accurate, and concise logic section. It also contains a basic outline of various domains of law and it briefly covers a few points of legal theory. Finally, it has an excellent and detailed analysis of the arguments in two famous cases: *Riggs v Palmer*²² and *Palsgraf v. Long Island Railroad*.

As we progressed and it came time to study analogical arguments, I supplemented the Savellos text by having my students read and analyze the arguments in Judith Thomson's article "A Defense of Abortion". Later on when we needed a break, I had them read the excellent analysis that Savellos provides for the cases mentioned above. After learning that style of analysis, I wanted to give my students an opportunity to try their hand at coping with legal arguments. I checked the Supreme Court docket and during the week that they were hearing arguments in the *Donald Rumsfeld v. Jose Padilla* case, I had my students read the briefs on the merits for both sides in that case.²³ This worked out great, because I was able to bring in a videotape of the Lehrer News

¹⁹ I've been experimenting with my freshman level critical thinking classes. Several years ago, I began having the advising center funnel all of the freshmen prelaw students that they could identify into a single section of one of my critical thinking classes. As one aspect of that course, I'd have my students write an appellate brief as an extended engaged learning exercise. Among other things, I used *Advocacy on Appeal* by Bradley Clary, Sharon Paulsen, and Michael Vanselow as a text in that course. In a different semester, I had students prepare for a mock trial. I digress. The point is that there are many other interesting things that one can do to help develop the skills of a group of prospective law school students.

²⁰ The Official TriplePrep *Plus* with Explanations. This move eliminated the licensing and photocopying problem.

²¹ Wadsworth Publishing, ISBN 0534538959.

²² Made famous, I suppose, by Ronald Dworkin in *Taking Rights Seriously*.

²³ www.humanrightsfirst.org/us_law/inthecourts/supreme_court_padilla.htm

Hour re-cap of the oral arguments. The students really enjoyed this feature of the course. It was a welcome break from the incessant focus on the exam.

Results –

So, you might ask, how do my students do after all of this work? Given that I've collected the data, I can actually answer this question. Many years ago, during a prelaw advisor's conference I sat down next to Jay Rosner who was working with Princeton Review Testing at the time. I handed him some of my data and asked how I was doing. First, he pointed out that I wasn't dealing with the full spectrum of students that he encountered. My student's pre-test scores were mostly in the middle range. But then, after a few minutes of pencil strokes, he said, "You are doing as well as we do when we are doing our best." I tell my students that on the first day of every class. I also tell them that over the years, my students have improved their LSAT scores an average of 7 points. I also tell them that some of my students have improved as much as 12 to 14 points. I asked Jay how much improvement could be attributed merely to additional experience with the test. He said that if students took the test one day and then again the very next day, you could expect a one point increase. I've always taken that to mean that I can take credit for the remainder of their improvement. By the way, this is another nice feature of teaching this course. Unlike what happens at the end of a philosophy course, at the end of the LSAT review class, I get solid empirical data about what my teaching has contributed to my students. And let me tell you, there is little in teaching as gratifying as the "Thank You" that you get from the prospective law student whose score you've helped go from 152 to 169!

At the end of this article, I've appended the data from my most recent class which shows results pretty close to what I told my students they could expect. The testing conditions associated with this data vary a good bit from what my students will encounter on the actual test. For one thing, nothing much hangs in the balance on these practice tests. Thus, they are somewhat more relaxed. On the other hand, both the pre-test and the mid-term were held from around 7:00 to 10:00 pm after a full day of school. The final exam was held from 3:00 to 6:00 pm during the middle of finals week. Several students were totally fried during the final and were clearly unable to do their best.

Bits of Wisdom—

In closing, I'd like to take the opportunity to share with you a few bits of wisdom that I've accumulated over the years.

- What about test anxiety? Of course, there is nothing that we can ultimately do about some level of stress. But this is what I tell them. "Fear comes from the unknown. However, you know what questions are going to be on the exam. Furthermore, you've done enough pre-testing to know, with a point or two, what your score is going to be. There is actually very little that is unknown about this test. Thus, there is no basis for being afraid." I doubt that does much good, but it is an interesting line to try to sell.

