

ADDRESS OF
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AS CHAIRMAN OF THE SECTION OF LEGAL EDUCATION.

[DELIVERED BEFORE THE SECTION OF LEGAL EDUCATION.]

Gentlemen :—The American Bar Association is to be congratulated on the organization of a Section of Legal Education. For the Association, as declared in its constitution, seeks, among other objects, “to advance the science of jurisprudence * * * and uphold the honor of the profession of the law among the members of the American Bar.” There is no way by which these ends can so certainly be attained as by a thorough training in the science of jurisprudence of those who are to become members of the profession, and by inculcating in their minds high ideals of the honor and the ethics of the profession. It is the exalted privilege of those who are engaged in legal education to perform that noble duty. It is, therefore, most fitting that the very first Section which the American Bar Association establishes should be this Section on Legal Education.

When the Section was perfected a year ago, it was understood that the Chairman of the Section should each year open the proceedings of the Section with an address, following the analogy of the rule which imposes such a duty on the President of the Association at each annual meeting. You failed, however, to follow the example of the Association by giving instructions as to what should constitute the subject of the Chairman’s address. It seems to be fitting that these proceedings should be opened with a review of the state of legal education as we find it to-day in the law schools of the United States. To this, therefore, your attention is invited.

Before proceeding to that subject, allow me to make reference to an event which deeply concerns us all.

The death of William G. Hammond, LL. D., one of the founders of this Section, and at the time of his death and for a number of years prior thereto Chairman of the Association's Committee on Legal Education, has occurred during this year, and is much to be deplored. He was one of the most distinguished legal educators in the United States. For thirteen years he was Chancellor of the Law School of the University of Iowa, and for the like number of years Dean of the St. Louis Law School, which position he adorned at the time of his death. He has been a law lecturer in the Law Schools of Boston, Michigan and Northwestern Universities. His editions of Justinian's Institutes, Lieber's Hermeneutics and Blackstone's Commentaries are valuable contributions to legal literature. He probably had devoted more attention to the history of the law than any other member of the profession in this country, and it will be a matter for profound regret if the results of his study in this department have not been left in such form as will admit of their publication. He was a man of learning, of critical scholarship and of varied accomplishments. The reports on legal education submitted to the Association during the time he was Chairman of that important Committee, while not exclusively the work of his hand, yet were shaped very largely by him and entitle him to be held in grateful remembrance, not only by the members of this Section and of the American Bar Association, but by the profession generally throughout the country. No one was more deeply interested than he in the subject of legal education; no one labored more sedulously to create a sound public opinion in regard to the matter, and no one could be more missed from the meetings of this Section. If alive and in health he certainly would have been among us here to-day. He graduated at Amherst College, and afterwards studied civil law and jurisprudence at Heidelberg. The degree of Doctor of Laws he received from Amherst. Sir Henry Maine, in "Early Law and Custom,"

has praised his work. His prominence as a legal educator, his position as Chairman of the Association's Committee on Legal Education, and the interest he manifested in creating the Section of Legal Education justify this somewhat extended reference to one whose removal from among the living we all feel to be a great loss.

The report of the United States Commissioner of Education for 1890-91 gives the total number of law schools in this country as fifty-six. The number of law schools in operation for the year 1893-94 was seventy-two. The difference in the figures shows that probably the Commissioner failed to receive reports from all the schools at the time he submitted his report. It hardly seems possible that so large an increase should have occurred within three years as the figures above given seem to indicate. As no complete list of the schools has been published heretofore, one is inserted in this connection.

The Albany Law School (Albany, N. Y.); Allen University Law School (Columbia, S. C.); Atlanta Law School (Atlanta, Ga.); Arkansas Industrial University Law School (Little Rock, Ark.); American Temperance University (Harriman, Tenn.); Alabama University (University P. O., Ala.); Baltimore University Law School (Baltimore, Md.); Buffalo Law School (Buffalo, N. Y.); Boston University Law School (Boston, Mass.); Cincinnati Law School (Cincinnati, Ohio); Columbian University (Washington, D. C.); Cornell Law School (Ithaca, N. Y.); Central Law College (Lincoln, Neb.); Columbia College Law School (New York City); Central Tennessee College (Nashville, Tenn.); Chicago College of Law (Chicago, Ill.); Cumberland University Law School (Lebanon, Tenn.); Chaddock College Law School (Quincy, Ill.); Colorado University Law School (Boulder, Col.); Denver University Law School (Denver, Col.); De Pauw University Law School (Greencastle, Ind.); Detroit Law School (Detroit, Mich.); Dickinson College Law School (Carlisle, Pa.); Emory College Law School (Oxford, Ga.); Garfield University Law School (Kansas); Georgia University Law School (Athens,

