



CSU
College of Law Library

1959

Current Controversies about Legal Education (A Survey)

Ray Forrester

Tulane University School of Law

Leon Green

University of California Hastings College of Law

John G. Hervey

Oklahoma City University Law School

Fred E. Inbau

Northwestern University School of Law

Follow this and additional works at: <https://engagedscholarship.csuohio.edu/clevstlrev>

 Part of the [Legal Education Commons](#)

[How does access to this work benefit you? Let us know!](#)

Recommended Citation

Ray Forrester et al., Current Controversies about Legal Education (A Survey), 8 Clev.-Marshall L. Rev. 199 (1959)

This Article is brought to you for free and open access by the Journals at EngagedScholarship@CSU. It has been accepted for inclusion in Cleveland State Law Review by an authorized editor of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.

Current Controversies About Legal Education (A Survey)

Dean Ray Forrester¹

Prof. Leon Green²

Dean John G. Hervey³

Prof. Fred E. Inbau⁴

Prof. Vincent LoLordo⁵

Prof. Miles S. McDougal⁶

Prof. Ben F. Small⁷

Dean Wilson G. Stapleton⁸

Dean Robert G. Storey⁹

Dean Joseph T. Tinnelly¹⁰

Prof. Henry P. Weihofen¹¹

[EDITOR'S NOTE: Ten current questions on major controversial problems of legal education, of wide general interest and importance, were posed by the Editors of this review to leading legal educators.

These questions were and are frankly difficult and controversial, but their answers are of vital importance to our system of legal education and to our society. Capsule answers given by these distinguished personages are believed to be interesting and significant.

Brief answers such as these, of course, are not expected to be, nor do they pretend to be, complete or profound. Their purpose is to indicate succinctly the approach of outstanding American "opinion makers" to difficult problems of legal education.]

Proper Functions of A. A. L. S.

1. *The Problem:* The Association of American Law Schools has stated as one of its primary functions the establishment and enforcement of standards enunciated by it as prerequisites for membership in it, its members often frankly discriminating against non-member schools (even those superior to the discriminator) in granting credit to transfer students and in other matters. Recently the A. A. L. S. rejected proposals from within its own ranks that accreditation work be left entirely to the American Bar Association's accrediting committee, while the A. A. L. S. becomes an association devoted primarily to exchange of information, ideas and other professional cooperation, open to all law teachers. Now it is contemplating classification (by itself) of all law schools as

¹ Tulane Univ. School of Law.

² Univ. of Calif., Hastings College of Law.

³ Oklahoma City Univ. Law School.

⁴ Northwestern Univ. School of Law.

⁵ New York Law School.

⁶ Yale Univ. Law School.

⁷ Indiana Univ. School of Law.

⁸ Cleveland-Marshall Law School.

⁹ Southern Methodist Univ. School of Law.

¹⁰ St. John's Univ. School of Law.

¹¹ Univ. of New Mexico College of Law.

"Class A," "Class B," etc. Some law teachers and administrators have criticized the A. A. L. S. for alleged "exclusive club" tendencies; some view it as "unnecessary"; etc.

QUESTION: What should be the purpose(s) and function(s) of the A. A. L. S.?

ANSWERS:

Dean Forrester: To improve the standards and the innate quality of legal education by providing minimal standards and defining optimal goals for the law schools of the United States. The A. A. L. S. should be concerned with the broadening of the perspective of legal education to meet the needs of the future and it should give attention to the development of high levels of ethical performance by members of the legal profession.

Prof. Green: The Constitution as it now is seems to be an adequate statement of its purpose and functions.

Dean Hervey: No comment.

Prof. Inbau: In my opinion one of its principal purposes should be the raising of law school teaching standards. Too many improperly selected and improperly trained law school graduates are being "turned loose" on the public.

Prof. LoLordo: Establishment and enforcement of the standards of its members; complete and sole control of work of accreditation; exchange of information and ideas in the field of legal education.

Prof. McDougal: Establishment, enforcement, and continuous raising of standards; improving conditions of creative scholarship and teaching.

