

LAW SCHOOLS TODAY AND TOMORROW

Extent to Which Advancements Made in Legal Education Have or Have Not Been Made Part of Legal Educational System of the Country—Law Office Training—Cram Schools—Commercialized Law Schools—Training for Business—Combined Course—Ethics for Law Schools—Period of Law Study—The Part Time Dean—The Case Method—Movie Help for Practice Court Work, Etc.*

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LAW schools in America have all but completely supplanted the older methods of legal education. No longer are students scattered in law offices throughout the country: they are now congregated in schools of varying types. This fact is of immense significance, since the coming together of students in law schools makes possible an effective control of the quality and training of the material from which the legal profession is recruited. Attention, therefore, should be directed, not to any group or organization, but to the one object of this Association, "The improvement of legal education in America, especially in the law schools."

It might be charged that one of the marked peculiarities of those engaged in law school teaching is that they know so little of the work being done in institutions other than their own. It is as provincial for a few of the older or larger schools to know only something of each other as it is for the younger or smaller schools to know only of the activities of their immediate neighbors. In general the feeling of each group is that it is much better than the world realizes and that its neighbors are not as good as they think they are.

No national school, however large or excellent, can hope to have more than a limited and indirect influence upon the growth of the law and the character of the bar of a particular state. It is only by the development and maintenance of strong local institutions educating large portions of the local bar that the profession and, through it, the law of each state can be effectively improved.

Plans developed or practices employed at one institution find lodgment in others only to a very limited extent. This is due in many cases to influences which tend to neutralize any ideas or inspirations secured at professional gatherings of law teachers, when an attempt is made to apply them in the local field. Usually only a small proportion of the full-time faculty attends and those who habitually remain at home close their minds to new ideas, while the part-time teachers, local judges or practitioners, often men of superior ability and strong personality, have but little time for serious thought concerning new suggestions, developed at meetings in which they have not participated. There is but little introspective attitude as to the

observance of established rules of conduct and methods of teaching.

The value to legal education of the experiments now being carried on in several schools cannot be overestimated and the legal education of a not far distant day may be very materially affected by these and other studies still to be made. Yet as these experiments attract our attention, our thoughts should not be diverted from the problem of the extent to which advancements already clearly recognized have or have not been made a part of the legal educational system of the country.

It is perhaps worthwhile, therefore, temporarily to remove our gaze from the superlative or spectacular in legal education and view it as it exists in the bulk of the schools in America which are doing the work of preparing men for the profession of the law.

Law Office Training

The last decade has marked the almost total disappearance of law office training as preparation for admission to the bar. No one familiar with the opportunities for student study in the modern law office can view this with regret, for there is in general not even a family resemblance between the law office training of recent years and that of a generation or two ago.

When, in times gone by, the young practitioners received their training in the law offices, good, bad, and indifferent; there was one effect of the old system which was of especial value; there was established a professional tradition of personal interest by the members of the bar in the development of the young lawyer. Every lawyer was to a certain extent a law teacher. This involved a personal sacrifice of time and often of actual money outlay which gave emphasis to professional responsibilities and ideals.

In recent years the number of young men seeking admission to the bar on the basis of even so-called office training has been rapidly diminishing and of these there is seldom a case of the type of training with the personal responsibility and supervision such as was given by the lawyers of the old school. One bar examiner goes so far as to say that ninety per cent of the affidavits given as to office study are false or show such lack of professional responsibility that the lawyers giving them should be disbarred.

The young man employed in the modern high class office has no time to "read law" as the term

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was used in a past generation. He is an employee, and though it may be possible for him to learn something of his employer's business, this is his affair and not that of his employer. It is not surprising, however, that many lawyers with remembrances of an earlier day and deceived by a familiar label should champion the old plan which they fondly believe still to exist. "Reading law" and "law office study" are now but names on the statute books. As a method of preparation for practice it has definitely passed and with it has gone the lawyer's intense interest in legal education and the fine tradition of professional responsibility for those who seek admission to the bar.

