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Legal Education and the Demands for Stability and Change Through Law

*John W. Wade**

I.

Mr. Chairman, ladies and gentlemen.

First, I want to extend a cordial welcome to you who are here, our colleagues from other schools, delegates from professional associations, our alumni, friends, and guests from many places and varied activities and disciplines. You are kind and gracious to come to be with us here on this happy occasion and to join us in our celebration.

Second, speaking for the Law School as a whole, we are pleased and honored and inspired to have the opportunity of accepting this fine new building. We do so in full recognition of the responsibilities it properly imposes on us. You, our guests, are witnesses to our formal recognition of the undertaking to utilize the building for more effective service in producing complete lawyers and in affording through them and our own efforts continuing guidance and leadership in the future growth of the law.

Third, in behalf of the Law School, I want to express appreciation to many people—to Chancellor Branscomb and the members of the Board of Trust for the substantial part they played in making the building possible; to the members of the Law Building Committee, Vice-Chancellor Stambaugh, and Messrs. Sims, Waller, and Simpson, and to Professor Hartman of the Law School faculty; to our architects, Brush, Hutchison, and Gwinn; to our contractors and builders; to the planning section of the University; to the Business Manager's office and to Dr. Kuhlman, our library advisor; to the numerous donors toward the funds for the building, our alumni, other individual givers, and foundations; to the speakers and other participants in this auspicious occasion; to Professors Sanders and Cheatham for their responsible part in planning and arranging for the program; and to you, our guests here, for coming and being with us.

This building is a dream come true. The contrast with our previous quarters insures our appreciation for the new ones. We have occupied the building now since last July, and we have proved its functional characteristics. It meets the decisive test. We would not want to

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change it in any material respect even if we had the opportunity, with the same amount of money, of building it again.

We still feel that this is a fairy tale acted out for us. But we do not expect it to end as fairy tales do, "and they lived happily ever after." We are not complacent about it. We do not feel that we can now rest on our laurels. A law school should be a place of intellectual ferment. Instead of becoming fat and complacent and lazy, we expect to remain lean and hungry. Important things are accomplished then. In a measure, we may sound like *Oliver Twist*, who asked for and needed "more." We are convinced that this is a time for a thoroughgoing self-assessment, and for a new beginning affecting our entire program.

The building is a challenge to us. Our enrollment now is larger and more carefully screened. Our faculty is larger and stronger. Our library is larger. We can more effectively present good institutes and conferences. We can and will be a better law school.

II.

Our theme for this dedication program is "Stability and Change Through Law." The general plan has been to give consideration, first, to the demands made upon law and legal institutions to meet the basic social needs for security and order and to reach out toward the fuller realization of national ideals, while adapting to the stresses brought on by science, technology, and changing political, economic, and social patterns; and second, to the responses of law and legal institutions to these demands. The treatments of the law's response considered not only what has been done in the past and what is being done today, but also the manner in which the response may be more adequate in the future through the more effective direction of law to the needs of the individual and society. For a better understanding of the forces of change and the elements of stability, consideration was given also to non-legal social controls and to the contributions of the social sciences.

Those of you who heard the addresses on Thursday will recall the narration of the tremendous steps forward which have been made in the natural sciences in the past few years. It is not my part here to repeat or to summarize what was then said. But a quotation from the President of the French Encyclopedia may be pertinent here:

Day before yesterday we followed unconsciously what was called Nature; yesterday we tried conscientiously to conform to 'nature'; but today, our power having grown considerably, it behooves us sometimes to protect nature and sometimes to arrange it in ways which seem favorable. We have

somehow become responsible for evolution. . . . [A] reality is to be constructed and not events awaited.¹

We are all aware how law has lagged behind the developments of natural science—almost like the pedestrian behind the jet plane. Yet it is remarkable how applicable this quotation about man and nature is to man and law. The earlier idea was that judges discovered the law, which was already existing as a brooding omnipresence of perfection. Now we realize that in large part law is made by judges, legislators, and administrators alike; that it reflects human judgment; and that it is made for a purpose—to satisfy social needs. We exercise much control over it rather than being completely controlled by it. Or to draw an analogy to the social sciences rather than the natural sciences, I like Justice Cardozo's remark that the concept of *laissez faire* in law has gone the way of *laissez faire* in economics.² We are now fully aware in law of the efficiency of effort, and we do not wait for the law to evolve by itself.