Prof. Small: To superintend, through help and guidance, legal education in the United States. I think it is unthinkable that the Association should divorce itself from its accreditation work, which may be unpleasant, but which constitutes one of its prime purposes. I also think it would be an abominable insult to the entire Association to attempt to segregate A schools, B schools, etc.

Dean Stapleton: The purpose and function of the A. A. L. S. should be to improve legal education and to help in the setting of minimum standards in all law schools.

Dean Storey: Accreditation should be sole function of A. B. A. A. A. L. S. should be a planning, research and policy organization for improvement of legal education and continuing legal education.

Dean Tinnelly: No comment.

Prof. Weihs: This seems a slanted question.

Part-Time Law Schools

2. *The Problem:* A few legal educators are flatly opposed to the existence of any evening (or other "part-time") law schools whether "affiliated" with a university or not; some believe that they should be "tolerated" if "properly" conducted; many believe that they should be encouraged and aided by day schools; many believe them to be sometimes superior to some day schools; many believe many "day schools" today to be in fact themselves part-time schools; etc.

QUESTION: What should be the attitude of legal educators generally towards evening and other "part-time" law schools?

ANSWERS:

Dean Forrester: I realize the service which the evening law school renders to the aspirant who is unable to devote his full time to the study of law. Many exceptionally fine lawyers have entered the prac-

tice through this means. However, I am inclined to believe that the future of legal education lies in the direction of the full-time day school. If that form of education is justified in the field of medicine, it would seem that the requirements of the legal profession would be equally as great.

Prof. Green: They should help all schools to attain the highest possible level of excellence.

Dean Hervey: Part-time law schools are here to stay for many years to come and legal educators should labor to make them the best possible. They should work with these schools and not against them.

Prof. Inbau: If there are to be evening schools they should be held to the same or comparable teaching standards as day schools. I also feel that it is extremely difficult, if not impossible, for a school to do this if it is dependent for its support upon tuition fees alone.

Prof. LoLordo: They should encourage and assist such schools in those areas where there is a need for them, especially in the large metropolitan areas.

Prof. McDougal: Encouraged to degree that they can maintain appropriate standards.

Prof. Small: I think the part-time school, whether day or evening, is a necessary component of our present way of life—older students, more of them married, and with families, plus greater employment opportunities than ever before, make the temptation to try to do both greater. Also, the migration of students to the “city” law schools as opposed to the “country” law schools, makes part-time education more necessary than in previous years when the opportunities were less than now.

Dean Stapleton: Legal educators should consider any school in the light of its own particular ability to offer legal education on a basis that meets at least the minimum standards desirable, without reference to the type of school that it is.

Dean Storey: Part-time law schools fill a real need in our large cities, but each should be affiliated with an accredited university.

Dean Tinnelly: See: Tinnelly, “Part-Time Legal Education,” chapter 1, *History of Evening Law Schools*.

Prof. Weihofen: Ideally, we should not have part-time schools. But law is a profession of such public influence that in a democracy it would be unfortunate to limit admission to it to the wealthier families. The best solution would be greatly increased scholarship assistance to deserving youths without financial means. Until that is provided, it would probably be unsound to eliminate the part-time school entirely.

A “Best” Method of Law Teaching

3. *The Problem:* Some law professors employ the Case System in its nearly “pure” form; some employ a Case-and-Materials or a Case-and-Text System; some employ Lecture-and-Casebook or a Lecture-Text-Casebook Ecumenical System; some employ a Lecture-Text-Casebook-Adversary Ecumenical System; etc.

QUESTION: Which is the most effective and/or desirable system?

