DEDICATION

THE RELEVANCE OF LEGAL EDUCATION

The Law School's seventy-fifth anniversary is quite properly an occasion for celebration. An imaginative, aggressive administration, an excellent, young faculty, and a student body of exceptional ability and achievement have made Stanford one of the finest law schools in the nation. All of those who are or have been associated with the School may be justifiably proud of its growth.

A seventy-fifth anniversary should not, however, be merely a time for self-congratulation. Too many challenges confront the legal profession and the American legal system for any leading law school to be content with that system and its role therein.

Perhaps never in our history has the fabric of the law been so torn by dissent and disrespect. Each recent summer has seen the total breakdown of law and order in many of our cities, and the future promises only more violence. Masses of people break the law in demonstrating their opposition to the war in Vietnam. Young men refuse to be drafted. Their companions and their elders battle police and destroy property. Those who support the war also encourage lawlessness. Many call for and applaud brutal police action in breaking up demonstrations and others seek to curb the expression of dissent. Law prohibiting abortion, gambling, prostitution, and the use of drugs are disobeyed by large numbers of people. Other legal attempts to enforce morality are simply ignored by everyone. As a result of all this, society suffers, both materially in the destruction of lives and property, and intangibly as the vanishing of trust in the law breeds insecurity and fear.

It is absurd to say that the people are lawless, that they are to blame for failing to obey the laws. It is the law which must serve the people, and it is the law which is, now, failing them. If respect for the law is to be restored, the law must be adapted to meet the needs of society.

The job of evaluating and reforming the law falls to the lawyers, and yet, this is the duty they most seriously neglect. Lawyers too often view these problems as "social problems" meant to be handled by "social scientists." But the need is for action, and lawyers hold the power to act. As advocates, legislators, judges, and administrators, lawyers make, apply, and enforce the law. If our laws are to be changed, it will be lawyers who initiate and direct that change.

Laws which are responsive to the needs of the people cannot be made by men who are not familiar with those needs. Yet most of legal education today leads us away from serious consideration of society's problems. The lawyer's role as a law maker is given only the most trivial attention as compared to his role as a law user. Whatever social awareness students have when they enter law school is quickly shunted aside as they enter the world of torts, contracts, and procedure. The most respected lawyer is not one who is concerned with the troubles of a nation, but one who is expert in corporate, tax, or trust law.

This is the major failure of American law schools, Stanford no less than the rest. While we are producing expert legal technicians at a great and growing rate, we are neglecting the most important duty of the lawyer as a member of society: making the law.

The failure is not complete. Some steps are being taken in this area. The concern of many of the members of Stanford's faculty with the problems of the day is being expressed in an increasing number of courses which consider those problems. Law students are participating in civil rights and legal aid activities in growing numbers and with growing enthusiasm.

But this is scarcely enough. The new courses are still few in number and not taken seriously by the vast majority of students. Public service during and after law school, except at the very highest levels, is still viewed as faintly disreputable and not quite as important as private practice.

The chief challenge facing law schools today is the elimination of these attitudes. Legal education must be re-evaluated in terms of its ability to prepare students to handle the problems of a society in which the laws of the past have lost much of their usefulness. Stanford Law School, in its seventy-fifth anniversary year, must work to make legal education truly relevant to the society which it serves.
A BRIEF HISTORY
OF
STANFORD LAW SCHOOL

The law school world into which the Stanford Law School was born in 1893 was a far cry from the one we know today. Universities throughout the United States had been slow to take up instruction in law. One reason was a general reluctance to digress from the classical and mathematical curricula then in vogue. Furthermore, until the second decade of the nineteenth century, training for the practice of law in the United States was almost entirely restricted to apprenticeship. The number of apprenticeship which any one lawyer could have at any one time was usually severely limited, frequently to as few as two, and the periods of apprenticeship were long, ranging up to ten years. In Virginia, where the apprenticeship requirements were the most lenient in the country, the College of William and Mary did establish a law school of sorts in 1779. In 1793 at King's College -- now Columbia University -- James Kent was made professor of law, but his experience was discouraging: only his own clerks and two students enrolled in 1795, no one in 1796, and only eight by 1798 when he resigned. Needless to say, other schools were hesitant to undertake similar experiments.

With the advent of Jacksonian democracy there came a breaking down of rigid barriers to all professions and vocations, and as a consequence, the requirements of the apprenticeship system were reduced or abolished. As a result, law schools, or possibly more accurately, law classes began to appear. For the most part they consisted of instruction by practicing lawyers in what can only be termed “trade school” form. The most famous of these was the Litchfield Law School in Connecticut. While it was established in 1784, it did not come to full flower until the second decade of the nineteenth century when it reached an enrollment of fifty-five students.