Indeed, the law is the embodiment of stability and change.³ It maintains the continuity which is necessary while adjusting to the new. It often makes an important modification with an explanation which gives the impression of no change at all. It produces change by reform rather than by revolution. In government, you will agree, this coordination of stability and change has been the true success of the common law in England and America.

As Justice Jackson very aptly put it, "[I]f the law were static and changeless, it could offer little more of intellectual interest than an exercise of memory. The real romance of the law is the combination of continuity and change, the reconciliation of stability with progress."⁴

1. Gaston Berger, President, *Encyclopédie Française*, quoted in STOVER, THE GOVERNMENT OF SCIENCE 3 (1962).

2. CARDOZO, *The American Law Institute*, in LAW AND LITERATURE AND OTHER ESSAYS 121 (1931).

3. "Law must be stable and yet it cannot stand still." With these words I began a series of lectures in another institution almost a generation ago. [POUND, INTERPRETATIONS OF LEGAL HISTORY 1 (1923).] It then seemed to me that stability was required not only by the exigencies of the economic order, which rested long-term undertakings upon confidence in the possibility of reasonable prediction, but as well by the rooted aversion of the free man to having his will subjected to the arbitrary will of another. Change was inevitable because the life which is to be ordered is a continuous adjustment to an environment of which change is a constant feature. It seemed therefore that we were confronted with a problem of finding and maintaining a balance in which stability and change had equal place, neither left out and neither overweighted." POUND, NEW PATHS OF THE LAW 1 (1950).

4. Jackson, *Law Building Dedication Address, Syracuse University College of Law*, 6 SYRACUSE L. REV. 219, 221 (1955). Mr. Justice Jackson died before delivering the address, but it was published from his manuscript. The paragraph from which the quotation was taken continues: "The student will find the process of applying law through the courts to be a process of constantly modifying old doctrines to fit new

III.

But I must come to the main subject of this address. My allotted topic is "Legal Education and the Demands for Stability and Change Through Law." This had initially been set down by the planners as "The Vanderbilt Law School and the Demands for Stability and Change Through Law." The idea was that although this address is the only one given on the final day, it comes not as the climax to the whole conference—Harry Jones' discourse yesterday afternoon splendidly served that purpose—but as the particular reference of the theme to this particular law school at the time this building is being dedicated. And, though I suggested the broader title, I must both disavow any attempt in the time available to cover the whole subject of legal education and admit that much of what will be said will be concerned with what this school is now doing and hopes to do in the future.

I plan to discuss briefly three aspects of legal education. They are teaching methods, professional responsibility, and the application of the dedication theme to law schools.

A. Teaching Methods

Some two hundred years ago, around 1750, the Industrial Revolution began. On its completion, a hundred years later, the western world was completely changed. It was just a few years after this that a similar revolution started in legal education—Christopher Columbus Langdell introduced the case method. Instead of being required to go through the prosaic and boring process of memorizing rules, students were introduced to the stimulating dialectic of the discussion of holdings in actual cases. The method could produce active participation of the whole class; it stimulated mental powers and developed ingenuity and analytical abilities. It proved to be the very thing needed for the world of its time, and it gradually swept the field in legal education. But it also proved to have drawbacks. It is time-consuming, almost time-wasting; it does not work so well with large classes; it palls on many students after the first year; its method deals with the analytical relationship of cases and does not intrinsically involve the use of materials other than the opinions themselves or the consideration of the social efficacy of the principles involved.⁵

We have reached another revolution in science, with the arrival of the age of nuclear energy and space exploration. Law teaching needs

conditions. I can imagine no more fascinating and romantic study than the process by which this adjustment comes about."

5. See generally Morgan, *The Case Method*, 4 J. LEGAL ED. 379 (1952); Patterson, *The Case Method in American Legal Education: Its Origins and Objectives*, 4 J. LEGAL ED. 1 (1951); cf. HARNO, *LEGAL EDUCATION IN THE UNITED STATES* 51-70, 137-40 (1953).

a similar revolution—an atomic breakthrough in methods of legal education that will enable us to unleash hitherto untapped energy and resources to meet the demands of the period now unfolding. This may be a large build-up to a letdown, because I am not able to offer you here a radical new method which will meet all our needs. But I can offer a few suggestive comments.