Cram Schools

To supplement this modern law office employment there sprang up the present evening or part-time school. If the original purpose was to supplement the knowledge of practice and procedure of the law office with systematic instruction in law, this good purpose was soon forgotten by many schools as vast numbers of young men in unrelated lines of day time activities sought through an evening course of study to get admission to the bar. It is not surprising that some schools, particularly those operated for pecuniary profit, soon should have lost sight of any real educational purpose, and have aimed only to prepare students to pass the bar examinations, with the minimum of effort and expense on the part of the school to accomplish that result.

The bar examinations offered in many states have unwittingly played into the hands of such law schools. The old style of examination inherited from the lenient office study days in many places still continues with the result that a shrewd person making a careful analysis of the questions asked over a period of a few years can make it possible for students of poorest quality to recognize a sufficient number of the definitions and questions repeated from year to year and to give enough of the expected answers, to make possible admission to practice.

These factory-type law schools, sometimes called "sausage mills," are immensely profitable. Many young lawyers, in order to add to their incomes, gladly give their services for small compensation. Often judges and lawyers of considerable standing are not averse to earning a little vacation money in this way and feel that there is some prestige to be gained by being considered scholarly in holding an academic position.

Without idea or purpose of doing more than cram their students for the bar examinations, these schools have made very difficult, if not almost impossible, the development of a better type of part-time school. It is hard to convince a student contemplating evening law study that he should attend a better school that will require more careful preparation and a higher grade of accomplishment, when he sees in sight the same degree and license to practice to be attained by less work and by a shorter course.

Ability to pass the bar examination is emphasized and advertised as if it were the true test of a law school's excellence and the one aim of legal education. Bar examinations of such a character

are often given that it is possible for the cram course students to pass them more readily than those who have spent their time in receiving real legal training. In this situation evening school competition quickly results in the bad schools driving out the good schools.

The present problem of improving the quality of the bar lies not in condemning or seeking to destroy all night schools because many are bad, but in striving to make possible conditions which will encourage the highest development of those that are trying to educate rather than to cram. Then only can judgment fairly be passed upon the problem of evening school education.

The cram school is the worst influence on the profession today, and it is the lenient and irresponsible bar examiner that is making it both possible and profitable. This matter of archaic and ineffective bar examinations is one of the most striking and far-reaching deficiencies of our present professional structure. The law teacher can influence it only indirectly, but it demands the immediate and most thoughtful attention of the whole American bar.

Commercialized Law Schools

As yet no serious effort has been made to determine what constitutes conducting a school for pecuniary profit. Certainly this phrase goes beyond the crude scheme of a mere proprietary school where the owner directly pockets all the net proceeds.

From the standpoint of the good of legal education, is a school essentially any less commercialized when it is denied needed library and equipment, or funds with which to employ instructors who are capable of high quality of work, in order that the law school may produce an actual profit to be applied to the support of other university activities?

Perhaps the question of commercialization might be debatable if all the funds necessary to the full development of the highest type of law school were first so applied leaving a surplus for other purposes, but until this stage has been reached there would seem but little reason for refusing to consider a school as one operated for pecuniary profit, even though such profit may not go, even indirectly, to private persons.

Training for Business

Many law schools are emphasizing law training for business. Schools with enormous attendance seem to feel called upon to apologize for their vast numbers by explaining that a large portion of their graduates do not plan to practice law, but expect to use their legal training as an aid in business. Every person should be as much interested in health as in business, yet one can hardly imagine a medical school filling its classes with those who do not intend to become physicians but merely seek some knowledge of medicine as an aid to the maintenance of good health.

It is unnecessary for young men who do not look forward to practice to take a full law course, and the time thus spent might be much better employed by attending a good school of commerce or business administration. There the student may be given such courses dealing with law as are neces-

sary to a proper knowledge of business relations, without giving him a standing in the profession with an LL.B. degree, and an opportunity to secure a license to practice. There is no justification for encouraging the practice of law as a business side line or the lending of professional position to some financial institution that it may thus avoid prosecution for practicing law without a license.

Why should law schools give training for business any more than schools of commerce and business should give training for the law? The schools that are confusing the ideas of business and professional training are in no inconsiderable measure responsible for the charge that the practice of law is rapidly changing from a profession to a business. It is time that each law school decide whether it is a business or a professional school.