Slowly and timidly, now, the universities began to enter the field, but unfortunately, they rarely did more than absorb a practitioner school or class, making no changes in personnel, methods or objectives. Early efforts along this line were undertaken by Harvard in 1817 and Yale in 1824. There were, of course, some great figures in these early university law schools, but they were few in number. Requirements for admission were, ordinarily, only those exacted for admission to the freshman class of the college. Even as late as 1890, forty-three schools out of the sixty-one in the country were in this category. When the Association of American Law Schools was organized in 1900 it decided, at the outset, that it could demand only that its members require at least a high school education for admission.

Up to the Civil War the course of study was usually one year in length, and no law school required more than two years. By 1890 only seven of the sixty-one schools were requiring the three years of study first set by Harvard in 1878. Even under the Harvard requirement, only two years had to be spent in residence, with the third year checked by examination.

Instruction was by lectures, usually based on assigned readings in text books. In 1871, however, Langdell published his case book on Contracts and used it in his classes at Harvard. Thus the “case method” was born, and while it did not take legal education by storm, it was gradually adopted by university law schools; it is now the basic tool of law school instruction.

This, then, was legal education when Stanford came on the scene.
Stanford University got off to an auspicious beginning in 1891. Instead of the 200 students expected to enroll, 559 registered for this first year of the new school's operation. To meet the needs of this large student body the contemplated faculty of fifteen was increased to thirty-seven. David Starr Jordan was the first President, and he assembled a remarkably able and young group of teachers. The second year of the university's life showed a registration of 764 students and the addition of twenty-nine to the faculty. No instruction in law was given in the first two years, but plans were made to inaugurate it in 1893.

To initiate the study in law, two appointments were made: as Non-resident Professor of Law, Benjamin Harrison, A.B., LL.D. Miami University, President of the United States 1889-93, who was to give a course of lectures in Constitutional and International Law; and, as Professor of Law, Nathan Abbott, A.B. Yale University (1876), L.L.B. Boston University (1883), Professor of Law at the University of Michigan (1891-92), Professor of Law at Northwestern University (1893-93).

The following courses were planned for 1893-94: (semester units in parentheses) Elementary Law (3), Contracts (4), Torts (3), Constitutional Law (2), International Law and Diplomacy (1), Seminar in Politico-Legal Questions (1), Constitutional and International Law. The last mentioned course was to be President Harrison's course of lectures. The others were to be taught by Professor Abbott. But it didn't work out according to plan.

Within a period of a few months in 1893 the University was struck by three catastrophes: Senator Stanford died in June; the great financial panic struck with full force immediately thereafter; and toward the end of the year, the United States sued to establish a claim against the Senator's estate for $15,237,000, allegedly due under the California stockholders liability law for money loaned by the United States to Senator Stanford's Central Pacific Railroad Company to aid in the construction of the railway.

From the University's point of view the resulting situation was exceedingly serious. While the Stanfords had conveyed some properties to the University, they had retained practically all the income-earning assets. The panic seriously depleted the

President Benjamin Harrison, seated, Stanford's first Professor of Law, with Leland Stanford, left, the University's Founder.
value of the assets in the estate and impaired the income therefrom, and the law suit delayed administration. Had it not been for the dedication of Mrs. Stanford, the loyalty of the faculty in accepting sharp reductions in salary, and the cooperation of an understanding Probate Judge in granting Mrs. Stanford a generous family allowance, most of which she used for the expenses of the University, the institution probably would have closed. But it managed to weather the storm.

The United States lost its suit in 1895; the dismissal was affirmed by the Circuit Court of Appeals in 1895 (70 Fed. 346) and by the United States Supreme Court in 1896 (161 U.S. 412). The Supreme Court ruled that the legislation under which the loan was made did not contemplate the liability of stockholders as security for the United States. All might be added that the debt was paid by the principals when it fell due.

But to return to the Law School's beginnings in 1893. Professor Abbott was actually en route to Stanford from Northwestern when he read of the difficulties facing the new University. He decided to accept President Jordan's offer of a year's leave of absence, and promptly turned back to Northwestern. That left Stanford's emerging law department with no resident faculty. To get work underway, President Jordan turned to Edward Hamlin Woodruff who had graduated from the Cornell Law School with its first class in 1888. He had had several years of experience in library administration and had taught English at Cornell for two years. He had come to Stanford in 1891 as University Librarian. In a letter dated February 4, 1933, Professor Woodruff recalls his initiation into the teaching of law -- a vocation he was to follow from 1893 until his retirement from the Cornell law faculty in 1926:

Dr. Jordan who was acquainted with whatever qualifications I may have had for acting as a substitute law teacher, requested me to take and carry on the instruction in law until Professor Abbott's arrival. Although I was a law school graduate, a member of the New York Bar, and had acquired experience as a law office clerk, I demurred vigorously because my time was fully occupied by duties as university librarian and especially because I had scarcely opened a law book for the four preceding years. But he waved aside my objections by saying that he could provide any additional necessary assistance in the library, that I could give an hour or so a day to supervision of the library, and that I could devote to the law work substantially all the time I deemed necessary. Finally, after further discussion I consented.