- If the student is in the habit of doing a crossword puzzle with their bagel each morning, I tell them to substitute Penny Press Logic Problems. If they are not in that habit, I tell them to acquire it.
- Mental stamina is linked to physical fitness. Prior to the 1978 World Chess Championship, Antoly Karpov told an interviewer that he was running about five miles a day. When the interviewer followed up on that, Karpov said that he had to be physically fit in order to maintain peak concentration over a long period of time. I tell my students this story and recommend that they undertake a physical fitness regimen in the months prior to taking the test. If nothing else, it will relieve some of their stress and it is good for them.
- I ask my students if they ever find themselves saying, after reading something for one of their classes, "I hated that assignment. The author was so redundant!" If so, then they are not yet fully ready for the reading section. The sense of redundancy emerges when the reader is failing to apprehend the distinctions the author is making. Students need to be able to following subtle distinctions and clues. So if a student admits to having recently said this, I encourage them to go back to that text and re-read it until they can appreciate a distinct meaning for each sentence. It is good practice.
- Our students are deeply influenced by their culture. The editing techniques on Sesame Street and M-TV have shortened their attention spans. This leads to a kind of impatience which carries over into other areas of their lives. Take, for example, that moment when you've just finished reading the clue for a crossword puzzle. You know--the one that is just on the tip of your tongue, the one you can't quite remember. What is the actual empirical time that you spend pondering the answer? If you are anything like me, it is – honestly – no more than about ½ a second. But that is where our bad habits make us stupid. I challenge my students to be mindful of their habits in this regard. I urge them to intentionally practice extending that moment of concentrated problem-solving intelligence. They can practice when they get half-way through a math problem or when they are trying to come up with a synonym to enhance their writing style. But most importantly, they can practice intellectual patience when they've eliminated the three really poor choices on an LSAT logic problem and they are looking for some basis to prefer A rather than C.
- I teach my students to genuinely enjoy and relish the challenge of the games. I tell them, "I may be a nerd, but these things are really fun!!" Then, every time a student asks me to do a problem, I say, "Great, I'd love to. I really liked that one." Eventually my enthusiasm rubs off. I am convinced that their scores are far better when approached with an attitude of joy rather than dread.
- Take the LSAT *once, but only once*, un-timed. Wipe the smile off of your face when you discover that you have scored close to the 98th percentile. Draw the obvious conclusion – "there is nothing on this test that I can't do." Now notice the important lesson: the real challenge of this test is to see how much of that accuracy you can retain under timed circumstances. Furthermore, notice that if

you can score at a 66% accuracy rate on each section, you get something like a 155 and that is not a bad score.

I hope my reminiscences have encouraged you to attempt to provide such a course for your students. It can be a fantastic teaching experience and it can make a substantial difference in the life of a student. Several years ago, the prelaw society invited a bunch of alumni lawyers to a dinner. At the end of the evening they were asked to offer some advice to the current group of prelaw students. I was deeply gratified when each and every one of them said, "And be sure to take Nim's LSAT prep class!"

APPENDIX

	Games (24)	Logic 1 (26)	Logic 2 (24)	Reading (27)	raw total	LSAT Score	Mid- Term Games (24)	Mid-Term Logic 1 (26)	Mid-Term Logic 2 (24)	Mid-Term Reading (27)	raw total	LSAT Score	Final Games (24)	Final Logic 1 (26)	Final Logic 2 (24)	Final Reading (27)	raw score	LSAT Total	Delta overall LSAT Score
Student 1	15	13	15	18	61	152	21	20	18	20	79	162	22	22	21	21	86	169	17
Student 2	14	19	18	20	71	157	20	22	19	24	85	166	19	21	19	21	80	165	8
Student 3	9	18	18	24	69	156	21	21	13	24	79	162	12	24	21	23	80	165	9
Student 4	17	19	14	23	73	158	13	13	16	20	62	153	14	21	17	22	74	161	3
Student 5	15	10	9	17	51	146	13	20	21	23	77	161	16	20	20	18	74	161	15
Student 6	16	20	13	20	69	156	22	19	18	19	78	161	17	19	17	19	72	160	4
Student 7	13	13	16	16	58	150	19	14	16	15	64	154	18	18	15	20	71	159	9
Student 8	10	12	10	16	48	145	18	17	17	14	66	155	16	19	16	20	71	159	14
Student 9	19	15	16	18	68	155	15	15	18	13	61	152	16	18	16	19	69	158	3
Student 10	15	10	16	10	51	146	13	18	16	15	62	153	17	16	16	17	66	156	10
Student 11	11	15	12	20	58	150	16	14	14	17	61	152	12	15	19	18	64	155	5
Student 12	10	11	10	15	46	144	9	16	8	12	45	144	11	17	17	18	63	154	10
Student 13	11	11	7	19	48	141	15	9	10	12	46	144	18	12	14	13	57	151	10
Student 14	21	18	9	21	69	156	18	17	17	16	68	156	12	15	17	14	58	151	-5
Student 15	8	7	12	12	39	140	11	14	11	14	50	146	16	5	11	13	45	144	4
Student 16	15	8	12	16	51	146	13	12	14	16	55	149	9	10	14	9	42	143	-3
Student 17	9	8	9	9	35	137	10	14	7	13	44	143	9	12	10	10	41	141	4
Averages	13.41	13.35	12.71	17.29	56.76	149.12	15.71	16.18	14.88	16.88	63.65	153.71	14.94	16.71	16.47	17.35	65.47	156.00	6.88
% correct	55.88	51.36	52.94	64.05	56.20		65.44	62.22	62.01	62.53			62.25	64.25	68.63	64.27			