Ga.); Georgetown University School of Law (Washington, D. C.); Harvard Law School (Cambridge, Mass.); Hastings College of Law (San Francisco, Cal.); Howard University Law School (Washington, D. C.); Iowa University Law Department (Iowa City, Iowa); Iowa College of Law (Des Moines, Iowa); Indiana University Law School (Bloomington, Ind.); Illinois Wesleyan University Law School (Bloomington, Ill.); Indiana Central Normal College (Danville, Ind.); Kansas University Law School (Lawrence, Kan.); Kent Law School (Chicago, Ill.); Louisville University Law School (Louisville, Ky.); University of Maryland Law Department (Baltimore, Md.); University of Michigan Law Department (Ann Arbor, Mich.); University of Minnesota Department of Law (Minneapolis, Minn.); University of Mississippi Law School (University P. O., Miss.); University of Missouri Law Department (Columbia, Mo.); McKendree College Department of Law (Lebanon, Ill.); Metropolis Law School (New York City); National University Law School (Washington, D. C.); Northwestern University Law School (Chicago, Ill.); Northern Indiana Law School (Valparaiso, Ind.); New York Law School (New York City); University of North Carolina Law School (Chapel Hill, N. C.); Notre Dame University Law School (Notre Dame, Ind.); National Normal University Law School (Lebanon, Ohio); Ohio State University School of Law (Columbus, Ohio); Oregon University School of Law (Portland, Oregon); University of Pennsylvania Law Department (Philadelphia, Pa.); Richmond College Law Department (Richmond, Va.); Shaw University Law Department (Raleigh, N. C.); St. Louis Law School (St. Louis, Mo.); South Carolina University Law School (Columbia, S. C.); University of the South (Sewanee, Tenn.); University of Tennessee Law Department (Knoxville, Tenn.); University of Texas Law Department (Austin, Texas); Tulane University Law School (New Orleans, La.); Vanderbilt University Law School (Nashville, Tenn.); University Law School (New York City); University of Virginia Law School (Charlottesville, Va.);

Washington and Lee School of Law (Lexington, Va.); Western Reserve University Law School (Cleveland, Ohio); West Virginia Department of Law (Morgantown, W. Va.); Willamette University Law Department (Salem, Oregon); Wisconsin University Law School (Madison, Wis.); Yale University Law School (New Haven, Conn.)

Of the seventy-two Law Schools above enumerated, all but seven are associated with Universities.

The Law Department of the American Temperance University was established during the present year, opening its doors January 22, 1894. Action is reported to have been taken during the year which will result in the opening of three new schools in the Fall: One in connection with the State University of Washington; one in connection with Syracuse University, in the State of New York, and one at Indianapolis, Indiana.

If any other Law School has been established during the year 1893-94, information of the fact has not reached the chairman. During the year 1892-93, the Western Reserve University opened a Law School at Cleveland, and with high standards. Its course is one of three years for the degree of LL. B., and it announces that it expects to possess a library of at least ten thousand volumes within two years. The number of students enrolled during the year was thirty-four. One school has been discontinued. De Pauw University, at Greencastle, Indiana, preferring to concentrate its resources on other departments, will not open its Law School next year. The number of students in attendance the past year was thirty-seven. It had a two years' course.

The great centres of legal education in this country to-day are New York City, Chicago, Washington and Ann Arbor, Michigan—and this in the order named. The number of students enrolled in New York during the year 1893-94 was 1,180; in Chicago, 781; in Washington, 739, and in Ann Arbor, 607. New York and Washington have four Law Schools, Chicago three, and Ann Arbor one. The Michigan

University Law School had the largest enrollment of any one school. The New York Law School came second, with an enrollment of 503.

An examination of the catalogues of the various schools shows that the total number of students enrolled in the Law Schools of the United States, for the year ending June, 1894, amounted to more than 7,600. In 1870, the number is reported to have been 1,611. In 1886, it was given as 3,054. In 1891, according to the report of the Commission of Education, it was 6,106. Again it must be said that the previous statistics probably fell short of the actual facts, and that the apparent increase is not in reality quite as great as it appears to be.