ANSWERS:

Dean Forrester: There is no “best” method of law teaching. The method depends on the style and the talents of the individual teacher. In general, however, I prefer the “cases and materials” approach with strong emphasis on dialectical teaching. There should be full class discussion in small classes, so that each student knows that he must be prepared

- each day and that he will participate in the "give and take" of Socratic teaching.
- Prof. Green:* There is no substitute for the thorough and sustained study of cases. Texts and lectures are valuable aids but not substitutes. A lawyer must learn to live with cases all his professional life and the earlier he can learn to use them the better.
- Dean Hervey:* There is no "best" method. Analysis and synthesis should be taught if students have not mastered them by the time they reach law school. For that, the traditional case method is probably the best, and should be used in the first two semesters of day schools and the first three or four semesters of part-time schools.
- Prof. Inbau:* Primarily a casebook, but with some text material incorporated therein.
- Prof. LoLordo:* According to the requirements of the particular subject being taught, a combination of all the teaching methods should be employed. No one single method can be used constantly with effect.
- Prof. McDougal:* Socratic method, whatever the materials used. Focus should be on factual problems.
- Prof. Small:* I think it may depend in a large measure on the course, but if the subject matter permits, I like to use a combination of casebook, lecture and local problem assignments.
- Dean Stapleton:* Cases and materials. No student should be turned loose on a study of cases until a background of that phase of law with which the cases deal has been discussed and explored.
- Dean Storey:* Be natural. I like combination of lecture, casebook, adversary systems.
- Dean Tinnelly:* See: Tinnelly, "Part-Time Legal Education," Chapter 10, *Methods of Teaching*.
- Prof. Weihofen:* Depends in part upon (1) the class; entering law students probably need rigorous drill in case method, whereas in 3d year this is perhaps less necessary; (2) the personality and methods and skills of the particular teacher; (3) to some extent the content of the given course.

Proper Place and Purpose of Law Reviews

4. *The Problem:* Most law reviews closely follow the "classic" format and function concept employing contributed "leading" articles and relegating student work to notes and comments; some employ local-state-law surveys as their basic policy; some specialize in particular fields of law; some in symposia; some actually are almost wholly the product of student work; some actually are faculty products primarily; etc.

QUESTION: What should be the function, format and policy of a Law Review?

ANSWERS:

- Dean Forrester:* The primary functions of the law review are: (1) to train students in tough legal research and writing; (2) to provide a source of research materials for the legal profession and others interested. The format and the policy should conform to these objectives. There is a need for originality and new approaches as to law reviews. Presently, too many of them are stereotypes and unnecessarily dull.
- Prof. Green:* A law review is primarily a teaching vehicle and a most valuable one. It depends upon the ability of the student editors to handle it as to how far the faculty should participate—the more student control the better. Format and policy should be flexible enough to serve the purpose of the student, school and the school's clientele.
- Dean Hervey:* No comment.

Prof. Inbau: It should be primarily a student project, for law review work constitutes the most valuable training a student can receive in any law school. I prefer the leading article—student notes and comments format, but all under student responsibility.

Prof. LoLordo: If it is felt that a Law Review is necessary at all, its primary function should be to give the students assistance, training and experience in legal writing.

Prof. McDougal: To encourage the most creative scholarship possible, presented in format most easily comprehended.

Prof. Small: I like the problem approach, devotion of the entire number to a problem, and mix the student work with faculty work. However, I do think perhaps it can be overdone. If the publication appears pretty regularly, for example, monthly, or bi-monthly, I think the conventional format is perhaps a little more enduring, but even so, I think an occasional symposium study is helpful.

Dean Stapleton: A law review should not concentrate on essays on pre-historic data but should portray the law as it is today. There should be contributions from all sources, specifically to the end that the law student, the practicing lawyer, and the judge may have access to the latest information on a particular subject. No participant in law review work should be excluded by reason of lack of seniority.

Dean Storey: To disseminate information through well prepared and annotated articles. Articles should be prepared by practicing lawyers, judges and law professors. Students should prepare case notes. Too many law reviews are of similar format and pattern.

Dean Tinnelly: See Tinnelly, "Part-Time Legal Education," pages 185-7; also Fagan, Legal Education at St. John's, XXXIII St. John's L. Rev. 1958.

Prof. Weihofen: I don't think there should be any one answer. There has been too widespread assumption that all law reviews should follow same pattern. Depends on needs of the state (or area served). Combination with State Bar proceedings is one possibility. N. Mex. is now considering a publication which would combine usual functions of a law review with that of a register of state administrative regulations.

