

considerable influence upon the thinking in other jurisdictions about the structure of their own legal education systems and the relationship between the component parts.

Editor

Scenes from the continuum: sustaining the MacCrate Report's vision of law school education into the twenty-first century

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The mission of the ABA Task Force on Legal Education and the Profession in the production of the report known as the MacCrate Report was (1) to undertake a comprehensive study of how lawyers were prepared, (2) to identify the commonly perceived deficiencies in the lawyering skills and professional values of today's law graduates, and (3) to describe the means to improve the education of American lawyers.

The MacCrate Report bases its vision of legal education on five elements: first, that each member of the legal profession is personally responsible for self-assessment and self-development; secondly, that the law, despite its diversity, remains a single profession identified with a perceived body of learning, skills and values; thirdly, that the preparation of lawyers should include the acquisition of fundamental lawyering skills and professional values; fourthly, that skills and values are developed along a continuum that starts before law school and continues throughout a lawyer's professional life; and, finally, that skills and

values are capable of being taught using the teaching methodologies developed over the past 25 years.

The Report identifies the law school as the most intensely focused educational experience that lawyers are likely to receive at any time during their careers. Accordingly, it is law schools that are pivotal in implementing the MacCrate Report's vision of legal education. The Report found that today's law schools fall short of achieving optimal coverage of the skills and values outlined. The question that remains to be answered is how law schools are to make the transition from where they are now to where the MacCrate Report suggests they should be. The Report entrusts the responsibility for this transition to the law schools themselves and avoids the formation and use of an implementation body. It is, however, difficult to imagine how the implementation of the transition will proceed without the continuing nurturing of the Task Force's proposed Institute, the American Institute for the Practice of Law. In changing, law schools face the inherent inertia to change common to institutions and the drain on resources that such changes may at the outset have.

The author offers his view of what the law school of the future will be like by providing a hypothetical description of a 'day in the life of your average twenty-first century law student'.

In conclusion, the MacCrate Report articulates a powerful vision of legal education but fails to present a coherent strategy for its implementation. Implementation of the Report can only be done through the

collaboration of law schools, practising lawyers, the judiciary and law students.

Legal education: observations and perceptions from the bench

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The image of lawyers is in decline whilst the market is flooded by them. Why has the image of lawyers become so tarnished, and what can legal education do to advance the perception of lawyers? Even those involved with the profession and in the profession are disillusioned.

One factor that may have contributed to the low esteem and image of the profession is excessive advertising, brought about by the decision in *Bates v. Arizona*. Consequently, some lawyers have prospered through marketing and advertising and not through their ability to serve their clients' needs thoroughly and accurately.

Despite the apparent unpopular image of the profession, one wonders why it attracts the country's brightest graduates and why so many people choose law as their profession. The burden falls on law schools to refocus these bright young minds and open their minds to the service aspects of the profession. However, it becomes problematic when few of the professors have been in practice and are, at best, legal scholars. This fact goes to indicate that law schools do not and should not be expected to produce a finished product capable of counselling, advising, leading, managing and freeing a client from legal predicaments. Law