In 1910 the Carnegie Foundation released its first study of graduate education: the Flexner report on medical education. American medical education is already celebrating the centennial of this report, which changed the face of medical education by emphasizing the scientific basis of practice. Four years later the Foundation authored its first report on legal education, the Redlich Report, which like the Flexner Report, emphasized the scientific basis of practice. For whatever reason perhaps because legal education was less receptive to change than was medical education, perhaps because the report’s author came from one of the Central Powers with which the United States was shortly to go to war the Redlich Report did not change the face of legal education.

Today, legal education is much the same as it was in 1914. In 2007 the Carnegie Foundation returned to legal education and issued a new report, Educating Lawyers: Preparation for the Practice of Law. The Redlich Report, on the other hand, is a calm but ambitious call to invigorate the principle of social and economic justice in the life of the American people. The Redlich Report is must reading for any discussion of the future of American law. It brings to American legal education a perspective that no report before or since could. It reminds contemporary legal educators of their responsibility for the legal system. This re-issue of the Redlich Report is introduced by an essay by James R. Maxeiner that critically compares the two reports. The aim of the book is the reform of American law on a scientific basis. The book includes a reprint of the 1914 report: The Common Law and the Case Method in American University Law Schools by Josef Redlich.

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Disciplines
The report shows how law school teaching affords students powerful intellectual tools while also shaping education and professional practice in subsequent years in significant, yet often unrecognized, ways. The study was funded by The Atlantic Philanthropies. About the Authors. WILLIAM M. SULLIVAN is a senior scholar at The Carnegie Foundation for the Advancement of Teaching. The study captures the special strengths of legal education, and its distinctive forms of teaching. It follows earlier studies of professional education conducted by The Carnegie Foundation for the Advancement of Teaching. The case-dialogue method challenges students to grasp the law as a subject characterized by a particular way of thinking, a distinctive stance toward the world. University-based legal education in this country (though it took a few years for the endowment to grow big enough—an issue with which deans become intensely familiar). In its early days, Harvard's law program sought both to serve the nation and to prepare. Langdell's case method endured but sprang free from his ideas of law as science. 29 Felix Frankfurter, The Law and the Law Schools, 1 American Bar Association Journal 532 (1915), reprinted in Shepperd, at 673-677. 10 A year after joining the Harvard Law faculty where he had been a star student, Felix. Frankfurter warned in 1915 of a dysfunctional disconnection between legal education and practice. Law school should not just train people to earn a living as lawyers but also.