Bar Association Cooperation With Legal Education

5. *The Problem:* Most local, and many regional, bar associations have little or even no contact with law schools; some carry on their own "continuing legal education" programs; some offer essay prizes or the like as their contributions to legal education. Many bar association committees on legal education serve as character investigation services for "pre-swearing-in" bar admission procedures. The A. B. A. has the chief law school accreditation committee, and other committees on legal education. Many bar association committees on legal education are alleged to be little more than token groups; etc.

QUESTION: What should be the relation of bar associations to law schools and legal education?

ANSWERS:

Dean Forrester: The bar associations should actively encourage high standards for law schools and legal education. In order to do this, they should be ready to offer cooperation in providing the necessary financial means to place legal education on a proper level. In the past, inadequate financial support has been given to legal education. Lawyers and bar associations can do much to change this pattern. Lawyers are usually very good about helping law schools with their time and money, and usually it is done without unnecessary intervention in the internal affairs of the school. This is a proper relation.

Prof. Green: The schools have done much to improve the bar associations; the associations as such do little to help the schools. Individual lawyers have been very helpful to schools. Bar associations should make ready to receive the law school output and carry on the education of the young lawyer for several years.

Dean Hervey: The organized bar can do much to improve legal education. It should have a legal education committee to work with all schools of law in the state. The committee should work at the job.

Prof. Inbau: No opinion.

Prof. LoLordo: The best service which the bar associations could give to the law schools would be a program of graduate courses and lectures, for credit, to be delivered at the law school by the best qualified members of the associations, according to their particular fields.

Prof. McDougal: Bar associations should retire from field.

Prof. Small: I think the relationship should be closer than it is in most schools. I think the Bar association should be invited to work with the Law School in affording an integrated system of education in practical techniques. I think too, the Law School should reciprocate by offering graduate seminars or institutes wherever there might be a need.

Dean Stapleton: The Bar association and component members should recognize that the students of today are the members of tomorrow, and welcome student efforts to criticize, revalue, and perhaps revise those things which need review. The Bar association should treat the law student with the respect given to fellow members. Certainly the Bar association should aid in all such formal activities as swearing-in ceremonies, committee work for evaluating character, and advisory work in connection with over-all legal education programs.

Dean Storey: Should be very close cooperation, with ever-present goal of improving legal education. Bar associations should have appropriate committees to review, criticize and recommend improvements.

Dean Tinnelly: Law Schools have a duty to interest the bench, the bar, and, in particular, the organized bar in the objectives, programs, and facilities of modern legal education and post-admission legal education. When a law school takes the lead it generally has little trouble in securing assistance for its own program and finding an opportunity to participate in programs organized by other branches of the legal profession.

Prof. Weihofen: Again, no one answer is possible. One general observation may be ventured—state university law school perhaps has some obligation to cooperate with state bar in “continuing legal education” and similar activities, to greater extent than other law schools.

Practising Lawyers, and Law Schools

6. *The Problem:* Most practising lawyers have no relation at all to any law school (even as alumni) after graduation; a few serve on bar association committees on legal education; a few contribute articles to reviews or do some other legal writing; some attend conventions on their specialties occasionally; a few serve as part-time instructors in law schools. Most contribute nothing to legal education after leaving law school; etc.

QUESTION: What should practising lawyers contribute to legal education?

ANSWERS:

Dean Forrester: Same as answer to 5.

Prof. Green: Aside from the activities you mention which are admissible, bar associations should work out programs for insuring young lawyers an active part in bar association activities.

Dean Hervey: He should contribute time and thought to the improvement of legal education, make recommendations to the schools, and put money into it in the same way that the doctors are contributing to medical education.

Prof. Inbau: Render, when requested, service to law schools for occasional lectures or speeches to law students.

Prof. LoLordo: Same as answer to 5 above.

Prof. McDougal: Whatever they can that adds to knowledge or brings realism to training.

Prof. Small: Some kind of office apprenticeship program in which students could work, either with or without compensation, but work in close contact with the office so that its day-to-day operations are not such a mystery. I think too, that lawyers have more need for student research than they realize, and it would be helpful if they could delegate to advanced students some of their research work.