One suggestion is that we make more use of individual work on the part of the students. This suggestion would be a further development of one of Vanderbilt's established characteristics. We have kept our classes small enough for the student-faculty relations to be direct and easy rather than impersonal. As our enrollment has grown we have divided the first-year class into sections so that the faculty could continue to know the students as individuals and the classroom dialectic could bring each of the students actively into the discussion, instead of allowing many of them to sit by as passive observers.

Last year we started a new program to make the association between the students and the faculty even closer and to provide for individual work on the part of the students, beginning within a few weeks after their initial enrollment. This involved our first-year course in Legal Writing. Troubled, as all law schools have been, by the lack of ability of many students to express themselves in writing, we have established the course in the first semester of the first year and assigned a number of individual writing projects, including a substantial memorandum of law. This is not new, of course, but it is perhaps somewhat unusual that we divided the whole class up among all the members of the faculty, including those with administrative duties. Each faculty member has a small group of students whom he counsels generally, and whose writings he inspects and criticizes individually. The stimulation of the students and the results have been most beneficial. Use of all of the faculty members has indicated to the students the importance which we attach to the work and our interest in the development of each individual.⁶

The problem-solving method of teaching, especially when cutting across the boundaries of traditional course titles, may also be a very effective way of using individual work of the student. To make it fully effective, however, individual treatment and criticism must be given to the prepared solutions. We have considered the most effective way of assigning a complex problem to the members of the senior class for their analysis and preparation of a solution with the necessary documents, and then dividing them among the faculty members for discussion and criticism in a manner similar to that used

6. For elaboration, see Covington, *Development of the Vanderbilt Legal Writing Program*, to be published in 16 J. LEGAL ED. (1964).

for the class in Legal Writing.

Seminars, especially seminars in depth, can promote both small-group effort and individual preparation which is publicly submitted to the group for criticism. We are thinking of trying a class-seminar combination, by taking a two-hour course and arranging for a portion of the class to obtain additional credit by meeting in an intensive seminar on one fairly narrow aspect of the course.

Law review and moot court work is an excellent example of individual work, with thoroughgoing criticism and resultant improvement of the final product. We have found that summer internships with governmental agencies and some law firms frequently prove effective in the same fashion. Still other means of making use of this general method must be devised. Would it be feasible, for example, to arrange for a group of a few seniors to read the briefs in a pending appellate case and to hear the oral arguments and then to prepare written memoranda which might be offered to the judges for their use?

The individual-work method has apparent defects, but it can prove a very useful supplement to the case method. It provides experience which will be helpful in meeting the unknown problems of the future and affords an excellent means for using extra-legal materials; it also may be conducive to habits of self-education after the years of law school are over. At Vanderbilt, we have agreed on the policy that every one of our graduates must have completed a major piece of research and writing, either in connection with a seminar, with the law review, or otherwise.

There is time for mere mention only of two or three other curriculum matters. One is the need for perspective courses, like Jurisprudence or The Legal Process, which help the student to gain an understanding of the legal institutions of which he is a part. A second is a similar need for expansion of offerings in the field of international law and international transactions. Like the perspective courses these must be made attractive enough to interest even the student who thinks he wishes to confine himself to "practical courses." A different kind of idea is the suggestion that we experiment with compressed survey courses which give a useful introduction to fields of law the student cannot cover in the usual way. An effort must be made also to overcome the impression of compartmentalization which our separate courses create in the student, and to seek to attain a goal of "teaching law as a unified system."⁷ And finally there is the problem of utilization of nonlegal materials in the curriculum, and the proper portrayal of the relationship of law to the other social sciences.⁸ You perceive

7. Vanderbilt, *Trends in Prelegal and Legal Education*, in VANDERBILT UNIVERSITY, SYMPOSIUM ON HIGHER EDUCATION IN THE SOUTH 183, 188 (1938).