Thus the work started with Robinson's Elementary Law as the first text book. Later we began a course on Contract, using as material, cases selected by me from time to time and mimeographed for distribution to the class...

What most pleasantly remains with me of this first experience of mine in law teaching is the recollection of the earnestness, buoyancy, and considerate, cooperative spirit of those young men who joined with me in the emergent adventure.

Thus it was that in 1893, with a registration of 46 students in law -- 3 graduate, 35 undergraduate and 8 special -- and a woman faculty consisting of the University Librarian and a former President of the United States, the work of the Stanford Law School began.

The inner quad in 1896. Construction had just begun on Memorial Church, left center. Law classes were held in the Engineering buildings, outside quad behind the Church, from 1896 to 1900.
Nathan Abbott was the Law Department's first full-time Professor of Law. In addition, he was Executive Head of the Department from 1894 to 1907.

As he had promised, Nathan Abbott arrived on the Stanford scene in 1894 and took up his professorial duties in the Law Department. When he came there was nothing that even purported to be a law library, and Professor Abbott soon set about to remedy that situation. In a letter dated March 3, 1933, he comments on the beginnings of the law library:

"The absence of any law books for the use of the students also had its effect on our program. . . . I advised the buying of the American Decisions because of the extensive notes which the students could refer to in the absence of textbooks which President Jordan did not feel the University could afford to buy. I believe I am correct in saying that before the Decisions were received the Bancroft Whitney Company gave us a set of books called "The Pony Law Series". I remember making a little book case about fifteen inches long and seven or eight inches high and five inches deep to hold these books. At this time the students had no place in the quadrangle to study and we were given the first room on the left hand (ground floor) of the entrance to Encina Hall. I remember hanging this book shelf, like a picture, on the wall of this little room and it was the beginning of your Law Library."

At the end of the year the first degrees were awarded by the Law Department—to four Bachelors of Arts.

By 1899 the Law Department courses were enjoying a certain degree of popularity among the undergraduate student body and the ranks began to swell. The faculty now numbered three. Larger facilities were badly needed; and when a new library building for the University was completed, the department took over the library's old quarters in the inner and original quadrangle. The one-story building measured about fifty feet by one hundred and twenty feet, and the University partitioned it into two recitation rooms, three offices and a reading room with some stack space—not that much space was needed to house the department's meager supply of books. About this time the West Publishing Company was induced to make the Law Department a tentative sale of the Reporter System and put those volumes on the nearly-empty shelves. The sale was to become final if President Jordan could find the money to complete it. He did.

In the summer of 1900, the Association of American Law Schools was organized under the aegis of the Section on Legal Education of the American Bar Association. Although it had not as yet given a single professional degree, Stanford was welcomed as one of the twenty-seven charter members.

Now after seven years the department had acquired true professional status. There was a full-time faculty of five, and a fairly complete curriculum could be offered.

University freshmen were now excluded from law courses. Sophomores could take only Elementary Law, an introductory lecture course given by all the members of the faculty, each dealing in a cursory way with his own subjects. Juniors were eligible for two first-year law courses and seniors for three, thus being able to complete the first year of the law course as undergraduates. Two years of graduate work fulfilled the requirements of the LL.B degree. Inasmuch as Stanford was founded as a coeducational institution, several women found their way into the law classes. One of the five faculty members, Professor Clarke Whittier, recorded his reaction to this development: "The few young women who joined our ranks were not in any separate category from the men. They found their individual places in class work and in records just as did many extra men would have done. There seems to be no sustainable objection to the admission of women to law schools."

While there continued to be a heated controversy among law teachers as to the relative merits of the text, lecture and case methods, the case method was being taken up by most university law schools and was employed at Stanford by all of the full-time teachers.

In the spring of 1901 the Law Department conferred its first professional degree, LL.B., upon James Taylor Burnham. By 1903 eight LL.B. degrees were given. Within two years it was announced that for students entering after 1906 the LL.B. degree would be displaced by that of Juris Doctor.
This matter of law degrees has had a rather interesting history. Apparently, William and Mary College conferred the first law degree in this country in 1793. It was that of "Bachelor of Law." This degree in the form of L.B. or B.L. was adopted elsewhere and persisted for more than a century. Harvard introduced the Bachelor of Laws (LL.B.) in this country, and by 1900 it became the chief law degree conferred. When, in 1900, Harvard began requiring graduation from college for admission to its Law School, it seemed to its faculty inappropriate to the M.D. and Ph.D., it proposed that the degree of Juris Doctor be given to those graduating from the Law School. The proposal was rejected by the Harvard authorities, but it was taken up by the newly established University of Chicago Law School in 1902. Stanford and the University of California followed in 1905. Twenty years later, thirty-two law schools were awarding the J.D. degree. Thereafter, however, a large number returned to the LL.B.; Stanford did so in 1927.