Dean Stapleton: The practicing lawyer individually should do the same for the law student as the Bar association should do. If the practicing lawyer feels that he cannot serve in a Bar association, he certainly can devote some of his time to the apprentice lawyers.

Dean Storey: Practical experience through part-time faculty assignments, law review articles, and financial support.

Dean Tinnelly: Same as answer to 5.

Prof. Weihofen: I don't see what one can say, as a general proposition, except that it is to be hoped that they continue to take an active interest in legal education, especially at their alma mater or local law school. Schools could promote this by deliberate policy of trying to interest lawyers, by inviting them to give occasional talks; lawyers, by getting bar association to appoint committee for development of the law school (especially state bar and state university law school).

Courts, Judges, and Law Schools

7. *The Problem:* A few judges occasionally lecture at law school, bar association, or specialty-seminar classes or symposia. A few write for reviews or other publications. In some states some serve as bar admission or examination supervisory authorities. A few deliver occasional commencement addresses at law school graduations. A few take promising new graduates as law clerks, periodically. Most courts and judges have little contact with legal education; etc.

QUESTION: What should be the relation of courts and judges to legal education?

ANSWERS:

Dean Forrester: Same as answer to 5.

Prof. Green: Judges are too heavily engaged in their work to do much more than they now do. They are very gracious with their services when called upon. Schools should use the judges in every way possible without unduly imposing on them.

Dean Hervey: The judges are in a unique position to point out to the schools legal questions which need to be studied, and enlist the aid of the schools in training for improvements in the machinery for the administration of justice.

Prof. Inbau: Same as answer to 6.

Prof. LoLordo: The organization of an internship for students within the framework of the court to give practical experience in the working of the judiciary, for which credit would be given. The courts also should be opened to the students for guided tours on a systematized basis.

Prof. McDougal: Same as practicing lawyers; anything they can (add) to store of knowledge and to realistic understanding of judicial processes.

Prof. Small: I think it should be closer than it is. However, we have had very good relations with our courts and judges; the doors are always open and students are often given special privileges around the court which help give them an insight into the judicial function.

Dean Stapleton: Law schools should welcome qualified judges to lecture either incidentally or in connection with certain courses. The judges can contribute much to the students. The judges can and quite often do give commencement addresses where their philosophies can be expounded. They can pick qualified graduates for work in connection with our courts. Certainly there should be a liaison so that the law student can be encouraged, and quite possibly the judges can be helped.

Dean Storey: Judges of Supreme Court should continually study the curricula and require reports of law schools. The Supreme Courts, organized bar and law schools should work together in improvement of legal education.

Dean Tinnelly: Same as answer to 5.

Prof. Weihofen: Whatever answer one offers, what can be done about it? Only thing I can suggest is inviting judges to give special lectures to students occasionally.

"Political" Views in Law Teaching

8. *The Problem:* Some law teachers believe that "political" and even party background and pressures should be discussed in treating some statutes or court-decided law; and sometimes even personalities, and other group pressures. Some believe that any discussion of this kind, almost inevitably being colored by the teacher's personal political and social views, should be completely banned. Some believe that it is realistic and valuable, and should be encouraged; etc.

QUESTION: Should law teachers avoid, occasionally introduce, or frequently encourage discussion of effects of party, political, religious, etc., pressures on law?

ANSWERS:

Dean Forrester: The teacher must use his best judgment. Where discussion of party, politics, religion, etc., are relevant, the teacher should introduce them, but good taste and good judgment will insure that good rather than harmful results will be obtained.

Prof. Green: As all the influences you mention are deeply reflected in the law—some courses more than others—they should be introduced whenever relevant, and that should be left to the good judgment of the teacher. The classroom should not sidestep any subject that bears on the full development of any legal problem, and legal problems exist in life, not in vacuums.

Dean Hervey: Law teachers should not avoid discussion of any pressure which may be exerted on the law. Only by such discussion can one know why certain laws came to be or whether they should be changed.

Prof. Inbau: Encourage such discussion.

Prof. LoLordo: Where political considerations are relevant, they should be discussed fully by the professor. No attempt should be made to shield the student from the realities of the profession for which he is being prepared.

