

Remnants of Eastern Europe's totalitarian past: the example of legal education in Bulgaria

W D Meyer

43 *J Legal Educ*, 2, June 1993, pp 227-245

The Bulgarian psyche is traditionally mistrustful of lawyers. The ensuing Communist regime in Bulgaria promoted a rule by party, opposed to the rule of law. Within the communist Bulgarian law schools a culture of careerism and sycophancy prevailed. The author reports that the change in ideology brought about by the 1989 collapse of communism has effected little change in the law schools of Bulgaria. He examines the law schools, the faculties, the curricula and the law students of present day post-communist Bulgaria to discover inter-faculty disdain, archaic curricula and teaching methods, high student absenteeism and a student body driven by self-interest. The author forecasts that the diverse language skills of Bulgarian law students will allow them to draw ideas from foreign texts, and that the emergence of law schools concerned with experimentation and change will facilitate the reform of legal education in Bulgaria.

LEGAL ETHICS**Reconstructing a pedagogy of responsibility**

B Bezdek

43 *Hastings L J*, 4, April 1992, pp 1159-1174 *

Professor Bezdek's approach stems from her observation that student learning about responsibility suffers badly from the phenomenon of law school socialisation and that counter-socialisation is required. She encourages students to ask: What is my own responsibility as a lawyer to people who are poor? She shows how Maryland's Legal Theory and Practice program equips students to recognise and break down the rhetoric that makes both students and lawyers feel helpless in the face of daunting poverty.

Commentary on Judge Edwards' "Growing disjunction between legal education and the legal profession"

J L Oakes

[see Purpose]

Lawyers and caring: building an ethic of care into professional responsibility

T Glennon

[see Purpose]

Teaching abroad: or "what would that be in Hungarian?"

K Kollath & R Laurence

[see Teachers]

LEGAL PROFESSION

[no material in this edition]

LIBRARIES & INFORMATION

[no material in this edition]

MANDATORY CLE

[no material in this edition]

OTHER DISCIPLINES & PROFESSIONS

[no material in this edition]

PERSONALIA

[no material in this edition]

PLANNING AND DEVELOPMENT

[no material in this edition]

POSTGRADUATE PROGRAMS

[no material in this edition]

PRACTICAL TRAINING

[no material in this edition]

The Centre for Legal Education has recently published three monographs on various aspects of legal education. They are:

- The Modernisation of Legal Education: A critique of the Martin, Bowen and Pearce Reports by Judith Lancaster
- A Study of the Continuing Legal Education Needs of Beginning Solicitors by John W Nelson
- Senior solicitors and their participation in continuing legal education by Christopher Roper

More details are available from the Centre (see page 12 for details)

PURPOSE**The deprofessionalisation of legal teaching and scholarship**

R A Posner

91 *Mich L Rev*, 8, August 1993, pp 1921-1928

The author comments on an article by Judge H T Edwards' "The growing disjunction between legal education and the legal profession" (91 *Mich L Rev*, 1992, p 34), which claims that law schools no longer train ethical practitioners or produce scholarship useful to lawyers and judges. The author points out that law schools are now larger and more numerous, that the legal profession has itself changed considerably with different demands being placed upon the profession. Legal scholarship, he contends, has in fact not changed very much. He does agree that it dates very quickly and is only of immediate service to the legal profession itself.

The growth of interdisciplinary research and the industrial structure of the production of legal ideas: a reply to Judge Edwards

G L Priest

91 *Mich L Rev*, 8, August 1993, pp 1929-1944

The author comments on an article by H T Edwards, "The growing disjunction

between legal education and the legal profession" (91 *Mich L Rev*, 1992, p 34). The article considers why legal scholarship and education are increasingly dominated by interdisciplinary studies in contrast to the doctrinal, practical work that Judge Edwards prefers. The author then continues by addressing the "disjunction", discussed by Edwards, between the legal academy and the bar by describing the structure of production and dissemination of legal ideas. He concludes by addressing Judge Edwards' proposals more specifically.