In 1906 disaster once again struck the young Stanford campus just as it was completing much of the construction which had been delayed because of the earlier financial crises. In the Report of the President of the University for 1906 we find:

The one tremendous event of the year was the earthquake of April 18th. This earthquake was primarily the reopening of an ancient fault in the Coast Range of mountains. This earthquake rift, as seen on the surface, extends in nearly a straight line from near San Juan Bautista 192 miles to the northwest, entering the sea near Point Arena. It passes near the end of the Portola reservoir, about four and one-half miles west from the

---

COURSES OF INSTRUCTION.

First Year (or Undergraduate) Courses.
2. Contracts. 3 hrs., both semesters. Whittier.
3. Criminal Law. 3 hrs., both semesters. Lewers.
5. Persons. 2 hrs., both semesters. Abbott.
6. Torts. 3 hrs., both semesters. Whittier.

Second Year (or First Year Graduate) Courses.
7. Agency. 2 hrs., both semesters. Reynolds.
9. Sales. 2 hrs., both semesters. ----
10. Carriers. 2 hrs., both semesters. ----
11. Bills and Notes. 3 hrs., both semesters. Lewers.
12. Trusts. 3 hrs., both semesters. Lewers.
13. Equity I. 3 hrs., both semesters. Reynolds.
14. Pleading. 3 hrs., both semesters. Whittier.
15. Evidence. 2 hrs., both semesters. Whittier.
16. Damages. 2 hrs., both semesters. ----

Third Year (or Second Year Graduate) Courses.
17. Property III. 3 hrs., both semesters. Abbott.
18. Conflict of Laws. 2 hrs., both semesters. Lewers.
19. Equity II. 3 hrs., both semesters. Reynolds.
20. Constitutional Law. 3 hrs., both semesters. Dunaway.
21. Corporations. 3 hrs., both semesters. Reynolds.
22. Partnership. 2 hrs., both semesters. ----

By 1900 the Law Department offered a complete selection of courses.

After 1903 the University no longer granted undergraduate degrees in Law. The Law Department granted a graduate degree (see text) and the University gave an undergraduate degree in Pre-Law.

---

By the Leland Stanford Junior University on the recommendation of the University Council and by virtue of the Authority vested in the Faculty and Trustees has conferred on Rufus Batch Limball the degree of Bachelor of Arts with all the Rights Privileges and Honors here or elsewhere thenceunto appertaining. In Witness Whereof the Seal of the University and the Signature of the President thereof are hereunto affixed. Given at Palo Alto in the State of California on the Twenty-fifth Day of May in the Year of our Lord One Thousand Nine Hundred and Thirty of the Republic the One Hundred and Twenty-seventh and of the University the Twelve

David Starr Jordan,  
President of the University

Nathan Abbott,  
Major Subject  
Law
University buildings. The shock from the opening and grinding of the walls of this fault began at 5:13 a.m. on April 18 and lasted 47 seconds.

The University buildings were violently rocked, shaken and twisted. Memorial church lost its spire and flying buttresses, these falling through the roof wrecking part of the roof, the galleries and the floor. The front gable with its great mosaic was thrown down and destroyed. ... The unfinished New Library and Gymnasium buildings were almost totally wrecked.

The Law Department, being in a one-story building, suffered little physical loss, but along with the rest of the University it had to face a further period of austerity so that the plant could be restored. The entire University closed temporarily; and degrees which were due to be awarded in May of 1906 were not actually conferred until September.

In that year the total student enrollment in the University was 1785. Faculty salaries ranged from $3000 - $5000 for a full professor down to $1500 - $2000 for an assistant professor. As yet no student fees were charged.

In the academic year 1908-09, several changes occurred that are worth noting. First, the Department of Law began the year with enlarged quarters. Since 1900 the Department had occupied the building on the Inner Quadrangle immediately to the east of Memorial Court. Now the adjacent building, formerly occupied by the Mathematics Department, was turned over to the Law Department and was remodeled to provide one large and two small classrooms. The old classrooms were converted into additional stack space for the law library -- which had grown to 13,502 volumes -- and four additional offices. The School was to continue in these quarters until 1950.

The second change resulted from the approval by the Board of Trustees of a resolution recommended by the law faculty that their term "Law School" be substituted for "Law Department." Thereafter the new term was used, but organically the "School" remained a "Department" until 1916 when the Executive Head came to be called Dean. The title was first conferred upon Frederick C. Woodward. There have been four other deans: Charles Andrews Huston, whose career was cut short by death in 1922; Marion Rice Kirkwood, who began teaching at Stanford in 1912 and served as dean from 1923 to 1945; Carl Bernhardt Spaeth, who taught at Northwestern and Yale, and came to Stanford in September 1946 serving as dean until 1962; and Bayless Manning, who has been dean since 1964.