But, however that may be, it is clear that within recent years there has been a remarkable increase in the number of students enrolled in the Law Schools of the United States. The increase is in some measure due to the improved methods of the schools, and in part to the changed sentiment of the profession towards the schools. The Law Schools have grown immensely in the favor of the profession, and the best informed and ablest members of the profession are arrayed on their side. So that we are no longer obliged to debate the question whether a Law School is a better place than a law office in which to study law. In the early history of the country there were no law schools, and a law student was obliged either to study alone or in an office. When the Law Schools finally came to be established it was not unnatural that a generation of lawyers whose legal knowledge was solely acquired in the offices should have been inclined to depreciate the methods of the schools, and to doubt whether the new way was as good as the old. More than a generation ago Mr. David Dudley Field, a distinguished member of the American Bar Association; whose death during the year has inflicted another great loss on the profession, declared that there was as much need of schools for the law as for any other science; nay more, "for the greater the science the greater the need."

He said: "Above all others, this science, so vast, so comprehensive, so complicated and varied in its details, needs to be studied with all the aid which universities, professors and libraries can furnish." That this is the sentiment of the profession to-day no well-informed person will call in question. The usefulness of the schools has been demonstrated. The necessity for their existence is conceded.

For many years the Law School in the United States made its way very slowly to professional favor. The medical profession were the first in this country among the learned professions to establish their professional schools. As early as 1765 they had established a Medical School in Philadelphia, and before the year 1800 they had founded five other schools. Then came the Theological Schools, the first of these being established in 1804, and as early as 1812 the leading denominations had their distinctive schools, with the exception of the Methodists, who, for a long time seemed to have a strong prejudice against them.

Prior to 1817, when the Harvard Law School was established, there had been two Law Schools established in the United States, one at Litchfield, Connecticut, in 1784, and one at Northampton, Massachusetts, in 1823. The first of these, the Litchfield School, existed for fifty years, and attained a national reputation. In 1813 it had 50 students, and during the half century of its existence its membership exceeded one thousand. It was founded by Judge Reeves, the author of the work on Domestic Relations, and afterwards Chief-Justice of Connecticut. Judge Gould, the author of the work on Pleading, subsequently became interested in the school. The Northampton School cannot be said to have met with success. It was discontinued in 1829, after an existence of six short years. Its average attendance numbered hardly more than ten. It was founded by Judge Samuel Howe and Mr. E. H. Mills, the latter a lawyer of extensive practice and a Senator of the United States from Massachusetts.

Harvard is consequently the oldest of existing Law Schools in this country. It has made its way slowly. Founded, as before stated in 1817, the largest number of students it had before 1829 was eighteen, and its average attendance at that time had been eight. The Yale Law School was established in 1824, and that of the University of Virginia in 1825. The Cincinnati Law School was established in 1833 by lawyers who had been educated at the Litchfield School. It was the first law school established west of the Alleghany Mountains. About the year 1836, a law school was established at Carlisle, Pennsylvania, by Hon. John Reed, then President Judge of the Courts of Cumberland County in that State. This school, while under his immediate supervision, was regarded as the Law Department of Dickinson College, and so continued until his death in 1882, when it went out of existence, being re-organized in 1890. The Law School of the University of Pennsylvania dates from 1850, that at Albany from 1851, that of Columbia College from 1858, and the Law Schools of Michigan and Northwestern Universities from 1859. At the opening of the latter school in Chicago, Judge Drummond presided and David Dudley Field delivered the oration prophesying that "whatever light is here kindled will shine through township and village from the Allegheny to the Rocky Mountains." The school was known for many years as the Union College of Law, being the Law School of the University of Chicago and of Northwestern University. When the University of Chicago closed its doors at the end of the college year 1885-86, the school passed under the control of Northwestern University, and since 1891 it has been called Northwestern University Law School. But time does not permit farther to trace the history of the establishment of the schools. They have sprung up in all sections of our country, North, South, East and West.

