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Introduction

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Introduction

Dean Peter G. Glenn*

With Volume 101, the *Dickinson Law Review* began its second century of publication. And with this issue, Volume 101, Number 4, the *Review* appears for the first time as the student-edited scholarly journal of a law school affiliated with a major research university. On July 1, 1997, The Dickinson School of Law became part of The Pennsylvania State University. Dickinson had been an unaffiliated, independent law school since its incorporation in 1890, after having been operated for most of the 19th century as part of our neighboring institution, Dickinson College.

The notes of Penn State's President, Dr. Graham B. Spanier, that follow this Introduction, describe many of the academic and other advantages of the affiliation to both Penn State and Dickinson. One of the changes for Penn State is the addition of Dickinson's student-edited professional journals to its already rich academic life. The student-edited scholarly journal is a an institution in American legal education. Most other academic disciplines conduct their professional and scholarly discourse through peer-edited or refereed journals. The student-edited journal, in which the written work of active professionals and experienced scholars is both evaluated and edited by second- and third-year professional students, is unknown in most other academic

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disciplines. But the student-edited journals play an important role in legal education and in the legal profession, serving as vehicles for communication among scholars and between the practicing profession and the law schools. Moreover, the student-edited journals play an important role in the educational experiences of the student editors, who have opportunities for supervised research and writing and chances to learn the skills of editing, fact-checking, source-checking, and preparing manuscripts for publication—all skills of the practicing lawyer, just as they are skills of the scholar.

Practicing lawyers and legal scholars must increasingly be familiar with the social, economic, and scientific contexts within which client legal problems arise and the law and legal institutions operate. Law-trained professionals in the 21st century are more likely than in the past to have had some formal, as well as informal, education in disciplines other than law. Multidisciplinary legal education and multidisciplinary legal scholarship are likely to become increasingly common. Law is best studied with increasingly sophisticated understanding of other disciplines. Similarly, disciplines such as business administration, environmental management, public administration, and medicine are best studied together with considerable understanding of law and legal institutions. The affiliation of a law school, such as Dickinson, and a research university, such as Penn State, provides, therefore, an appropriately comprehensive basis for teaching and for scholarly exploration.

In this new era for Dickinson, in which concurrent degree and other cooperative programs between the Law School and other Penn State academic programs will increase in number and scope, there will be new opportunities for the *Review*. The Dickinson-Penn State affiliation has increased by a multiple of ten the number of library volumes readily accessible to Dickinson's students, including editors of the *Review*. The affiliation has brought our Law School into a collegial relationship with dozens of law-trained teacher/scholars who have academic homes in Penn State's other colleges and departments; for many of these scholars, the *Review* will offer an outlet for publication within the legal profession. And, as we increasingly develop academic bridges between the Law School and other disciplines, opportunities for the *Review* to consider publication of multidisciplinary symposia or articles will increase dramatically.

None of these new opportunities, of course, will change the basic nature of the *Review* as a student-edited journal. None of

these new opportunities will interfere with the *Review's* traditional mission of making carefully considered and well-communicated ideas and information available to the legal profession. And none of these new opportunities will interfere with the *Review's* mission as an important part of the law school educational experience for its editors. Thus, while publication of this issue of the *Review* marks a new beginning, it also marks the continuation of a proud tradition of service and education.