Prof. McDougal: Should encourage the most explicit consideration of all policy considerations. It is delusion to think they can be excluded. The (more) conscious and diligent the examination, the more rational decision or recommendation.

Prof. Small: I think much depends on the course, but wherever it may be pertinent, I think these outside factors ought to be brought in. To the extent that they have any place in the shaping of the law, they are too important to ignore.

Dean Stapleton: Discussions relevant to party, political, or religious pressures on law should be introduced, not as an end in themselves, but only as necessary in order to clarify a particular line of cases. Under no circumstances should a law school be used as a sounding board for particular beliefs.

Dean Storey: Law teachers should be free to discuss or encourage study of effect of such pressures on law. However, law is the objective and not side issues.

Dean Tinnelly: No comment.

Prof. Weihs: Certainly these should be discussed where relevant—e.g., law of abortion, birth control, public aid to parochial schools; also economic factors in constitutional law, etc.

What Makes a Law Professor “Good”?

9. *The Problem:* Some legal educators believe that “good” law teachers are born, not made; some believe that scholarship in the subject taught (“content” knowledge) is the chief quality of “good” teachers; some believe that technique or method is the chief quality; some believe that personality is most important; some believe that experience is the chief factor; some believe that “teaching the student to think as a lawyer” is the chief purpose; some believe that a sufficiently high salary scale will produce the best teachers by competitive “natural selection”; etc.

QUESTION: What are the chief criteria and incentives for producing “good” law professors?

ANSWERS:

Dean Forrester: The good professor must encourage students to (1) develop the capacity to think for themselves in an honest, analytical, thorough and reasonable fashion; (2) provide, first, the information and, second, training in the method of thinking which are required by (1). The incentives are: (1) an innate desire to perform the service of a teacher; (2) good compensation; (3) good working conditions; (4) community respect.

Prof. Green: All are important, but there is no formula or slide rule for measuring a teacher. The only test I know is how does he affect his student. By their fruit ye shall know them; if at all. What results does he get? We may not learn for 20 years, if then. But I think the judgment of the high grade student is the most reliable assurance we have.

Dean Hervey: Knowledge of his subject and ability to communicate effectively. Also knowledge of what lawyers do in professional life. Different teachers may use techniques with equal effectiveness.

Prof. Inbau: (Not necessarily in this order, but): (1) an intense interest in teaching; (2) an interest in legal scholarship and writing; (3) a liking for student relationships and contacts; (4) a sound educational background, coupled with a measure of practical experience as a lawyer; (5) the ability to develop students' ability to analyze and think as a lawyer; and (6) a quality of being able to inspire students to achieve worthwhile goals as lawyers and citizens.

Prof. LoLordo: The primary consideration must be a thorough grounding in his subject, including experience as well as scholarship in the particular field. It is essential that this be coupled with the desire

and ability to stimulate the interest of the student and to make the study of the law as attractive as possible. Salary sufficient to retain and attract teachers with these qualifications is important.

Prof. McDougal: Creative mind; genuine curiosity; empathy for other human beings; dedication to community interest.

Prof. Small: I think personality and experience, plus the will to work are the chief characteristics. I think too, the good man must love his students. A man who really doesn't like the faces he sees in front of him can't, in my opinion, do them much good. There should be almost an intuitive bond of friendship and understanding between the man in front and the men in the room. I doubt that money has a great deal to do with this.

Dean Stapleton: Under our present method of selecting teachers, good teachers often are incidental; and quite often, accidental. As long as employing authorities place chief emphasis upon the number of degrees the potential teacher has, or the number of books he has written, then the good teachers secured under these methods will be accidental only. A teacher should be dedicated. He should be able to imbue his students with the idea of learning, and should be well versed in his field. Apart from this, good law teachers cannot be induced to join a school unless adequate provision is made as to salary, tenure, fringe benefits, and living conditions.

Dean Storey: Permanent tenure, adequate salary and retirement plan. He should be free to pursue his studies and teaching subject to overall policy of university.

Dean Tinnelly: (Not answered.)