In 1907 the California Legislature exempted certain of the property of the University from taxation, but with the proviso that: "... no fees shall be charged residents of this state for tuition at such University, except that such fees may be charged in professional and engineering courses." Given its new "professional" status, the Law School boldly imposed a tuition fee of two dollars per unit, with a maximum of twenty-five dollars per semester.

One other change was particularly significant. In the spring of 1909 the California Legislature amended the Code of Civil Procedure to provide that any person producing evidence of having satisfactorily completed the three years' course of law study presented by the Law School would be entitled to a license to practice law in all the courts of the state. This privilege had originally been given only to the Hastings College of Law. In 1907 it was extended to the University of Southern California and in 1909 to Stanford and the University of California.
In the years between 1910 and 1917, the Law School continued to grow and to enrich its program. In 1912 a chapter of the Order of the Coif, the national law scholarship fraternity, was installed and four members of the graduating class were elected. As the school grew in size the law faculty adopted various resolutions pointing out that the present quarters of the School were overtaxed; as has been noted, this situation was not remedied for some thirty-eight years. In 1913 the tuition in the Law School was increased to $100 per year. Meanwhile, the pre-legal curriculum requirements had been redrawn and consisted of the following subjects: A foreign language or languages (12), English Composition (4), English and American History (9), Economics (6), Mathematics, Logic, Chemistry or Physics (6), and Introduction to Law (3).

By 1916 the curriculum of the Law School itself had increased from twenty-five courses in 1900 to forty courses. The library had over 20,000 volumes. The faculty had seven full-time members. There were now 217 pre-legal and 190 professional students. In 1900-01, thirty-one A.B. and one LL.B. degrees were awarded. In 1915-16, thirty-one A.B. and twenty-three J.D. degrees were given.

It was in his report for the academic year 1915-16 that University President Wilbur first discussed the "four quarter plan." In his next year's report he stated that a workable plan had been fully developed by the Academic Council and approved by the Board of Trustees. Thus was born the quarter system at Stanford; it went into effect at the beginning of the academic year 1917-18.

World War I soon seriously disrupted the work of the Law School. There was a considerable drop in the number of regular law students because of the many who entered military service. Additionally, several key professors were granted leaves of absence so that they could accept positions with the government in such agencies as the Intelligence Department and the War Trade Board.

It was in 1919 that the State of California adopted a requirement of three years of professional law study as a prerequisite for admission to the bar examination -- which examination was, for the first time, required of all students seeking admission to practice. Stanford had been in the forefront of the campaign to obtain such legislation, inasmuch as the "privilege" of being admitted to practice without examination originally extended to graduates of law schools recognizing high scholastic standards, had gradually been stretched to include many schools -- regardless of their scholastic merit. Hence, the larger schools joined in urging the Legislature to abandon "admission by diploma," and to require a written examination of all candidates for admission to the bar. In the following year the faculty noted that "the cause of thorough preparation for the practice of law has been greatly furthered by the creation

Fredric C. Woodward was Executive Head of the Department from 1908 to 1916. Shortly before his retirement his title became Dean of the Law School.

Charles A. Huston served as Dean from 1916 to 1922.
Marion Rice Kirkwood. Dean of the Law School 1922-1945, Professor of Law 1912-1952, Professor of Law, Emeritus 1952-present.
of a Board of Bar Examiners, and the establishment by them of written examinations as tests for admission to practice in California.

Professor Marion Rice Kirkwood was appointed Dean of the Law School in 1922; the resident faculty now numbered eight. The steady increase in the number of students presented several problems. First, it was felt that the case method of instruction could not be employed effectively in large classes. As a temporary expedient a scholarship requirement for admission to the Law School was adopted, limiting the number of students admitted. Further consideration of the problem led to the conclusion by the faculty that the time had come to place the school on a purely graduate basis. The size of the classes was not the only consideration leading to this conclusion. It was recognized that the growing complexity of the law and its interrelation to the economic, social, industrial and political life of the nation required that law students be well grounded in the fundamental principles relating to these matters; and it was felt that more time could be spent profitably in undergraduate studies. The change was recommended and approved; after 1924, admission to the Law School was limited to those who had already obtained a bachelor's degree.

The school building presented another problem. In 1924, the President's Report stated:

It is a pleasure to report that the President and Trustees have designated a law building as the most pressing need of the University in the way of additional equipment, and that steps are now being taken to secure the funds necessary for the erection of such a building.

That "new building" was still twenty-five years away.