A very small proportion of the students enrolled in the law schools have received an academic degree prior to entering on their law studies. The same thing is true of those who enter

the theological and medical schools. In this matter the theologians probably have a slight advantage over us, but the medical profession is far behind either of the other two. Harvard and Columbia lead the Eastern schools in having the largest percentage of students with academic degrees, and the University of California and Northwestern University lead the Western schools in the same particular. In this connection the following table may prove of interest:

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|-----------------------------------|----|-----------|------------------------|
| Harvard, | 76 | per cent. | have academic degrees. |
| California, | 42 | " | " " " " |
| Columbia, | 41 | " | " " " " |
| Northwestern, | 39 | " | " " " " |
| New York Law School, | 37 | " | " " " " |
| Yale, | 31 | " | " " " " |
| Maryland, | 27 | " | " " " " |
| Pennsylvania, | 26 | " | " " " " |
| Boston, | 25 | " | " " " " |
| St. Louis, | 24 | " | " " " " |
| Iowa, | 22 | " | " " " " |
| Cornell, | 21 | " | " " " " |
| University of New York, | 18 | " | " " " " |
| Georgetown, | 18 | " | " " " " |
| Michigan, | 17 | " | " " " " |
| Columbian, | 17 | " | " " " " |

It is evident from the foregoing figures that a very small proportion of the men entering the legal profession in the United States have had the benefit of a liberal education. In this respect the profession in this country is to be contrasted to its great disadvantage with the profession in European countries. In Continental Europe a collegiate education is made a *conditio sine qua non* of professional study. In Germany and Austria, for example, the student cannot enter upon a study of the law until he has acquired a knowledge of the German, French, Latin and Greek languages, as well as of history, botany, zoölogy, physics, chemistry, plain and solid geometry, and plain trigonometry. We must all deplore, I think, that in this country men are permitted to enter on the study of law with so little previous training and with so limited

an amount of even elementary education. Bad as is the condition of things in the United States in this respect, we are at least permitted to congratulate ourselves that it is not as bad as formerly. A number of the schools are taking more advanced ground respecting the qualifications of students applying for admission. Prior to 1875, even the Harvard Law School prescribed no qualifications and submitted the applicant to no examination. Since that time no person has been admitted to that school without having to pass a written examination in Latin or French, and in Blackstone's Commentaries. And now that institution announces that after the academic year 1895-96 no person will be admitted as a candidate for the degree of Bachelor of Laws unless he has an academic degree from certain specified colleges. Persons who have academic degrees from other colleges than those specified, graduates of Law Schools having a two years' course, and persons passing examinations in Latin, French and Blackstone may be admitted as special students. Special students who reside three years at the school and pass all examinations may obtain the degree of LL. B. if they attain a mark within five per cent. of that required for the honor degree. In taking this position, Harvard is in advance of all the other Law Schools of the United States, and it has rendered a great service to the cause of legal education in this country.

The Columbia College Law School has also established a high standard of admission, although it falls considerably behind the position taken by Harvard. Candidates for admission to the Law School of Columbia must be graduates of a college or have received the academic diploma or fifty count certificate of the Regents of the State of New York, or else pass the examination required for admission to the Freshman class of the School of Arts of Columbia College.

It is gratifying to observe that almost all of the schools now require applicants for admission to be possessed at least of a good elementary English education, and to have a knowledge of the history of England and the United States. The Law

School of the University of Georgia, of the University of Tennessee, of the Vanderbilt University, of the Howard University, at Washington, and the Law School of the Georgetown University, at the same place, specifically announce in their catalogues that no entrance examination is required. The Atlanta, Albany and Columbian University Law Schools, as well as the Law School of the University of Maryland and that of Washington and Lee University at Lexington, Virginia, say nothing in their catalogues as to any entrance examinations, and it is fair to assume that none is required. Most of the schools require the applicant to be at least eighteen years of age at the time of admission, and to be possessed of a good moral character.

In the schools conferring the degree of Master of Laws at the end of a third year of study, the requirements for admission to the Graduate Course are not uniform. Some of the schools require the candidate for admission to the Graduate Course to have the Bachelor's degree. This is so at Michigan, Cornell, Missouri and a few other Universities. Other schools, like the University Law School at New York, and the Law Department of the National University at Washington, admit members of the Bar, as well as Bachelors of Law, to such courses, and, for aught that appears in their catalogues, confer the degree of Master of Laws on all who complete the course, whether they have or have not previously obtained the Bachelor's degree. Yale admits to its Graduate Course as candidates for the Master's degree those who have the Bachelor's degree, and "any attorney-at-law who presents a certificate of a Judge of the highest court in his State that he has been in active practice during the previous five years and has a creditable standing at the Bar."

The courses of instruction as prescribed in the various schools are found to differ in marked degree both as to the length of time the student is required to study prior to his graduation, and as to the order in which the studies are pursued.