Prof. Weihofen: Criteria are hard to generalize about. Scholarship in the subject is certainly important, but does not of itself make a "good teacher." College teachers (law teachers included) are peculiar in that they have no professional training for their job—teaching. Perhaps we should suppress our scorn for the "educationists" and see whether we might not learn something about how to teach. As for incentives better salaries are the best way to attract better men to almost any profession.

Tests of Successful Legal Education

10. *The Problem:* Many legal educators complain that many law school graduates are "inadequate" when leaving law school; some complain of inadequate pre-legal training (especially in English); some complain that law schools prepare students for theoretical practice but not for bar exams; some complain that law schools prepare students for bar exams but not for practice; some advocate very selective admission policies and no waste of time on course examinations; some advocate easy admission policies and stringent elimination examinations; some advocate more (some, less) practice and "practical" courses, longer schooling; etc.

QUESTION: What are the chief factors in producing "adequate" law school graduates?

ANSWERS:

Dean Forrester: The chief factors are: (1) the example which the faculty sets in the direction of tough, honest, reasonable and analytical thinking; (2) the example the faculty sets in hard work and devotion to duty; (3) the examples which are set by the members of the legal profession in general, particularly in inculcating high objectives and ideals in young lawyers; (4) good equipment in the law school—(a)

good faculty of proper size, (b) good library, (c) good admissions and exclusion standards, (d) good university and community working climate.

Prof. Green: I have little patience with the complaints. For most part they indicate the ignorance of the complainer. Law students cannot be finished products upon graduation. The practitioners must take them on and do the finishing job. And that's where the profession frequently fails. The practitioners get a good product but refuse to take the time or afford the facilities for the maturing of the product. The law offices that do, seldom complain. They know that it is their job to make a lawyer out of the school's product. A student seldom gets enough theory to last him through his practice. He needs more and better theory.

Dean Hervey: Qualified students in the first place, plus a competent and dedicated faculty, working in an adequate plant, with the legal materials readily at hand, and holding the students to standards of high scholarship.

Prof. Inbau: No school can teach or train a student as a "practitioner"; and this should not be the objective of a law school. Concentration should be on developing in the student the capacity to develop into a good lawyer after graduation.

Prof. LoLordo: Without diminishing the present emphasis on the theoretical, curricula should be expanded to include practical "how-to-do-it" courses to aid the student after graduation. More actual attendance time should be required of the student. Much more space would be required to answer such a comprehensive question as this.

Prof. McDougal: Good students; good teachers and scholars; adequate resources to bring contemporary techniques of enquiry to bear on legal problems.

Prof. Small: I think every one whose background demonstrates a reasonable chance of success ought to be given an opportunity. Then the course should be a long and tough one, with no holds barred. I think the practical side might be stressed a little more perhaps than most schools do, but not a great deal more. After all, a man has his entire life to learn those things. His three years in law school ought not to be wasted on practical tricks of the trade. He should emerge with a hard deep understanding of what the law is about as well as what it is, and he ought to be able to integrate the two. A well honed legal mind will never want for the practical things very long. They will come easily. It's the honing that must be done with great pain and care.

Dean Stapleton: The greatest complaint that present-day law school teachers have is the inadequacy in a basic tool—English—of the students who come to them. A crying need today is that students be well schooled in English, in philosophy and history, and in general understanding of the problems of mankind for which laws are promulgated. Law is a rule of conduct. Unless a student (presupposing that he has the capacity) understands the pressures in our society, he is not well prepared. If a student is well-grounded for admission, and granted that the school has an adequate plant and a capable faculty, this situation will be resolved.

Dean Storey: Thorough college education with Bachelor's degree and good grades—Rigid requirements for mastery of regular courses, mixed with some practical or applied legal training in summers and afternoons.

Dean Tinnelly: (Not answered.)

Prof. Weihofen: No space to discuss all the points suggested, but I feel certain that "practical" courses are not as practical as advocates think. Usually "practical" skills are those that young lawyer can most easily pick up for himself. But the ability to think analytically and logically, if not acquired in law school, is not likely to be acquired at all.