

between legal education and the legal profession" (91 *Mich L Rev*, 1992, p 34). The article considers why legal scholarship and education are increasingly dominated by interdisciplinary studies in contrast to the doctrinal, practical work that Judge Edwards prefers. The author then continues by addressing the "disjunction", discussed by Edwards, between the legal academy and the bar by describing the structure of production and dissemination of legal ideas. He concludes by addressing Judge Edwards' proposals more specifically.

#### Plus ça change

P Brest

91 *Mich L Rev*, 8, August 1993, pp 1945-1952

The author, prompted by Edwards' article (cited above), compares legal education of the present to that when he and Judge Edwards were at law school. He compares the intellectual agendas, the professoriate, the student body, the curriculum, scholarship and the profession. He concludes that in fact very little has changed. The major change being one of demography, that is, a far greater number of women and minority groups now partake in legal education. The core curriculum is relatively unchanged, with the only alteration being the requirement to study legal ethics, a requirement that the author feels could be more enforced.

The article by Edwards is digested in Vol 2 No 2 of the *Legal Education Digest* under Context, Criticism and Theory.

#### A response from the visitor from another planet

J C Gordon

91 *Mich L Rev*, 8, August 1993, pp 1953-1969

The author uses her own experiences as a black female academic and practitioner to reply to Edwards' article (cited above). She considers attitudes and behaviour, including ethical and unethical practices in the profession, scholarship and teaching. The author disagrees with Edwards' conclusions that there is a disjunction and an ever-widening gap

between legal academy and the profession. She feels on the contrary that they are extremely close and interrelated. She moreover advocates that interdisciplinary studies at law schools are very important because of the broader experiences they provide. The author concludes by recommending that greater emphasis should be given to legal ethics teaching, to prevent some of the practices she describes earlier in the article.

#### Mad midwifery: bringing theory, doctrine, and practice to life

B B Woodhouse

91 *Mich L Rev*, 8, August 1993, pp 1977-1997

The author responds to Edwards' article (cited above) by claiming that instead of focusing more on practical teaching, rather than the theoretical kind that Edwards' claims is being emphasised, the two need to be integrated. The author argues that the gap which Edwards' claims exists between theory and practice is an unnecessary one. The article describes a mode of teaching that attempts to bring theory, doctrine and practice together by structuring "practical" experiences in a classroom setting.

#### Harry Edwards' nostalgia

P D Reingold

91 *Mich L Rev*, 8, August 1993, pp 1998-2009

The author commences with a detailed summary and explanation of Edwards' article (cited above). He concedes that Edwards' is right when he says that law schools have shifted toward theory and away from practical law. The author realises that whilst this broadens the students' opportunities and fosters new scholarship, the gap between legal education and the demands of the legal profession widens. Furthermore, the provision of doctrinal commentary which was used by lawyers, judges and legislators is all but lost. The author maintains that the solution to the problem lies in clinical legal education which provides a balance between theory and practice that fosters all kinds of legal work, including theoretical and doctrinal.

#### Judge Edwards' indictment of "impractical" scholars: the need for a bill of particulars

S Levinson

91 *Mich L Rev*, 8, August 1993, pp 2010-2024

The author considers Edwards' article (cited above) and attempts to refute many of its arguments by maintaining that although legal academy is becoming more theoretical, such scholarship nonetheless still has its usefulness. Furthermore, he emphasises that law teachers are aware that their students will be entering legal practice and do reflect this in their teaching methods. The article concludes by stating that Edwards' article, although a worthwhile message in itself, is too abstract and impractical itself.

#### Students as teachers, teachers as learners

D Bell & E Edmonds

91 *Mich L Rev*, 8, August 1993, pp 2025-2052

This article disagrees with some of the assumptions, analyses and conclusions contained in Edwards' article (cited above), but agrees with Edwards' analysis about the deterioration of law firms. The authors believe that Edwards overstates the decline of doctrine in law school (hence misanalysing the cause for the crisis in the legal world) or he conflates the antidoctrinal tendencies of critical legal studies with other jurisprudence such as feminist, race theory, gay and lesbian studies. The authors feel that such a conflation reinforces the notion that nontraditional legal studies are irrelevant. The article concludes in agreement with Edwards about the crisis of ethics for the legal practitioner and that this is in part caused by law firms' overriding concern with profit. However, the authors do not agree that the solution to this problem lies in teaching more traditionalist doctrine at law school, nor that interdisciplinary work ought to be avoided.

#### Lawyers, scholars and the "middle ground"

R W Gordon

91 *Mich L Rev*, 8, August 1993, pp 2075-2112

The author commences by explaining Edwards' vision of the legal profession and contends that it is somewhat limited.