Plus ça change

P Brest

91 *Mich L Rev*, 8, August 1993, pp 1945-1952

The author, prompted by Edwards' article (cited above), compares legal education of the present to that when he and Judge Edwards were at law school. He compares the intellectual agendas, the professoriate, the student body, the curriculum, scholarship and the profession. He concludes that in fact very little has changed. The major change being one of demography, that is, a far greater number of women and minority groups now partake in legal education. The core curriculum is relatively unchanged, with the only alteration being the requirement to study legal ethics, a requirement that the author feels could be more enforced.

The article by Edwards is digested in Vol 2 No 2 of the *Legal Education Digest* under Context, Criticism and Theory.

A response from the visitor from another planet

J C Gordon

91 *Mich L Rev*, 8, August 1993, pp 1953-1969

The author uses her own experiences as a black female academic and practitioner to reply to Edwards' article (cited above). She considers attitudes and behaviour, including ethical and unethical practices in the profession, scholarship and teaching. The author disagrees with Edwards' conclusions that there is a disjunction and an ever-widening gap

between legal academy and the profession. She feels on the contrary that they are extremely close and interrelated. She moreover advocates that interdisciplinary studies at law schools are very important because of the broader experiences they provide. The author concludes by recommending that greater emphasis should be given to legal ethics teaching, to prevent some of the practices she describes earlier in the article.

Mad midwifery: bringing theory, doctrine, and practice to life

B B Woodhouse

91 *Mich L Rev*, 8, August 1993, pp 1977-1997

The author responds to Edwards' article (cited above) by claiming that instead of focusing more on practical teaching, rather than the theoretical kind that Edwards' claims is being emphasised, the two need to be integrated. The author argues that the gap which Edwards' claims exists between theory and practice is an unnecessary one. The article describes a mode of teaching that attempts to bring theory, doctrine and practice together by structuring "practical" experiences in a classroom setting.

Harry Edwards' nostalgia

P D Reingold

91 *Mich L Rev*, 8, August 1993, pp 1998-2009

The author commences with a detailed summary and explanation of Edwards' article (cited above). He concedes that Edwards' is right when he says that law schools have shifted toward theory and away from practical law. The author realises that whilst this broadens the students' opportunities and fosters new scholarship, the gap between legal education and the demands of the legal profession widens. Furthermore, the provision of doctrinal commentary which was used by lawyers, judges and legislators is all but lost. The author maintains that the solution to the problem lies in clinical legal education which provides a balance between theory and practice that fosters all kinds of legal work, including theoretical and doctrinal.

Judge Edwards' indictment of "impractical" scholars: the need for a bill of particulars

S Levinson

91 *Mich L Rev*, 8, August 1993, pp 2010-2024

The author considers Edwards' article (cited above) and attempts to refute many of its arguments by maintaining that although legal academy is becoming more theoretical, such scholarship nonetheless still has its usefulness. Furthermore, he emphasises that law teachers are aware that their students will be entering legal practice and do reflect this in their teaching methods. The article concludes by stating that Edwards' article, although a worthwhile message in itself, is too abstract and impractical itself.

Students as teachers, teachers as learners

D Bell & E Edmonds

91 *Mich L Rev*, 8, August 1993, pp 2025-2052

This article disagrees with some of the assumptions, analyses and conclusions contained in Edwards' article (cited above), but agrees with Edwards' analysis about the deterioration of law firms. The authors believe that Edwards overstates the decline of doctrine in law school (hence misanalysing the cause for the crisis in the legal world) or he conflates the antidoctrinal tendencies of critical legal studies with other jurisprudence such as feminist, race theory, gay and lesbian studies. The authors feel that such a conflation reinforces the notion that nontraditional legal studies are irrelevant. The article concludes in agreement with Edwards about the crisis of ethics for the legal practitioner and that this is in part caused by law firms' overriding concern with profit. However, the authors do not agree that the solution to this problem lies in teaching more traditionalist doctrine at law school, nor that interdisciplinary work ought to be avoided.

Lawyers, scholars and the "middle ground"

R W Gordon

91 *Mich L Rev*, 8, August 1993, pp 2075-2112

The author commences by explaining Edwards' vision of the legal profession and contends that it is somewhat limited.