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Dean of Law and Life

Abe Goldstein was a boundary crosser. During his half-century on the faculty, he enriched the life of Yale Law School in many ways. He crossed the boundaries between law and other disciplines, between law school and law practice, and more generally between law and life.

From the moment Abe arrived as a new law teacher—the year was 1956—he was immersed in interdisciplinary activities. Abe was brought back to teach because he had a superb record as a student, as a law clerk to Judge David L. Bazelon on the D.C. Circuit, and as a fine lawyer. (He could also teach evidence, an immediate need.) But Dean Rostow and others also thought him a natural to serve as the coordinator of a new program made possible by a National Institute of Mental Health grant for work in law and the behavioral sciences.

That grant called for the appointment of psychiatrists, psychologists, and sociologists, who would participate in seminars that were in a law school divisional program called Law and Behavioral Science. Among other things, it brought Yale sociologists Richard (Red) Schwartz and Jerome Skolnick to the school in what I believe was the first program of its kind. The program eventually ran its course. Sociologists Schwartz and Skolnick moved on and became major figures in the law-and-society movement, but they got their start here.

Several years later, during Dean Pollak's administration, Abe was actively involved in obtaining major support from the Russell Sage Foundation for law and social science training. Each year a *mélange* of young political scientists, psychologists, sociologists, and occasionally anthropologists, were exposed to the law school and to each other. Throughout the early and mid-seventies, that program, coupled with the Law and Modernization program, made Yale Law School a prime incubator for those who would become leading contributors to sociolegal scholarship.

Abe loved law, and he also loved the craft of lawyering. As he entered his deanship, he was one of the law school's strong proponents of clinical legal

education, where students could learn the lawyer's craft working with indigent clients under the supervision of law school attorneys. This was part of a broader concern for the relevance of law training after societal upheavals growing out of the Vietnam War and the civil rights disorders of the late sixties. As he expressed it in a speech at the annual dinner of *The Yale Law Journal*, and later to alumni in a 1970 *Yale Law Report*: "We're at a divide in the history of legal education, and thinking about law, which makes us readier than ever before to develop bridges between legal theory and legal experience, between law and life."¹

The resulting clinical program has expanded and matured to become a vital part of the school and a model for others to follow. But it would not have done so without the thoughtful design that went into its early years, during which Abe was the central guiding force among several senior faculty.

Another way a law school can be enriched is to bring to its faculty not only published legal scholars but persons with deep experience in the workings of the legal system. When Burke Marshall was in the process of leaving his position as the head of the Civil Rights Division of the Justice Department in 1968, the faculty made an effort to get his creative intelligence and enormous civil rights experience working on behalf of the school. The initial effort was unsuccessful, and Burke became a top IBM executive.

But Abe persisted and was ultimately successful in drawing Marshall to the law school in 1970. The immediate beneficiaries were Marshall's students; his colleagues learned from his vision and wisdom for the remainder of his life in the law school.

Another opportunity to bring in new voices arose near the end of Abe's deanship. When Fred. W. Friendly was the Ford Foundation's communications advisor in the mid-seventies, he asked Dean Goldstein to consider expanding Yale's one-year Master in the Study of Law program to include journalists. The idea was to select a group of experienced reporters, bring them to New Haven for the first year of law school, and give them the training that would make them more knowledgeable in the ways of the law. The MSL-J program, as it came to be known, was successful for more than a quarter of a century, first under Ford and later under Knight Foundation support. It has produced dozens of print, television, and radio journalists, who learned from and enriched the school during their year here, and most

1. Abraham S. Goldstein, *Redirecting Legal Education*, YALE L. REP., Fall 1970, at 3, 3. The quotation came to my attention in Laura G. Holland, *Invading the Ivory Tower: The History of Clinical Education at Yale Law School*, 49 J. LEGAL EDUC. 504, 519 (1999).

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important, have made their readers, listeners, and viewers a more informed public.

Abe Goldstein will be remembered for the depth of his commitment to the school, for the range and quality of his criminal law scholarship and teaching, and for his wise and steady hand as Dean. But he did more. By welcoming in outsiders—academics, lawyers, journalists, and others—he both enriched life within the school and extended its reach. A significant part of his legacy will be his crucial role in linking Yale Law School to life beyond its borders.

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