1. The Albany Law School, the Law School of Washington and Lee University, at Lexington, Virginia, and the Law School of the University of Georgia graduate their students on the completion of a one year's course of study, conferring on them the degree of Bachelor of Laws. The Cumberland University Law School at Lebanon, Tennessee, graduates its students in ten months, two terms of five months each. The diploma of the Georgia Law School admits to the Bar of that State. The diploma of the Albany School does not, as the Court of Appeals of New York has declined for years to accept a law school diploma as evidence of fitness to practice law. In the Washington and Lee Law School the catalogue makes the following statement: "The course is so arranged as to render possible its completion in one session of nine months. This enables diligent and earnest young men, whose means or time is limited, to prepare themselves for the Bar by a single year's unremitting study. Students are advised, however, to devote two years to the course in law." The catalogue of the Law School of Richmond College (Richmond, Va.), states the matter this way: "The course is designed for two sessions, and the student is advised to devote that time to it. But he may receive the degree of Bachelor of Law in one session if he attain a competent knowledge of all the subjects taught in the school, tested by the regular examinations."

2. The large majority of the schools prescribe a two-years' course for the Bachelor's degree. This is so at Yale, Cornell, Northwestern University, the Law Schools at Washington, the New York Law School, the University Law School in New York, and the Law Schools of most of the State Universities. In most of these cases the school year includes a period of nine months, although in a few instances it is slightly less.

3. A small but gradually increasing number of the schools have established a three years' course as a qualification for the Bachelor's degree. The schools which have adopted the three years' course are Harvard, Columbia, the Metropolis Law School of New York City, Boston, the University of Pennsylvania,

the Hastings College of Law at San Francisco, the Western Reserve University, at Cleveland, and the Law Department of Shaw University, at Raleigh, N. C.

Boston University claims to have led in this reform by establishing a three years' course for the Bachelor's Degree in 1876. While a number of the Eastern Schools have adopted the plan, the Western Schools have not, with two or three exceptions, been able as yet to do so. In States where a three years' course of study is prescribed by statute or by rule of court as an essential qualification for admission to the bar the Law Schools can readily establish and insist on the same period as a qualification for the Bachelor's degree. But when this is not the case the problem becomes more difficult, and the difficulty is enhanced when, in addition to the embarrassment already alluded to, there happen to be in close proximity other schools conducted according to commercial rather than scholastic standards, and seeking for patronage by shorter terms and lower fees. The three years' course has not yet been so generally adopted that a school can be said by an adherence to the two years' course to forfeit its claim to respectability. But now that so many of the leading schools have made the change, it is well to note that it will only require similar action on the part of a few more schools to make it incumbent on every school desiring to have good scholastic standing to abandon the two years' course. During the present year, the University of Michigan and the University of Wisconsin have announced their intention of requiring a third year.

Two of the schools having the two years' course are prescribing as much required work as schools having a third year. Cornell and the Northwestern University Law Schools have each required fifteen hours of class-room work a week throughout the course, while Harvard prescribes but ten.

In the above enumeration, schools have not been included when it is plainly evident that the third year is more nominal than real. For example, the University of Maryland and the University of Notre Dame have a three years' course. The

catalogue of the former, however, declares that "when students can afford it, they should spend three years in the study of law. But in order to meet the case of those who cannot afford this, students are permitted to enter and take the examinations of more than one class during the same term," their fitness to graduate in two years being made dependent on their ability to pass the examinations. The catalogue of the latter informs students that those who "diligently apply themselves to the discharge of the duties devolving upon them may finish in two years." There seems to be considerable elasticity in the system prevailing at Notre Dame, as their catalogue announces that it is possible to carry the law studies along with the academic, so as to finish both courses contemporaneously, in four years.

A number of the schools which confer the Bachelor's degree on the completion of a two years' course have established an additional course of one year, on the completion of which the degree of Master of Laws is conferred. This plan is pursued at Cornell, Yale, the four schools at Washington, the University Law School at New York City, at the Michigan and Missouri State Universities, at Dickinson College and at the American Temperance University. While the New York Law School gives the Bachelor's degree at the end of two years, it requires four years for the Master's degree. A few schools having the two years' course have likewise added a third year, but give no additional degree.

This seems to be the case at the Law School of the University of Texas. The St. Louis school has established an "Advanced Course" which, for the year 1893-94 was confined to the study of the Law of Evidence. It announces that "it is expected that this course will be continued and enlarged in subsequent years until it can be merged in a third year of the regular course to be required of all candidates for a degree."