8. See, e.g., LEVY, *The Future of Legal Education*, in FOUR TALKS ON LEGAL EDUCA-

the importance of each of these topics though I cannot now elaborate on them.

B. *Professional Responsibility*

Our goal should be not merely to instruct in the principles of the law but to prepare the whole lawyer, the complete lawyer, the great lawyer—practicing law “in the grand manner,” to paraphrase Justice Holmes’ words.⁹ What should the ideal law graduate be prepared to do? Chief Justice Vanderbilt gave what I believe to be the best indication of this in his famous speech on the five functions of the lawyer. He listed them as being these: (1) a wise counsellor; (2) a skilled advocate; (3) a person who does his part to improve his profession, the courts, and the law; (4) a leader of public opinion; and (5) a man ready to answer the call for public service.¹⁰ Observe that two of these have to do with the lawyer’s responsibilities in private practice, and that three are concerned with the broader responsibilities of the lawyer.

It is to the first two of these functions that the law schools have rightly given their primary concern. A lawyer must be able to advise and to represent his clients effectively and well, and we law schools should undertake to prepare him for this purpose. But we should also make clear to him that he serves a public function even as he provides service to his client. And we should stimulate in him a recognition of the broader professional responsibilities which Justice Vanderbilt included in his last three functions.

We must seek to make the student feel that he has entered into association with the legal profession from the beginning of his legal studies. We must let him understand that he is an incomplete lawyer if he merely attends the needs of his clients. We should seek to arouse in him an interest in the profession and professional organizations so that he will develop the habit of taking part in bar meetings and institutes. We must produce lawyers who feel a responsibility for law reform and modification, who are willing to spend time and effort in seeking to improve the law. Our students should realize that the great judges and lawyers and teachers have almost all had an abiding interest in law improvement.

The capable, able lawyer is inevitably a leader in his community.

TION 41 (1952); Griswold, *Law Schools and Human Relations*, 1955 WASH. U.L.Q. 217; cf. Llewellyn, *Social Significance in Legal Problems*, in CONFERENCE ON AIMS AND METHODS OF LEGAL RESEARCH 8 (1955).

9. HOLMES, *The Use of Law Schools*, in COLLECTED LEGAL PAPERS 35, 37 (1920).

10. Vanderbilt, *The Five Functions of the Lawyer: Service to Clients and the Public*, 40 A.B.A.J. 31 (1954). See also Cheatham, *The Lawyer’s Role and Surroundings*, 25 ROCKY MT. L. REV. 405 (1953); *Professional Responsibility: Report of the Joint Conference*, 44 A.B.A.J. 1159 (1958).

We must persuade our graduates to take consciously the responsibilities of community leadership.¹¹ If the hard-studying student loses contact with outside events, he is not likely to change as a hard-working lawyer; and if he reaches his opinion on an inadequate or one-sided study of the facts or on a selfish consideration of his own or his clients' interests, he may well lead astray many people within his sphere of influence.¹²

Not all leading lawyers are willing to undertake public service or public office. They are fully occupied in private practice and often leave public matters to the man who has not shown the ability to succeed in practice and who runs for office to make a living. Law students should realize that there is a very real satisfaction in performing public service, and that from it the attorney may derive a sense of self-fulfillment and happiness.¹³

It is here in the area of public responsibilities that the law schools have been least adequate in their endeavor to prepare the law student.¹⁴ Most schools do a good job of instructing in the principles of the law, but it is questionable whether any school does a really effective job of preparing the student to undertake his public responsibilities.

Here at Vanderbilt we have been acutely aware of our deficiencies in this regard, and we have striven consciously to overcome them. Instead of the traditional course in Ethics, we offer a broader course on the Profession of Law, taught by the man who prepared the case-book.¹⁵ These classes are supplemented by weekly lectures by a leading Nashville attorney who in his own career has portrayed the recognition of the public responsibilities which we should like to instill in our students. This, in turn, is supplemented by a series of evening sessions with outside speakers. The sessions include (1) talks (usually followed by extended discussion) by leaders in bar organizations, judges, or leaders in public life; (2) discussions of some issue of law reform (such as Dean Leon Green's plan for taking care of the legal problems raised by traffic accidents); and (3) discussions (often in the

11. See Mathews, *The Lawyer, The Law Schools and Responsible Leadership*, 25 ROCKY MT. L. REV. 482 (1953); see also COUNTRYMAN & HERWITZ, IMPLEMENTATION OF EDUCATION FOR PROFESSIONAL RESPONSIBILITY (Second Arden House Conference on Continuing Legal Education, 1963).