Combined Course

Of almost equal harm to the maintenance of standards in many schools is the encouragement given to students not expecting to pursue a professional career to take the first year of law work as a part of a liberal education. These students do not bring the spirit nor the interest that should mark attendance at a professional school, but tend to perpetuate the attitude of the liberal arts college with its many extra-curricular interests which are a part of collegiate activities.

Though the combined course may be desirable as shortening the period of study for those who intend to pursue the law as a profession, it cannot be justified when it results in turning the first and most important year of law study into a mere adjunct of a liberal arts education, thus setting an improper standard of professional work which the other students who continue their law study will carry all through their law school career.

It is lack of courage rather than lack of desire to maintain the professional school spirit that induces the faculty to permit these students who do not desire to become lawyers to affect the standard of the work of the whole first year class. It is hard to refuse credit toward an A.B. degree when the announcements of the Liberal Arts Commencement have been issued with the student's name included, and his friends and relatives invited. Schools that have held to a high standard of professional education, and have had the courage to apply it, soon find that few liberal arts seniors take the first year of law as a climax to a purely cultural course. The application of courage seems to be required but once!

Ethics for Law Schools

One of the most necessary steps to be taken for the improvement of legal education and the quality of those who seek entrance to the profession, is the application to law schools of some of the simple standards of professional ethics which have been established for the members of the bar. Every reason that applies to improper advertising by individuals applies with equal or greater force to the law schools which extol in advertisements their virtues and their efficiency. The lawyer who advertises may be better than his fellows and merely wants to apprise the public of that fact so that they may benefit by this knowledge. The profession, however, has not taken this view, but has sought

to protect the public from the unethical advertising of the attorney who blatantly proclaims his assumed virtues and ability, and emphasizes the successes he claims to have scored in court. Unrestrained, such an attorney will secure clients without number and find a quick road to wealth.

Though the attitude toward the attorney who advertises is well defined, the profession seems to view complacently the law school that follows similar tactics to get business, and that profits accordingly.

In their advertisements are to be found announcements in black-face type of a full course in legal ethics. There are glowing accounts of the generous incomes that await the law trained man, reminders that the heads of large corporations with yearly incomes in six figures secured their positions through the law, statements of the ease with which a legal education can be acquired, and the success which their graduates have in passing the bar examinations and in securing a lucrative practice. Such advertising has no doubt induced many thousands of young men to study law who are not needed in the profession and who have neither the character nor fitness for it. In the struggle to secure students some law schools have even indulged in what may be described as law school ambulance chasing, paying runners a certain sum per head for each student brought in and enrolled.

The effect of unethical law schools upon the ethics of the profession which they are helping to create may be much more harmful in its effect than the improper conduct of any considerable number of individual attorneys.

There is great need that bar association committees should give the gravest attention to the activities of law schools and apply to all those connected with them the same standard of professional conduct required of an attorney in his practice. Every member of the profession associated with a law school should be held personally accountable for its activities if, after reasonable opportunity to know of them, he retains his connection with the school and thus lends his name and his aid to the furtherance of its improper practices.

Period of Law Study

The generally accepted standard of the length of the period of law study is three years of full-time work. The equivalent, or rather, the generally accepted substitute, is four years of part-time work. Both standards contemplate that a minimum time of law study should be required. It is apparent that one student may secure infinitely more in three years than may be acquired by another. Many students, if allowed to do so, could cover the work of the course as it is done by some or even a majority of the students in much less than the required time, securing marks above the minimum and gaining enough information to pass the state bar examinations. Though none of the better schools today permit such shortening of the three-year period of study, the practice was quite common a comparatively short time ago, and this Association saw fit to pass a resolution to make clear to its members that "any school which gives a degree to a student who has studied law for less than

three years is not complying" with the article requiring three years of full-time study.

That the part-time school should not permit its better students to shorten their period of study has been taken for granted by those connected with full-time law schools. It has been thought that the four-year period for such study was none too much even for the better student, though he might be able to do in three years what those less fortunate or less ambitious barely accomplished in four years.

Any time limit as applied to a particular individual is arbitrary yet this is the present measure for determining what constitutes full-time or part-time law study. By this test it is improper to allow a full-time student to finish in less than three years or a part-time student in less than four years. Nor is the situation changed by the fact that the student is registered for one type of course rather than the other.

