

INTRODUCTORY REMARKS AT FIRST SESSION

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I want to thank Ervin Pollack, my onetime student and longtime friend, for that extravagantly generous introduction. It has been a pleasure and privilege for me to work with Professor Pollack and his colleagues of the College of Law Centennial Committee in the planning of this two day conference on Professional Education in the Contemporary University.

A good chairman should be chair-borne as much as possible, but a few brief remarks are unavoidable to set the stage for the four sessions of our Centennial Conference. As we first thought of it, this conference was to be another of the many useful colloquia that have been held in recent years on the subject of legal education. Rashly perhaps, we decided to widen the conference focus to professional education more generally, this with the thought that the university professional schools, whatever their differences in academic detail, share certain attributes, purposes and problems which make them a little different from other departments of the university and so make it profitable to compare them, one with the other.

This is not to say that we law school people have gone so far as to grant any of the other professions equal time. Our four principal speakers and two of our eight discussants are or were lawyers, and there is no way the dye of legal training can be rubbed off when a lawyer becomes a university administrator like Ed Levi or Allan Smith or a foundation executive like Bill Pincus. But we have an admirable representation here with us from other disciplines: Dr. Cramblett and Dr. Pace from medicine, Dr. Roaden and Dr. Hurley from education, and Dr. Smigel and Dr. Snyder from the behavioral sciences.

A word, now, as to the topic of today's opening session: "The Place of Professional Education in the Life of the University." This is a broad subject, surely, and we have in President Levi a broadly cultured man to lead our discussion of it. Questions come to mind, and the answers are not as self-evident as they are often thought to be. Although the great universities of medieval Europe offered courses of study in theology, medicine and law, it was not written in the stars that professional education of the more modern kind had to be university centered. Indeed, university medical schools were relatively slow to develop in colonial North America, and university training for the practice of law did not become the norm in the United States until a century later. Each of the callings that have come to be thought of as the "newer professions"—engineering, education, nursing, librarianship, social work and the many others—has

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had to make its way from specialized or trade school status into the family of university disciplines.

Tensions survive, even now. The professional schools are in the university, but are they really and wholly *of it*. The other day, I read a report charging indignantly that the professors of engineering at a university that shall go unnamed feel a closer intellectual kinship with engineers in government and business than with their professorial colleagues elsewhere in the university. To take another example, is there a university medical school that has never been criticized for its supposed separatist attitude towards the rest of the university? And consider the familiar criticism from the sociologists that university law teachers, by and large, are more likely to think of themselves as lawyers who happen to be doing their professional work at a law school than as university professors who happen to be teaching law rather than something else.

So it is hoped that this opening session on "The Place of the Professional School in the Life of the University" will, among other things, cause us to reflect on two questions that seem to me vital for the future of professional education: *First*, What, distinctively, does the university give the professional school, apart from funds and administrative services, that makes that school a better place than it would be if not university connected? and, *Second*—and I think harder—Precisely what, if anything, do the professional schools contribute to the intellectual and cultural mix that makes a great university?