The Wisconsin University Law School has added a third year for graduate work, and the course consists of law studies "confined with elective studies in economics, political and social

science and advanced literary branches." Graduates of colleges taking this third year are entitled to the academic Master's degree. The master's degree in law does not appear to be conferred by that University.

The Yale University Law School has a four years' course leading up to the degree of D. C. L.

As respects the order in which the studies are pursued, there is practical unanimity in placing Torts, Criminal Law, Personal Property and Contracts in the Junior year, and Constitutional Law, Corporations and Equity in the Senior year. The majority of the schools put the subject of Partnership in the senior year, although some of them, as Michigan, Cornell and the New York Law School, put it in the Senior year. A few schools, as the St. Louis Law School, place Evidence in the Senior year, while, in the majority of cases, it is postponed until later in the course. Boston, the New York Law School, the St. Louis Law School, the Law School of the University of California, and the University Law School of New York City postpone Common Law Pleading to the last year of the course, while Harvard, Yale, Columbia, Northwestern, Michigan, Cornell and others put it in the first year. The subject of Commercial Paper is placed in the first year by the New York Law School, the University Law School of New York, the St. Louis Law School, the Law Schools of the University of Iowa and Michigan; while Columbia, Cornell, Yale, Harvard, Northwestern and Boston postpone it until later in the course. Harvard, Columbia, Cornell, Northwestern, Wisconsin and the New York Law School begin Real Property in the first year, while Yale, Cornell, Boston, St. Louis and Iowa put it in the second year.

The increased attention paid to practice is a noteworthy feature, and one to be highly commended. In the Metropolis Law School of New York City, a course on Practice and Pleading is given which runs through the three years, two hours per week being assigned to it. Many of the schools which have a third year Graduate Course devote a considerable

portion of it to Practice. The University Law School of New York City has what it terms an Optional course, in which instruction is given as to Legal Instruments in Common Use, and as to Searching Titles and the Instruments Affecting Real Estate. That school also has a course on Practical Pleading, and one on Surrogate's Court Practice, and one on the Drafting of Wills.

Law journals are maintained in connection with a few of the more important Law Schools of the country, viz.: Harvard, Columbia, Yale, the University Law School in New York, Northwestern University, Cornell, Michigan and the University of Iowa. This policy was first entered on in 1887, when Harvard and Columbia began the publication of their journals. The latest of these publications is the one at Cornell, the initial number of which appeared in June of the present year. These journals are in some cases edited by members of the Faculty, and in others by the students themselves. They are alike creditable in literary matter and mechanical execution. They serve to promote an *esprit de corps* among the students, and are helpful in other directions.

The great question which interests legal educators to-day is as to methods of instruction. The first method used was that of lectures. Mr. Justice Wilson lectured in the University of Pennsylvania as did Chancellor Kent at Columbia. Story and Greenleaf and Parsons lectured at Harvard. The lecture system was in the early days a matter of necessity as there were no books suitable for the student to use. The text-book system of instruction came next, and last of all the case system. The lecture system is to-day the prevailing method of instruction at the University of Michigan and at the University of Pennsylvania, and is used in a limited degree in almost all of the schools. Of the three systems it is, perhaps, the least in favor, and in the large majority of the schools is only resorted to in special subjects. The text-book system seems to be the one most generally employed. It was used by Theodore W. Dwight at Columbia from the opening of that

school until the termination of his work as a law instructor. It has been the method favored at Yale, Boston, St. Louis and the New York Law School. The case system was introduced at Harvard by Professor Langdell in 1870. Until recently it has not been favored by other schools. The schools attaching the most importance to the system and making the most use of it at present are Harvard, Columbia, the Metropolis Law School in New York, Cornell University, Northwestern University and the Law School of the Western Reserve University at Cleveland. No one of these three methods can be pronounced the best for all subjects and under all circumstances. The answer to the question which is best must depend on the character of the teacher and the taught, as well as on the branch taught. Very many of the schools adopt no one method, but make use of all three.

An examination of the catalogues of the various schools does not disclose the number of volumes in the libraries of the several schools.

The Law Schools of Harvard, Columbia and Cornell possess large and valuable libraries of their own :

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| Harvard, | 33,000 vols. |
| Columbia, | 25,000 vols. |
| Cornell, | 23,000 vols. |

Since 1890, Harvard has been spending about \$6000 annually in increasing and improving its library.