Various slight modifications in the Law School curriculum and procedures continued to be made. In 1927 the faculty decided that it was desirable to provide a fourth year of law in which the emphasis should be placed upon individual research by the student. It was concluded that the first degree in law should be that of Bachelor of Laws, to be awarded upon the fulfillment of the existing requirements for the degree of Juris Doctor, and that the degree of Juris Doctor would be thereafter awarded only upon completion of a fourth year of law study. The following subjects and problems were to be studied in the fourth year program:

- Problems in Administrative Law
- Problems in Administration of Civil Justice
- Problems in Administration of Criminal Justice
- Problems in Practice
- Principles of Roman Civil Law
- Jurisprudence

In 1927 the Moot Court system was instituted under the auspices of the Student Law Association. The work was reported to be entirely voluntary, but approximately 75% of the students participated.

In 1931 the LL.M. was substituted for the J.D. degree which was no longer to be conferred. In addition, the Doctor of the Science of Laws (S.J.D.) degree was offered to those who had received the LL.M. at Stanford, and who had completed the work required for that degree with marked excellence, given clear proof of ability to do independent research in...
law, spent one full academic year in such research, and presented a thesis which was, in the opinion of the faculty, a contribution to knowledge.

There had been some complaints from practicing lawyers that students coming from the law schools were, in many instances, unable to write clear, grammatical and effective English. In an effort to meet this criticism the School of Law decided to institute an experimental course in legal writing, during the 1937-38 year, to be required of all first-year students. During this same year, after a lengthy study, the entrance requirements were increased to require a grade point average somewhat higher than that required by the University for the A.B. degree. Students having a grade point average of 2.5 would be admitted automatically as before. Those having a grade point average below 2.5 would be admitted only upon review of all the facts of the individual case. Attention was to be given to the student's aptitude test score, the nature of this undergraduate program, and the presence of absence of improvement in the quality of his work in the latter part of his undergraduate courses.

The faculty was constantly reassessing the curriculum of the Law School in order to meet changing needs in the community. By 1940 it had become fairly clear that government would play a far greater role in the regulation of private affairs than it had in the past; and the trend in this direction had developed whole new fields of legal activity. Administrative Law, the Law of Taxation, Trade Regulation, and Labor Law were developing in importance, and were being worked in to the
Law School program as faculty members could be found to teach them.

World War II soon cast its shadow on the Law School. In words not unlike those that are being uttered by many in this year of 1968, Dean Kirkwood wrote to the alumni in 1941:

The present emergency will, of course, have an effect upon the registration in the School which cannot be accurately foreshadowed at this time. The school will undoubtedly be called upon to accommodate itself to difficult situations as the emergency deepens. So far, little attention has been given by the Selective Service authorities to the prospective needs of the government and the people for legal services. As a consequence, large numbers of lawyers and law students are being inducted into military service. There is a serious danger that this policy will be pursued too far. I already see evidence of a shortage of young lawyers arising in the very near future. While we recognize that the flow of students into the Law School must necessarily be diminished in the period of national emergency, it is important that it be maintained. There is very good reason for deferment of the most promising students until they can complete their legal education. We are making some progress in this direction and I am hopeful that we may be able to work out a program which will balance the military needs on the one hand and with government and private need for lawyers on the other.

By 1942 the War had made large inroads on the Law School students and faculty. While it was realized that the enrollment for the duration of the emergency would be small, it was felt that it was very important that the School continue to function. Requirements for graduation were shortened from seven to six years; some courses were eliminated; and the available members of the faculty increased their teaching load in order to take over the essential courses of those on leave.

Registration in the Law School, of course, decreased drastically. Dean Kirkwood's letter to the alumni in 1943 revealed his distress:

This is a report on what happens to a law school in time of war.... A tabulation of registration in approximately one hundred schools which are approved by the American Bar Association shows that in 1938 there were 28,174 law students registered. In these same schools on March 1, 1943 there were 5,686, or approximately 20% of the 1938 figure. Stanford registration at that date was faring somewhat better than the average. We then had 45 students as compared with 160 in 1938, or approximately 30%. However, since the first of March we have finished the winter quarter at which time five students graduated, most of whom went directly into the service, and nine others who were in military reserves were called to active duty. At the present time, therefore, we have 30. Included in this group of 30 are still a few men in reserves who will leave in June. Thereafter for the duration we shall operate so far as I can see, with women and with men who are physically unfit for military service.

Fortunately, the low point in registration had been passed. Applications for the 1944-45 academic year were substantially above the corresponding period in 1943. By March of 1946 the enrollment was up to 220, with 175 first-year students who were mostly veterans.