12. See Wade, *Public Responsibilities of the Learned Professions*, 21 LA. L. REV. 130 (1960).

13. See Tweed, *One Lawyer's Life*, in LISTEN TO LEADERS IN LAW 323, 324-28 (Love & Childers eds. 1963); Sims, *The Lawyer and the Classics*, 8 ARK. L. REV. 345 (1954); Wirtz, *Training for Professional Competence and Responsibility*, 13 J. LEGAL ED. 461 (1961).

14. See generally J. STONE, LEGAL EDUCATION AND PUBLIC RESPONSIBILITY (1959); H. F. Stone, *The Public Influence of the Bar*, 48 HARV. L. REV. 1 (1934).

15. CHEATHAM, CASES ON THE LEGAL PROFESSION (2d ed. 1955).

form of debate) on some important public issue (such as medical care of the aged, public or private development of the communications satellite, railroad featherbedding, or metropolitan government). All of these elements are combined into a single course on the legal profession, which is required of all seniors. Other students are invited to the evening sessions and usually attend in good numbers.

During the current year we have been making a concerted effort to use a pervasive approach throughout the whole of the law curriculum in developing a sense of professional responsibility in our students. All of the members of the faculty have been participating in the effort and most of the faculty have prepared or are in the process of preparing special materials for use in one or more of their courses. These materials in some courses are more elaborate, with mimeographed selections to be studied in advance, and in others are more informally presented as questions or problems to be brought into the general classroom dialectic discussion. The effort has not proceeded far enough yet for a proper assessment of its value, but we hope to improve and refine it and to make it increasingly effective.¹⁶

A sense of professional responsibility is not developed by hortatory teaching. Law students are not adolescent teenagers; but with the critical, questioning approach which we succeed in developing in them, they take no better to preaching. But providing an example may be effective. Thus, many of our teachers take part in bar activities; one served as reporter for the Model Code of Evidence; two now serve as advisors to reporters on the new Restatement; one is a commissioner on uniform state laws; several played an active part in obtaining the state's enactment of the Uniform Commercial Code; many serve on bar association committees; still others have been counsel or advisors to legislative committees. Other examples could easily be listed.

C. *Stability and Change Through Law*

It may have occurred to you to wonder what my discussion of legal education to this point has to do with the theme of the dedication program—stability and change through law. Actually, the theme is vitally concerned with both aspects of legal education which I have discussed: (1) the instruction in the principles of the law and inculcation of the skills of the lawyer; and (2) the development of a sense of professional responsibility.

We need to transmit to the student a clear understanding of the part which law plays in reconciling stability and change. Stability

16. See Smedley, *The Pervasive Approach on a Large Scale—“The Vanderbilt Experiment,”* 15 J. LEGAL ED. 435 (1963).

comes first. The function of law is an ordering process. Law and order are necessary to make any systematic adjustment to change. We must identify and preserve the lasting values of our civilization—the basic ideals and fundamental institutions which are essential. Concepts such as justice, the liberties and the essential worth of the individual, and due process of law we shall want to preserve no matter what changes science and technical developments produce for the future. We would all agree that there are certain basic legal principles which must also be preserved, though we might disagree in determining their exact identity.¹⁷

But change is just as important. It is also inevitable. The law must be adaptable to changing circumstances. The details, the specifics, the mechanisms for attaining the basic ideals—these should be subject to change to meet changing circumstances. The forces for change in these times are strong and growing stronger, and the law must make appropriate adaptation to them, while maintaining a realistic sense of continuity.¹⁸

How can we teach all this? There is no single technique for communicating and instilling these ideas. We must teach the law student to distinguish between the fundamentals and the unessential details—between preserving the ideal and trying to maintain the status quo.