If it is improper for a brilliant policeman attending a night school to shorten his part-time course to three years, it would seem to be just as improper to permit an equally brilliant night watchman to attend a day-time school and receive his degree in three years and be considered to have completed three full years of study.

Because a school is offering a full-time course it is not justified in making a conclusive presumption that all the students registered for such a course are giving full time to their study. Every dean would no doubt much prefer to spend his time in considering the various approaches to or retreats from the law, yet if he has assumed the conduct of a full-time school his duty goes beyond the mere offering of a full-time course for those who desire to put in full time in taking it, and it is necessary not only to provide that the "curriculum and schedule of work are so arranged that . . . substantially the full working time of its students is required for the work of the school," but also to see that the students are actually giving substantially their full working time to their law study.

If the student in the evening school is required to study law for four years, the student in the day school, working under essentially similar conditions as to hours devoted to activities other than the study of law, should have his schedule of classes reduced in proportion, for the test of full-time as distinguished from part-time study is certainly not the number of hours of class-room work per week for which the student is willing to register or which he may be able to carry and pass on examination.

Whatever virtue there may be in the many extra-curricular activities in which students participate during the college course, they have no sufficient value as a part of professional training to justify permitting students extensively engaged in such activities to carry full law school work, and schedules of class hours should be reduced as in the case of those who are spending their energies in making a living while studying law.

It is surprising to find law schools actually advertising the outside activities of their law students, proudly announcing that its membership provides the debating team, the editor of the college paper, the manager of the college annual and

the participants in many other outside activities which have nothing to do with legal education and which should have been left behind when the preparation for the study of law was completed.

It may be unnecessary and improper to become fully informed as to the exact manner in which a student spends his entire time, but it would seem both necessary and proper to be sufficiently informed to be able to classify him in relation to his law school study, as full-time, part-time, or no-time. The test need not be whether the student is engaged in any outside activities but whether such activities are materially interfering with the student's ability to devote substantially his "full working time" to the study of law.

The Part-Time Dean

Though most of the better law schools of America fulfill the requirement as to the number of full-time law teachers, several have part-time deans, some chosen as a result of pressure by the local bar who wish to have a practitioner in charge of the law school whom the bar knows and in whom they have confidence. It is natural that the practicing lawyer, knowing nothing of the duties and responsibilities of the administration of a law school or of modern conditions of law study should think that a bit of sound judgment exercised now and then would be sufficient to do the job. The result is that the part-time dean usually does not administer, and not infrequently effectually prevents anyone else from so doing.

Such a dean in a full-time school commonly has the eight o'clock morning hour. At nine o'clock he puts on his hat and hurries to his office and the law school sees him no more, unless a monthly or semi-annual or annual faculty meeting, if such are held, may call him again to the building for a special appointment.

Is it surprising that the full-time members of the faculty, emulating their dean, as soon as a lecture is over, should pick up their hats and, as they say, "go home to study?" It is even less surprising that the students should emulate the faculty and leave the building, their attention and activities centered elsewhere until the next lecture hour, or later, while the foundations of the building groan under the burden of dust which has settled on the seventy-five hundred volumes in the library.

The excuse often given for the part-time dean is that the institution is thus securing the ability of a fifteen or twenty or thirty thousand dollar man, yet to one who comes from the outside to view the organization and activities of the school this is not usually apparent. As a matter of fact, the part-time deans, with only an occasional exception, are merely part-time teachers, the amount of time devoted to real matters of law school administration being almost negligible, for this cannot be done at a set hour of the day, nor much less can it be accomplished incidentally and at odd moments.

It is much to be regretted that certain of the very able men now so employed are not secured to give their entire interest and energy to the up-building of the law schools with which they are connected. From the standpoint of legal education it matters little what ability these men may possess

unless the law school is securing the advantage of it.

The Case-Method

While some schools are considering what should be the next step in advance of the case method, a large proportion of the law schools have not yet discovered what it was devised to accomplish nor how it should be used. In many schools it is employed merely as a series of illustrative cases, in others as the basis of a lecture course, and in others each case is used as standing for a principle which the student is induced almost to commit to memory, the sum total of all the principles thus committed being considered to represent a full knowledge of the subject. The misuse of the case system is due in part to the use of poorly constructed case books hastily built at the behest of some publishing house and adopted through the persuasion of an agreeable traveling salesman. It is due also to the fact that it is so much easier for the instructor to tell the student all about the case than to get the student to tell it, so much easier to ask questions of the student than to get the student to ask questions.

