

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

issues raised in the article and concludes by sharing a representative sample of the responses he received regarding the article. The responses Edwards received highlighted the fact that often there is a division within the law faculty - the traditional practical scholars on the one side and the interdisciplinary, impractical scholars on the other. A further concern highlighted by the responses was that law school pedagogy was placing too much emphasis on theory at the expense of basic doctrinal education. The responses also indicated that many law professors are uninterested in producing scholarship useful to the practising profession, and further highlighted concern about ethical problems in the profession. He concludes by explaining that he feels that the ideal law school maintains a balance between theory and doctrine, and uses interdisciplinary studies to enhance legal doctrine.

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

T Glennon

43 *Hastings L J*, 4, April 1992, pp 1175-1186 *

In the last decade, a new literature has arisen, grounded in feminism, reconsidering morality, identity, and moral development. Professor Glennon applies these feminist-based ideas about moral development to a pedagogy of responsibility. She explores some of the ways in which this alternative view of moral development might affect our understanding of teaching. Professor Glennon shows that students must view themselves as capable, cared-for, and empowered in order to achieve an enlarged self-definition of professional responsibility and conceive of themselves as professionals in ways other than the dominant, privatised mode.

The Purposes of the university in the first quarter of the twenty-first century

D Barnhizer

22 *Seton Hall L Rev*, 4, 1992, pp 1124-1176

Universities must reorganise education to prepare a new generation to solve increasingly complex social, moral and economic problems. Universities must become policy development and 'solution laboratories' in their teaching, research and service activities. Law school

curriculums should be modified for students who wish to take alternative career paths such as legislators, public interest advocates, policy makers and corporate managers. A sense of professional responsibility and the notion of a 'justice mission' should be integrated into a law student's training. The changes involved in implementing the author's reinvention of law schools include condensing the present curriculum into a year long course, developing professional responsibility and practice curricula for second year students, developing outreach services where third year students can practice, forming links with non-law faculties and the introduction of masters degrees in law for non-lawyers and lawyers alike.

Measuring cultural knowledge of law students

R P Vance & R W Prichard

[see Students]

RESEARCH

[no material in this edition]

RESOURCES

[no material in this edition]

SKILLS

The MacCrate Report: of loaves and fishes, and the future of American legal education

J J Costonis

43 *J Legal Educ*, 2, June 1993, pp 157-197

A 'first half of the century' account of legal education shows a movement away from apprenticeships in law to the more economically viable Langdellian approach; epitomised by high student/staff ratios and the idea that legal education should distance itself from professional practice. However, more modern trends and reports on legal education, such as the ABA sponsored Crampton Report, urge law schools to produce a more practice orientated graduate.

Most recently, the MacCrate Report (ABA Task Force, 1992) sets down a Statement of Fundamental Lawyering Skills and Professional Values (SSV). In the report, the Task Force clearly sets out the curricula planning goals that are instrumental in teaching the SSV, but fails to address the means by which they are to be implemented. In response to this deficiency, the author offers a five point plan detailing how the SSV might be implemented. The sheer cost of implementing the SSV, the Task Force's silence on the matter of funding, and the near absence of bar and corporate sector monetary assistance, puts the implementation of the SSV beyond the realms of practicality.

STATISTICS

[no material in this edition]

STUDENTS

Racial discrimination in legal education, 1950 to 1963

M H Cardozo

43 *J Legal Educ*, 1, March 1993, pp 79-84

This article briefly traces the history of the resolution by the Association of American Law Schools to abolish "segregation or discrimination in legal education on racial grounds" and the response it evoked from the various law schools.

The burdens of educational loans: the impacts of debt on job choice and standards of living for students at nine American law schools

D L Chambers

42 *J Legal Educ*, 2, June 1993, pp 187-231

American law students are needing to borrow more money in order to get through law school, whilst starting salaries remain unchanged. Debts of \$50,000 and \$60,000 are usual, whilst debts of \$40,000 are normal. A study of students at nine American law schools revealed that educational debt does seem weakly related to job choice. Other factors such as the LSAT and GPA scores, the law school, the number of employers visiting the law school, grades,