

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.

The article specifies how a broader vision of the legal profession reveals that much of the scholarship which Edwards' believes to be irrelevant to the profession, is actually useful. The author concludes by speculating on the reasons why scholars and practitioners are discontented with one another and offers possible remedies.

#### **The disjunction between Judge Edwards and Professor Priest**

L H Pollak

91 *Mich L Rev*, 8, August 1993, pp 2113-2121

The author compares the articles of Edwards' (cited above) and that of G L Priest "Social science theory and legal education: the law school as university" (33 *J Legal Educ* 437, 441, 1983) and G L Priest "The increasing division between legal practice and legal education" (37 *Buff L Rev* 681). The two authors present the opposite point of view, with Edwards deploring the increasing gap between the legal academy and the profession, claiming that law schools are disinterested in producing students trained to practice law. Priest, on the other hand applauds the trend towards greater emphasis on theory. Pollak concludes that both authors have overstated their case and the situation is not what either has drawn it to be. He does however feel that Edwards' article is a timely warning.

#### **Pro bono work: for the good of not only the public, but also the lawyer and the legal profession**

N Strossen

91 *Mich L Rev*, 8, August 1993, pp 2122-2149

In response to Edwards' article (cited above), the author considers some specific and recent examples of legal scholarship and legal pedagogy that run counter to the widening gap between the profession and legal education. The scholarly works she uses were published and the curricula developments crystallised after Edwards' article was published. They include the New York Law School Law Review "Symposium Issue on Lawyering Theory"; Dworkin's "Argumentative Essay" concerning theoretical and policy issues; and New York Law School's commitment to bridging the gap. The rest of the article focuses on the rationale

and benefits of providing pro bono legal work.

#### **Stewardship**

D B Ayer

91 *Mich L Rev*, 8, August 1993, pp 2150-2162

The author agrees with much of the arguments in Edwards' article (cited above), but maintains that it is only a partial analysis of the problem facing the legal profession. He feels that law schools and practising lawyers going in different directions, law practice becoming too commercial or law schools failing to serve the needs of the profession with practical teaching and scholarship, is only a portion of the problem. The author contends that the root of the problem, and hence any solution, lies with the reinvigoration of the legal profession and academia with a sense of duty and vocation for the legal institutions of which they are the stewards.

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

J L Oakes

91 *Mich L Rev*, 8, August 1993, pp 2163-2168

The author agrees with Edwards' article (cited above), especially on the greater requirement to teach legal ethics at law schools, but he feels that Edwards did not give adequate recognition to some of the innovative ways in which law schools are attempting to teach legal ethics. The author is a teacher of a legal ethics course at Duke Law School and at Iowa College of Law. The author discusses the different types of programs being tried in the various law schools, such as Columbia and Fordham Law Schools.

#### **The mind in the major American law school**

L C Bollinger

91 *Mich L Rev*, 8, August 1993, pp 2167-2176

The author is in disagreement with the picture painted of law schools by Edwards (article cited above) and maintains that, to the contrary, law schools have become intellectually invigorated in a professional sense by the expansion of knowledge and arguments now regarded as relevant to thinking

about law. The author contends that Edwards' view is too narrow as it focuses entirely upon legal scholarship that is useful to a judge, and ignores contemporary legal scholarship which is not only aimed at other decisionmakers, but often presents a radical reform program. The author continues with an appraisal of the interdisciplinary trends in law schools and maintains that it is an important and beneficial trend. The article concludes that part of the reason for the growing gap between the judiciary and the legal academy is the change within the judiciary itself.

#### **Letter to Judge Harry Edwards**

J J White

91 *Mich L Rev*, 8, August 1993, pp 2177-2190

The author agrees with much of Edwards' article (cited above). He commences the article with a consideration of the law faculty and the curriculum it teaches and maintains that many of the teachers have strong interdisciplinary tendencies and are less concerned with pure law. This he feels is reflected in much of the curriculum which is set at the whim of the faculty, and does not reflect the demand of the students or of the organised bar. The author further agrees with Edwards that legal journals have become far more theoretical and directed at discussion with other academics, rather than of practical use to the legal profession. The author, however, concludes that the above trends are not necessarily negative. He feels that the legal academy has an extremely limited effect on the legal profession anyway, and furthermore, a few members of the young faculty are moving back towards practical scholarship for the bar. The author suggests that perhaps the fashions in research, teaching and writing are cyclical and the movement back towards Edwards' standards is about to occur.

#### **The growing disjunction between legal education and the legal profession: a postscript**

H T Edwards

91 *Mich L Rev*, 8, August 1993, pp 2191-2221

In this article, Edwards provides a postscript to his article (cited above). He is not responding to the comments of the other authors, rather, he discusses several