The success of the case method is not dependent upon full-time as distinguished from part-time study, as is shown by the fact that many part-time students, both in full-time and part-time schools, are deriving from it the same benefits that come to full-time students when it is properly presented. However, more than with any other of the generally recognized methods of instruction, law school equipment and the capacity and experience of the instructor and his vision of its purpose, determine the results secured.

Many schools have adopted the case method of study without providing proper class room furniture for its use. Without adequate benches on which to rest a book and take notes, both students and instructor soon lose interest and become discouraged and dissatisfied. Even though the use of the case book may be continued, the class soon reverts to a system which requires less intellectual activity during the class period, but better fits the furniture provided.

It would be rash indeed to consider the case system as being the final development in law teaching methods. As effective as it may be in the student's first year of study, it does not follow that it is necessarily equally desirable in his last year. The third year restlessness with unvaried study of cases which has often been observed, may suggest that the student in his more advanced work is ready for a somewhat different approach to the study of law.

As the law course has been lengthened from one year to two years, and now to three years, it is not improbable that the future may see the course extended in many law schools to four years with the work perhaps divided into junior and senior courses, the junior course being devoted to an intensive study of cases with an emphasis upon the careful use of the case method, while the senior course, differing in content and method of approach, may connect the student more directly with the actual application of the law and at the same time introduce him to a broader viewpoint and create in

him a more active interest in the administration of justice.

Whatever may be the future of the case method of study or the extent of its use, its present presentation deserves more thoughtful and understanding treatment than it is now receiving in order that students may secure from it the benefits it was designed to accomplish.

Practice Court Work

A few years ago practitioners were demanding that law schools become more practical and instruct their students so that they might step from the class room to the court room. In response to this demand most schools have fitted up more or less elaborate practice court rooms. Though the student has thus become acquainted with the various pieces of furniture of the court room, his experience in actual trial court work has not been materially enlarged.

Whether the work is in charge of a full-time law teacher, an active practitioner, or a local judge, the results are much the same. Proper materials for trial court work are lacking, and, except for the occasional school that stages an annual murder for a spectacular trial of a type in which it is to be hoped the student will not in practice be called upon to participate, the so-called trials, based upon written statements of facts, do not make possible any near approach to reality.

If these exercises were but limited to frivolousness and horseplay their effect on the student would be bad enough, but in many cases they are much worse than unless in that they introduce the students to some of the worst forms of unethical practice. Often prospective attorneys are given the statement of facts and are assigned or allowed to pick those who are to testify. Nor is the situation very materially improved when the instructor gives directly to each witness an outline of the matters which are to be the foundation of his testimony. In either case it is quite impossible to present a complete picture of the matters in controversy or to describe in detail the events which are to be related on the witness stand. After the issuance of these statements there follows such coaching of witnesses as to the testimony they are to present as in actual practice would very properly be considered grounds for disbarment.

It is possible that the co-operation of the motion picture industry may make available materials which will avoid the difficulties which have made so much of the practice court work not a mere farce, but a tragedy.

Short scenes may be shown which present the facts on which an action is to be based. Such scenes may be taken from different angles, and shown at different times to the various persons who may be called upon to testify. These scenes need not be marked as the ones about which testimony is to be given but may be presented with cuts from other pictures at the same showing so that the witnesses are not warned to give special attention to particular matters concerning which they may expect to testify. The attorneys should not see the pictures which set forth the matters on which the trial is to be based, and the case need not be tried until some weeks or months after the showing of the pic-

tures, so that there will be that variation which results both from inaccurate observation and defective memory.

With the judge exercising a firm hand as to the scope of cross-examination, there appears to be made possible through motion pictures practice court trials which may approach in essential particulars the actual conduct of cases in court; trials which will not lend themselves to the training in unethical practices with which much of the present practice court trial work is to be charged.

More time need not be devoted to these matters than is now given to them, but it is hoped that the time expended may be more beneficially and effectively applied.

