

Foreword

“The character of the legal profession depends on the character of the law schools. The character of the law schools forecasts the future of America.” Thus reads an inscription over the doorway of the State Street entrance of the Lawyers Club in the University of Michigan Law Quadrangle. Legal education is, in truth, a significant part of the total educational effort of the country.

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First opening its doors in 1859, the University of Michigan Law School has now accumulated a full century of experience in educating young men and young women for the practice of law. Two years ago, the law faculty, taking note of the approach of the Centennial year, established a research project under the financial auspices of the William W. Cook Endowment Fund, in order to engage in a serious study of all aspects of the school's activities down the years, and to prepare a complete and definitive report on this first century of history. In charge of the project and supervising it throughout has been Professor William Wirt Blume, a long-time member of the law faculty and a legal historian of ripened experience and repute. He was fortunate in obtaining the services of Mrs. Elizabeth Brown, a law graduate who, as the research associate in immediate charge, has displayed great skill and infinite thoroughness in assembling the history, preparing the charts, graphs and statistical compilations, and writing the manuscript for the volume.

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Mrs. Brown has explored all of the pertinent records of the school and its activities, and there are at least some records from the very beginning. Her researches have covered the proceedings of the Board of Regents, the minutes of the law faculty (available from 1895 to date), committee reports of the law faculty, annual reports of the Dean to the President and Board of Regents, annual announcements of the Law School from 1883 to date, the catalogue (sometimes called the calendar) of the University of Michigan, 1859 to date, and all of the internal student and other records of the Law School itself from the date of opening the doors in October of 1859. These have served as the basic materials for this volume.

It will be noted that the volume is divided into two principal parts: Part I is the text. This includes discussion of the early history of the school and its administration, the faculty, courses of instruction, techniques of teaching, training for advocacy, enrollment costs, fees and scholarships, admission and graduation requirements, the benefactions of William Wilson Cook, legal research and contributions to legal literature, and the Law Library, the laboratory of the school. It is

descriptive, not anecdotal, in nature; and no attempt has been made to evaluate, either to criticize or to commend. In fact, the only evaluation of the work of the school contained in the entire volume is to be found in Part II, Chapter II: 4, a 1959 report on the school prepared by the inspectors sent out by the Section on Legal Education and Admissions to the Bar of the American Bar Association.

The text is supplemented by Part II, which consists of comprehensive tables, charts, and documents setting forth a wide variety of statistical studies, charts, graphs and reports designed to show the progression of the school and its activities throughout the century. Included are tabulations showing the geographical origin of enrolled students, categories of students, acquisitions of the Law Library, and the curriculum from the beginning in 1859 down to date, thus showing the evolution of the substantive content of legal education at Michigan. Also recorded are the research projects carried on within the school, a list of casebooks and textbooks used throughout the years, and finally, a complete bibliography of the publications of the Michigan law faculty during its first century of scholarly productivity. These charts, tables, and collections of information are complete and accurate, and should constitute a useful source of information to facilitate serious study of legal education.

For all those who are graduates of the Law School of The University of Michigan, this volume of history should prove to be not only informative reading but also ground for pleasure over affiliation with their Alma Mater. It is to be hoped, however, that the volume will have an even wider significance and that all who are concerned with and interested in legal education will find value in this careful historical statement of the first century of experience of one of the country's important educational institutions.

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