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THE vast variety of avocations and the intricate relations into which the rights of individuals are brought by modern progress and invention has led, unavoidably, to a wider range of topics to be embraced by legal literature and learning. The lawyer of a century ago, with his slender stock of standard books, would look appalled at the immense library of a busy lawyer of to-day which this ever-growing field necessitates, and an attempt to master in a two-years' course even the elements of this science seems a task well nigh impossible. The results of this expansion (shown in practice by the appearance of the specialist) can be noticed even here, in the Yale Law School. The shortness of the course allotted, and the consequent necessity of long lessons and successive recitations, makes attention to the Law School work as large a burden as can well be carried by the average student. For this reason, the weight of plans for general reading or the study perhaps of other branches, mapped out before the Law School course had been begun, is often thrown aside, in order to enable one to keep his place in this hurried race for admission to the bar. While this is as it should be (for no one should neglect the study of his chosen profession for any other subject or pursuit) it is nevertheless true, that a fund of information on every science connected with our life or government is as valuable now as to the barrister of bye-gone days, and no better time could be imagined for beginning to lay up this stock of mental capital than the present. The advantages of one of the best libraries and the best instructors in political and social science in the country, which this university affords, ought not to be neglected. For though now

one's time may seem extremely crowded, in the future (while struggling to obtain or carry on a practice) one will find it even more so, and the opportunities not half so advantageous. A broad science needs a broad mind, and the lawyer well versed in other topics besides the law will be the one best able to assist his clients, and to help to raise the standard of his much-abused profession.

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SINCE the opening of the present university year several text-books have been published designed principally for use in law schools. A careful examination of these works has proved that they are peculiarly adapted to the purposes for which they were written. The authors are men of widely divergent theories of instruction, who have worked each in his special subject, independently of one another, and yet a common plan characterizes all of these productions. In each, after announcing a settled principle of law and stating the reason for its existence, there follows a case decided by a court of recognized reputation and authority, which case illustrates and applies the principle previously declared. In some instances this case may be in a separate portion of the book; in others it follows directly after the text, but in all, substantially the same system prevails. Then, too, these books are not at all adapted to the practitioner. Their authors do not pretend that they are, or that they were written for anybody other than the law student, or for any place other than the class room. The coincidence suggests the idea that possibly the best method of teaching law lies neither in the "text-book system," nor the "case system," as commonly understood, but rather in a combination of the two. With due deference to the learned law faculties who champion these respective systems, we submit that neither can be commended in its entirety. A student cannot be expected to become a lawyer through the absorption of text-book dogma supported by little or no reason, and illumined by no application. No more can he attain to that end by the somewhat ornamental but practically useless plan of reading chronologically the decisions of courts, of which he never heard before and never will again after he gets his diploma. On the other hand if he can learn the principle and fasten it in his mind by the study of a case which any court will recognize as authority, he comes near to the quickest, most thorough, and most practical method of acquiring legal knowledge. The signs indicate an adoption of this new system combining the good points of both. If these books be a forerunner of a harmony of the schools, we cordially welcome them.