Preparation for Teaching

The quality of instruction quite generally found in law schools leaves much to be desired. Classes are often conducted by a quiz method such as might be used in the primary grades of a rural school where the only object is to determine whether or not a pupil has read a given assignment. Unfortunately there is no set form which, pointed out and rigidly followed, will produce an efficient instructor. Though it is universally agreed that the law teacher should be a person of high mentality, it is possible that this requisite sometimes has been overlooked by those having in charge the selection of teachers.

Universities whose liberal arts departments require an advanced degree from every applicant for a teaching position, freely take into their law faculties men whose only preparation was that necessary to pass the bar examinations. With the development of graduate study in a number of law schools, it is hoped that university administrators may soon feel that they should demand of law teachers preparation comparable to that required of instructors in various collegiate departments.

In the conduct of graduate courses in law, little, if any, attention has been given to study of the problems of legal education, although these courses are filled almost entirely with men who are planning to enter or return to law teaching. Here they may get instruction and opportunity to study in almost every field but that in which they are most directly concerned.

The one fundamental preparation for law teaching is a careful and thorough training in the study of law, and no instruction in how to instruct can ever make a law teacher.

Save us from a school of legal pedagogy, but give to these graduate students some small opportunity to become acquainted with the problems of their branch of the profession.

Quantitative and Qualitative Standards

The attempt to improve law schools by setting up certain standards or requirements has so far resulted in establishing essentially nothing more than a quantitative minimum. Such rules are adopted with the hope that they may be self-operating or at most require only a more or less mechanical checking to determine compliance. A very useful purpose is served in setting for schools that are below this minimum a definite objective to be attained. But once reached this should be

but the beginning of progress and development. The standards are not high. An officer of one of the great church organizations having heard complaint concerning certain Articles of this Association, after studying them carefully, said: "These are not standards of excellence, but only minimum standards of decency."

Yet it is doubtful if any very substantial improvement will result from setting out other or more detailed quantitative specifications for law schools. It is related that a factory owner desiring to establish better living conditions for his employees, required that every cottage rented to a worker should contain a bath tub. Later an investigation revealed that in ninety per cent of the homes this equipment was being used for the storage of kitchen coal. It seems probable that a requirement doubling the number of bath tubs would not have produced a marked improvement in the habits of the community. It is of little avail to increase to fifteen thousand the number of volumes required for the library if the seventy-five hundred now on the shelves are to remain as closed books to the present faculty and students. It may be provided that instead of three full-time faculty members, there should be some other number. Yet this does not insure any better teaching than prevailed before.

One law school dean says that he can get all the full-time teachings he wants at \$1,200 a year, but he fails to state what quality of teachers he expects to secure at this figure. Another worries because he cannot see what full-time men teaching only eight or ten or twelve hours per week are going to do with the rest of their time, while still another solves this difficulty by increasing the teaching load so that the three full-time teachers carry the entire schedule of the whole school and in the spare time remaining inspire liberal art students in various branches of human knowledge.

It is not more quantitative, but qualitative standards that are now needed. One university president asks for an exact interpretation of what will constitute compliance with the required minimum, for, he states, "We do not wish to go beyond this!" It is to be regretted that he could not have been told that there was one more standard, that of a good law school!

A Visiting Committee for Law Schools

Questionnaires may present something of the physical conditions of a law school, but let no one be deceived by them. They can reveal little of the quality or spirit of the institution. Standards whose observance cannot be set forth in questions and answers are the ones that are most vital.

It is only by personal visits and consultations that the real causes hampering the development of a particular school can be discovered and corrected. This Association because of the very nature of its organization and the independence with which it can act is best fitted to render effectively and understandingly this service to the law schools of America that comprise its own membership.

Its activities in the past in dealing with law schools can hardly be described as strictly professional, but have been limited largely to the ministration of a mid-wife in bringing schools into the

organization, or to those of an undertaker who officiates at the funeral exercises. There is great need of a more professional service to remedy ills of greater or lesser importance, to keep contagion from spreading, to perform rather frequently a minor, and occasionally a major operation, if the general conditions of legal education are to be materially and rapidly improved.