The famous library of the late Nathaniel C. Moak, of Albany, New York, which was reputed the finest private law library in the United States, was purchased and presented to the Cornell Law School by the widow of the Honorable Douglass Boardman, the former Dean of that school and a Justice of the Supreme Court of New York.

The students of the Chicago Law Schools are allowed, without additional charge, the use of the library of the Law Institute, which includes some 25,000 volumes. And the students in the Law Schools at Washington are allowed to use the library of the Department of Justice, comprising over 22,000

volumes, and the law library at the Capitol, which contains over 50,000 volumes. This latter collection is open for seven hours daily, and may be freely used. The students of the Albany Law School use the State Law Library, and those of the Buffalo Law School have the free use of the law library of the Eighth Judicial District of the State, comprising some eight or ten thousand volumes.

There are other schools which possess excellent law libraries of their own, viz. :

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| University of Michigan, | 11,000 |
| University of Pennsylvania, | 9,000 |
| Yale, | 9,000 |

Very many of the Law Schools are content to make no statement of the number of volumes in their libraries. The statement put forth by some of them reads something like this: "The school has a fine and steadily-increasing library of the best of law books. This is expected to be soon greatly enlarged." This saves the labor of an exact inventory, and seems to answer the inquisitiveness of the average student not yet accustomed to cross-examine.

The great need of the Law Schools of the United States is endowment. Money is given freely in this country to endow schools of theology and of technology, but very little for schools of law and medicine. There are two, or perhaps more, theological schools whose endowments amount to a million dollars each. It is doubtful whether there is a Law School in the United States with a productive endowment of one hundred thousand dollars. President Quincy, in 1832, at the dedication of the Dane Law College of Harvard, commended to men of wealth the endowment of Law Schools. "What interest of society," he asked, "can more justly claim a liberal and enlightened support than that which enlarges the means and multiplies the inducements of men destined for the profession of the law to be learned, moral and elevated in all their opinions and conduct? What profession more deeply influences the condition of society, either for evil or for

good?" The experience of most of those who have to do with the administration of University affairs will justify the statement that while governing boards do not expect tuition fees to maintain colleges of liberal arts and are ready to supply out of the University treasury the funds for such a deficit, University funds are furnished much less cheerfully to meet deficits in law and medical schools. The Faculties of liberal arts, too, are oftentimes inclined to feel that they have a sort of prior lien on the University treasury, and that money diverted to schools of law and medicine is a sort of breach of trust. Of course, this is, from our point of view, all wrong, but it is a fact with which we are confronted, and which we must do what we can to overcome.

A degree in law conferred by a German or an Austrian University means something, but, unfortunately, in the United States a degree from a Law School has no definite meaning, unless the name of the institution conferring it is known. Under existing conditions in this country the degree of Bachelor of Laws may mean a study of the law for either one, two or three years. A degree acquired by studying law for one year is cheaply obtained, and the practice of thus conferring it deserves censure. It is certainly bad enough to confer it at the end of two years, now that so many of the schools have adopted the third year.

Again, we need to bear in mind that the scholastic year is itself a variable quantity. At Harvard, Cornell, Michigan, Yale, Northwestern, Iowa, Missouri, Wisconsin, Washington and Lee, and Western Reserve Universities the year is one of nine months. While at St. Louis, Boston, Cincinnati, the University Law School in New York, the New York Law School, the Metropolis Law School in New York and the Law Schools in Washington it is eight months. At the University of Pennsylvania it is seven and a half months, and at the Louisville and Baltimore Law Schools it is but seven months. In the Chicago College of Law the term is ten months.

But the length of a scholastic year is no evidence of the amount of required work. The amount of work prescribed is as variable a quantity as the length of the scholastic year. At Cornell and Northwestern Universities the amount of prescribed class-room work, as already stated, is fifteen hours per week. At Columbia it averages thirteen hours. At Harvard every candidate for the ordinary degree is required to take ten hours for the first and second years, and eight hours the third year. At the Western Reserve University it is ten hours a week. Some schools do not prescribe more than six hours per week.

In conclusion, allow me to express my conviction that the cause of legal education in the United States will be much promoted and advanced by the creation of this Section. The leading law schools of this country are represented here. The papers that are read and the discussions which take place will, we trust, promote in large degree the welfare of the schools and of the profession.