Carl Spaeth succeeded Marion Kirkwood as dean in 1946; and with the war years over, the Stanford Law School entered a new era of development. Several specific events added to the enthusiasm of the day: First, the University announced that, at last, there was a definite plan to remodel the existing Administration Building for the use of the Law School, and work soon began. Second, Judge Crothers gave the University the funds necessary to construct a residence hall for law students. Third, under the will of the late William Nelson Cromwell of the New York firm of Sullivan and Cromwell, the law school was given $250,000 with which to endow a professorship; Marion Rice Kirkwood became the first Cromwell Professor of Law.

It was noted that Stanford adopted the quarter system in 1917. On October 13, 1949, the Stanford Daily reported that first-year law students would henceforth have a single set of final examinations at the end of the full year rather than at the end of each quarter as had been the practice. Dean Spaeth explained that the purpose was to help the students integrate all of the materials of the first year, since a comprehensive picture of those fundamental subjects were crucial to the further study and practice of law. This system of examinations lasted sixteen years. Coincidently, it was in the October 13 Daily in 1966 that the report of the Law School's return to the semester system appeared. Examinations were to be given at the end of each semester -- for the first-year
The old law library. The surroundings may change, but law school life has a certain reassuring consistency.

students as well as for everyone else. This was done primarily to facilitate changes in the curriculum -- specifically, to shorten the first-year courses, which had lasted three quarters, and to introduce more variety and change of pace. Three courses were moved into the first-year curriculum -- Criminal Law, Constitutional Law, and Legal Process -- and all course requirements were removed from the second and third-year curriculum. The Class of 1968 was the first class to enjoy three years of the revised schedule.

In 1950, with great fanfare, the Law School moved into its new quarters -- quarters for which it had waited some 35 years, and which it still occupies today. The Daily was exuberant:

Out of the shell of the old Stanford Administration Building -- outdated and inadequate -- the San Francisco firm of Wagner and Martinez has constructed a gleaming new home for the Stanford School of Law -- probably the most attractive and comfortable Law School in the country.

In this recently completed $950,000 building the school can operate more efficiently than ever before, according to law school officials. The reconstruction job began in the fall of 1948. Down went the stained glass windows, the skylight above the high lobby, the circular marble staircases, the small mezzanine that gave the building only one and a half floors. In their place, within the familiar sandstone walls, rose a functional, modern five story structure.

The latest materials and methods of construction are used throughout. Law students and faculty walk on floors of linoleum or asphalt tile. Above their heads is sound-resistant plaster. They read by fluorescent lighting.

What was described as a "colorful student lounge" replaced what had served for years as a sort of "lounge" for the law school: the "law

Carl Bernhardt Spaeth, Dean of the Law School 1946-1962, Professor of Law 1946-present, William Nelson Cromwell Professor of Law 1962-present.
steps" on the east side of the Quadrangle. These special steps served as a gathering point for the men of the law school, and were apparently restricted to that group. Freshmen and women from the school were not welcome.

Enthusiasm and praise for the new facility was nearly unanimous; but there are always some who resist change to the bitter end. The Daily quoted one obviously sincere law student: "The new quarters are certainly more convenient that running from one corner of the Quad to another for classes. However, their luxuriousness does not seem conducive to sustained labor." Despite this prediction, those quarters have seen many hours of "sustained labor" since 1950.

By 1949 the post-war enrollment boom had brought nearly 500 students into the Law School. The Dean and the faculty, noting the rising costs of education, the physical limitations of the School, and the rapidly expanding facilities at other California law schools, recommended that enrollment be held to 350 to 400 students so that superior training could be provided to a select group. This policy was implemented immediately. Since 1950 the School has admitted about 150 students each year in the face of a staggering increase in applications: from 300 in 1952, to 750 in 1962, to 1500 in 1967.

Tuition has risen sharply over the years. In 1920 tuition was $75 per quarter; in 1955 it was $250 per quarter; in 1967 the annual Law School tuition was $1880.

Another set of statistics is of interest: In 1957 the admissions standards required an undergraduate average of "B" and a score of no less than 450 on the Law School Admissions Test—that score representing the fortieth percentile. In 1967 the average Stanford law student ranked in the ninety-sixth percentile on that examination.

A major administrative innovation was made in 1957 with the establishment of the Board of Visitors. Dean Spaeth noted the importance of alumni participation in the life of the School and wrote that it was necessary that "the interest and counsel of the alumni be brought to bear in a sustained and systematic way." The Board of Visitors serves this purpose. It acts as a channel of communication, providing advice to the Dean and faculty, and providing to the alumni, information from the School's staff and its own evaluations.

The growth of the Stanford Law School has been greatest in the last quarter century of its existence. The first fifty years were well used to define educational goals, to refine the curriculum, and to test various methods of instruction. This complex task was taken on, one must remember, not in the context of an established educational institution, but in an entirely new University which was itself struggling to find its place in the emerging West. Thus if progress in those early days seems to have been slow, there was ample reason for it to be so; and the last twenty-five years have more than made up for it. This growth has been even more dramatic in the last ten years. There has been no marked change in the size of the student body, but it has become more national in character as the quality of legal education offered attracts many students who might heretofore have gone elsewhere. In these ten years the School has acquired three-fourths of its present faculty members; eight new men have come since Bayless Manning became Dean in 1964.