We must make the student realize that when he advises his client on a course of conduct he should not look merely to the statutes and cases to find out what the law is so as to apply and interpret it as he finds it, but that he should be alert to find how to utilize the legal rules and concepts imaginatively in order to meet his legitimate purposes. His advice to his clients should not be to tell them what they cannot do, but to tell them how they can do what they need to do. In this connection I am reminded of a quip by a British writer in a recent publication. He suggests that the "American lawyer finds a solution to every difficulty while the English lawyer finds a difficulty in every solution."¹⁹ This is an exaggeration, of course, but the implied compliment to American legal education is a very real one. The dialectic

17. See generally Larson, *The Lawyer as Conservative*, 40 CORNELL L.Q. 183 (1955); Reed, *The Bar's Part in the Maintenance of American Democratic Ideals*, 24 A.B.A.J. 622 (1938). For treatment of the "distinctive values and conditioning variables of a free society," and the part which legal education should play in achieving them, see Lasswell & McDougal, *Legal Education and Public Policy: Professional Training in the Public Interest*, 52 YALE L.J. 203 (1943), also in *STUDIES IN WORLD PUBLIC ORDER* 42 (McDougal ed. 1960).

18. See generally FRIEDMANN, *LAW IN A CHANGING SOCIETY* (1959); Wyzanski, Traynor & Brogan, *Symposium on Law and Social Change in a Democratic Society*, in UNIVERSITY OF ILLINOIS COLLEGE OF LAW, *DEDICATION PROCEEDINGS: THE LAW BUILDING* 66, 76, 88 (1958).

19. Wheatcroft, *The Education and Training of the Modern Lawyer*, 7 J. SOC. PUB. TEACH. L. (N.S.) 1, 7 (1962).

of the American case method does develop ingenuity and imagination. Rightly used, it also develops the ability to predict trends so as to anticipate legal growth in the future and to be able to help it in the right direction.²⁰

Legal education succeeds best in this area when it instills in the student an appropriate sense of responsibility for law reforms—a readiness to seek to improve the law not just in order to aid his clients but in order to make it a more effective instrument to meet the general needs of current times. When the law schools produce a sufficient number of lawyers who feel a sense of obligation to meet this duty, then the necessary lag between the law and the scientific, political, economic, and ethical developments which our speakers discussed on Thursday will be sharply narrowed. The program for this conference will prove helpful in this regard. I do not hesitate to predict that students who have listened to the addresses for the past two days and readers of the addresses when published will gain a stronger feeling for their proper mission as lawyers. A conference of this nature can be an extremely effective teaching device.

One thing which we law schools can do is to direct our courses more to the future. Our graduates are to practice for a period of the next fifty years or so. Yet we prepare them entirely for practice today. Are we like the generals who prepared for the next war in terms of the last one? They lost their war, you know.

IV.

Any treatment of the "Law Schools and the Demands for Stability and Change Through Law" cannot be complete without brief reference to the part which the law faculties themselves should play. A law school is a collection of legal scholars. Like the practicing lawyers, they must recognize a public responsibility to devote more time and effort toward promoting the growth of the law and bringing it more nearly in accord with the needs of the times. Law schools must encourage their faculty members to engage in research by affording the necessary funds, the time, and the facilities. The teachers must be ready to engage in constructive research and writing. Writings which point out defects in the law should offer feasible suggestions for its improvement. More law review articles should conclude with a carefully drafted statutory proposal.²¹

20. See generally Pound, *American Legal Education—Yesterday and Today*, 25 TEXAS B.J. 929 (1962).

21. See Traynor, *To The Right Honorable Law Reviews*, 10 U.C.L.A.L. REV. 3, 9-10 (1962). The *Vanderbilt Law Review* has recently initiated a Legislation Section, carrying student comments on various topics of law reform. The stated purpose of this section is to "locate and discuss areas of the law that call for statutory reform" and

Leading articles and student notes and comments in the law review constitute one of the most effective means of improving the present state of the law. Some schools regard the review as merely an effective teaching device and fail to recognize the direct effect of a good law review in promoting legal growth. All of us need to consider carefully and reassess the part which the law review should play in the functions of the law school as a research center.