Needless duplication of effort should be avoided, but the field of preparation for practice is so broad, and the amount of work to be done so great, that there need be little fear of such a result. Improvement of the quality of legal education involves more than mere standardization. The law school missionary field should be distinctly the province of this Association.

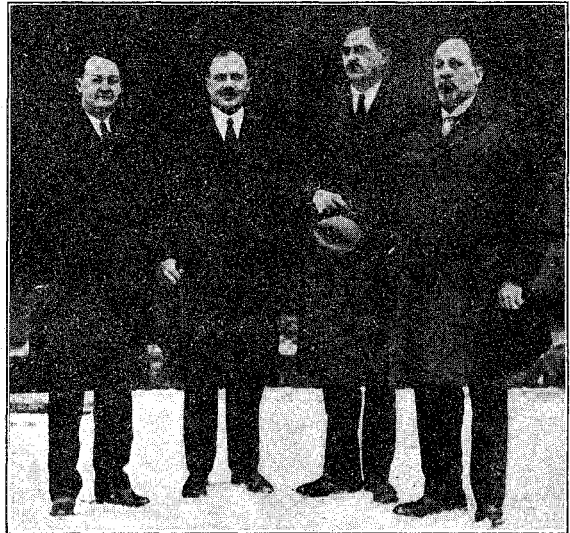
The causes of the failure to advance lie sometimes with the law school itself, sometimes with the administration of the university, and occasionally with both. There is often lack of understanding on the part of the dean of the developments that are taking place in the law school world, and there is often lack of sympathy and understanding on the part of the university administration as to the requirements and needs of a good law school. All of which spells a poor quality of product turned into the profession.

Many schools need protection from various influences which induce or permit the university administration to force upon them instructors and policies chosen not in the interests of legal education, but dictated by expediency or political pressure. There are schools in which the faculty can neither pass upon academic problems and policies nor exercise their judgment in the interests of better conditions. There are law school deans who have no knowledge, control, or influence over the salaries of the members of their faculties and who are not even consulted on questions of appointments to or dismissals from the teaching staff.

In not a few institutions there is great pressure upon the law school to make it a source of revenue or at least self-supporting, and faculty rulings which cause added expense or deprive the schools of a few students are looked upon by the administration with disfavor and as a cause for censure. There is no help to be given where the law school is used as a means of support for other departments while depriving it of needed resources, or where it is dealt with unfairly as compared with other departments of the university in the allotment of funds.

Periodic visits of a missionary nature could bring to such schools help, encouragement, and inspiration, if that is their need, or through criticism or suggestions accomplish the improvement or correction of conditions which for local reasons it is difficult or impossible to remedy without outside assistance. This is but another way of saying that some test of the quality of the work of the law school and of the instruction given to students should be applied.

As a legal educational organization there are two main fields of activity for this Association. Through its annual meetings it gives opportunity for full discussion and exchange of ideas on the



Members of the Committee of Direction for the Study of the Administration of Justice in Ohio, which is being carried out by the Institute of Law of The Johns Hopkins University in cooperation with the Judicial Council of Ohio and the Ohio State Bar Association. From left to right: John A. Elden, Cleveland, President Ohio State Bar Association; Dr. Leon C. Marshall and Dr. Hessel E. Yntema, members of the Institute of Law; Chief Justice Carrington T. Marshall, Columbus, Chairman of the Judicial Council of Ohio.

purposes and methods of legal education, and the approach to the study and teaching of the law. It is of inestimable value to legal education that by these meetings law teachers and administrators throughout America secure a realization of the wholesomeness of constant experimentation in administration and methods of teaching; that they are induced to become a part of the rising tide of research; that they become aware of the undercurrents of contemporary political, economic and social movements which are affecting the growth and development of the law; and that they be made to feel a sense of personal responsibility for the successes and failures in the administration of justice.

The second field of activity, that of improving the actual conditions existing in the law schools that comprise the membership of this Association, is of equal importance. In this way may be made effective in greatest degree the modern development in legal education. If there is a duty and a service to be performed, the means of accomplishment must be found.

The vital concern of legal education is the student who is to be the lawyer of tomorrow. To this end the Association of America Law Schools is an organization of schools and not of teachers, and its interest in the law teacher is only as he is necessary to the fulfillment of the one object of this Association, "the improvement of legal education in America, especially in the law schools."