Dean Manning's vigorous administration and this young faculty have made Stanford increasingly responsive to the demands placed upon legal education by today's society. Members of the faculty are involved in many projects outside the
The Law School's present building was opened in 1950.

U.S. Supreme Court Justice Robert H. Jackson was a guest speaker at the dedication ceremonies.

law school. Their legal skills are being used to improve legislation, to guide the course of legal education, to assist corporations or individuals needing counsel, and to advise the government on proposed courses of action. The curriculum is constantly being revised and expanded to respond to changes in the demand for legal knowledge. New subjects of legal study are emerging such as the problems of welfare programs or transnational business activities. The modern lawyer must also be able to move with reasonable confidence in areas where the concerns of the law overlap those of other disciplines -- medical-legal problems, law and the competitive economy, labor-management relations, state and local government, and natural resources -- and the Law School has moved to provide a familiarity with these areas.

As a result of the Law School's development in recent years, the "luxurious" physical plant of 1950 has become hopelessly inadequate. The library reading rooms do not have enough seating space to accommodate all of the students. The faculty, which now numbers about 23, is moving toward a targeted complement of about 35, but all existing office space is fully occupied. Student organizations need space for their expanding activities. The School's administrative services are hampered by their cramped quarters. The Law School needs a new, permanent home, which will provide the facilities and space it requires today and allow it to grow to meet the needs of the future.

The new building is on the way. Two and a half years of work by a committee of the law faculty and the University planning staff, aided by suggestions from a law student committee, the Board of Visitors, an alumni committee, members of the federal and state bench, and the deans of other newly-constructed law schools, have produced the plans for a Stanford Law School complex. The design, created by the firm of Skidmore, Owings & Merrill under the direction of Mr. Charles Bassett, is for a complex of four buildings which will house all the functions of a modern, growing law school, and which, it is thought, will serve as a model for other law schools for years to come.

The largest of the four buildings is the Library/Office component. Its core is a four-floor law library/research center which will ultimately accommodate a student body of 500 and a library collection of 500,000 volumes. At present the School has a student body of 430 and a library collection of 150,000 volumes. The library/research center will contain
Designer’s model of the new Stanford Law School Complex. The Library/Office Building is at the left. The connecting structure joins it to the Classroom Building, right. The Auditorium, rear center, combines with the other buildings to create an enclosed garden.

an individual carrel, complete with a desk, chair, shelving and locker, for each student. It will also have a special open reserve area for frequently used books, small sound-proof conference rooms for joint student work, typing areas, rooms for use of microfilm, and an internal vertical transit system.

This building will also house the faculty offices, the School administration, and student services and activities in its four floors of offices. Student organizations and the California Law Revision Commission will operate from offices at the basement level. The ground floor will be the administrative heart of the School, containing an Information Center and various student and faculty services. The upper floors will be occupied by the offices of the dean, the faculty, teaching assistants, and the secretarial staff.

The Classroom Building is across the courtyard from the Library/Office component. It will contain an array of classrooms of various sizes and shapes. Seven classrooms range in capacity from 50 to 175. In addition, two classrooms that accommodate 70 students each are separated by a partition which can be removed to leave one large lecture hall. There are three large seminar rooms with space for 40 students each, and four that will accommodate 20 students. The building also contains the School’s courtroom with seating space for an audience of 125.

Linking the Library/Office Building and the Classroom Building is a two story connecting structure which will be the School’s main street.
A large classroom. These rooms are designed in the shape of a tiered horseshoe, placing students face to face and permitting each student to see and hear his fellows.

as students and faculty move back and forth between the main buildings. The building also houses the School's common rooms. On the second floor there is a working conference room, the faculty's meeting room, and a room for informal panels and symposia with prominent visitors to the School. A student common room occupies the first floor. This room opens into an enclosed garden, furnished with scattered benches, tables, and chairs, where faculty and students may meet and hold discussions, or simply relax over coffee.

The final component of the complex is the Auditorium, a one-story building which closes the perimeter of the garden to the south. It will accommodate the Law School's full population of 600 for general meetings and assemblies. The Auditorium will also be used by other segments of the University community when alternative facilities are occupied.

According to present plans construction of the complex will begin in 1969. The doors are scheduled to open in the Autumn of 1971.

The new home of the Law School responds to the demands of modern legal education and draws upon the rich architectural heritage of Stanford. It will do much to make the coming years at Stanford Law as fruitful and filled with progress as the past 75 years have been.