Aside from the individual research of its faculty members and students, law schools may engage in institutional research. Seminars may be designed to this end. An example is the one on Regional Economic Development at the Vanderbilt Law School. Another type is a specialized publication. Again, an example is our *Race Relations Law Reporter*, which undertakes to collect and make available to interested parties on an impartial basis the primary legal materials in the field of race relations, as well as careful studies on important problems. During the seven years of its existence the *Reporter* has proved its substantial worth in aiding lawyers, judges, and administrators in this highly volatile field. This is a form of institutional research in which the recognized impartiality of a university renders its product useful in immediately pending problems. Another form of institutional research is the careful consideration of long range problems, freed from the pressure of a quick answer.

In these times of rapid change, the law schools and their faculties must themselves play an important part. They cannot instill a sense of public responsibility in their graduates unless they recognize and meet the same responsibility themselves.

Let me here quote, with one minor adaptation, a statement taken from an address by Mr. John W. Gardner, the President of the Carnegie Corporation:

Everything that the [law school] does in the world outside should be marked by its commitment to the highest standards of performance, its habit of taking the long perspective, its preoccupation with root problems, its intellectual approach to practical matters, its disciplined habit of mind, its commitment to the highest values of our culture, and its relative disengagement from the self-interested considerations which move proponents in the day to day strife of the world.²²

This is what we in the Vanderbilt Law School would like to assume

to "include, where suitable well-drafted statutory proposals." Traynor, *A Foreword to the Vanderbilt Law Review's New Section on Legislation*, 16 VAND. L. REV. 1261, 1264 (1963). See 16 VAND. L. REV. 1264-77 (1963), 17 VAND. L. REV. 325-42 (1963).

22. Gardner, *The University in our Civilization*, in VISION AND PURPOSE IN HIGHER EDUCATION 207, 215 (Howes ed. 1962). I have substituted "law school" for "university" in the original.

as the task which we shall undertake for ourselves in this building which you help us now to dedicate.

V.

Mr. Chairman, it is a pleasure to act in behalf of the Law School in accepting this new building. We want to dedicate it to the cause of better legal education, to the producing of lawyers who will play their part in the affairs of the world of their times—local, national, and international. We want to dedicate it also to the utilization of the whole school for the growth of law to meet adequately the needs of this rapidly changing world, while still retaining a proper sense of continuity. This is a large undertaking and a weighty assignment, but we accept it gladly, and we are sure that it can be much more effectively—and far more pleasantly—carried out in this fine new building.

PRAYER OF DEDICATION

Delivered by William C. Finch, Dean of the Vanderbilt University Divinity School, at conclusion of ceremonies dedicating the new buildings of the School of Law, April 6.

ALMIGHTY GOD, creator and sustainer of all things and all men, who hath set in the hearts of mankind a deep and compelling hunger for justice; whose eyes are ever toward the righteous and whose ears are ever open to their cry; graciously accept, we pray Thee, these buildings which we now dedicate to the ancient and high calling of the study of law. We bless Thee and give Thee thanks that we live in a land and among a people whose history rests upon the integrity and sanctity of the law, painstakingly sought after, arduously wrought out in the deep travail of many minds and searching spirits.

Bless these halls that in them knowledge and wisdom may unite to make plain the path of understanding to those who study here. Endow all who live and work and teach and study here with such a deep sense of the dignity and importance of the law in the life of both man and nation that it shall become not only a profession, but a calling; not merely a skill but a science; not simply a disposition but a dedication. Grant to them, and to all of us, the clear and ancient sense of the integrity and nobility of the law; of an ordered and orderly society; of a community of men and of nations governed not by caprice or prejudice, or self-interest; nor by the tyranny of either individuals or of mobs; but governed by the due process of law, intelligently achieved and equitably administered.

Grant that all who come here, whether as administrators, teachers, or students, may come with pure minds, upright purpose, and steadfast endeavor to learn and do Thy holy will.

God of our fathers, we offer Thee our heartfelt thanks for all thy servants, the parents and teachers, the benefactors and friends, by whose love and devotion we have come with our great inheritance of health, truth, and learning. Help us to guard loyally this great boon, to profit by it, to augment it, and faithfully to pass it on to each coming generation, that all men may rise up to serve Thee who art the source of all wisdom, justice, and knowledge.

Through Jesus Christ, our Lord, AMEN.

