



100 Years

SYRACUSE UNIVERSITY
COLLEGE OF LAW



100 years

ON THE COVER

Faces of the Syracuse University College of Law
over 100 years: Innovation Building on Tradition.



College of Law festivities, c. 1912.

Founding

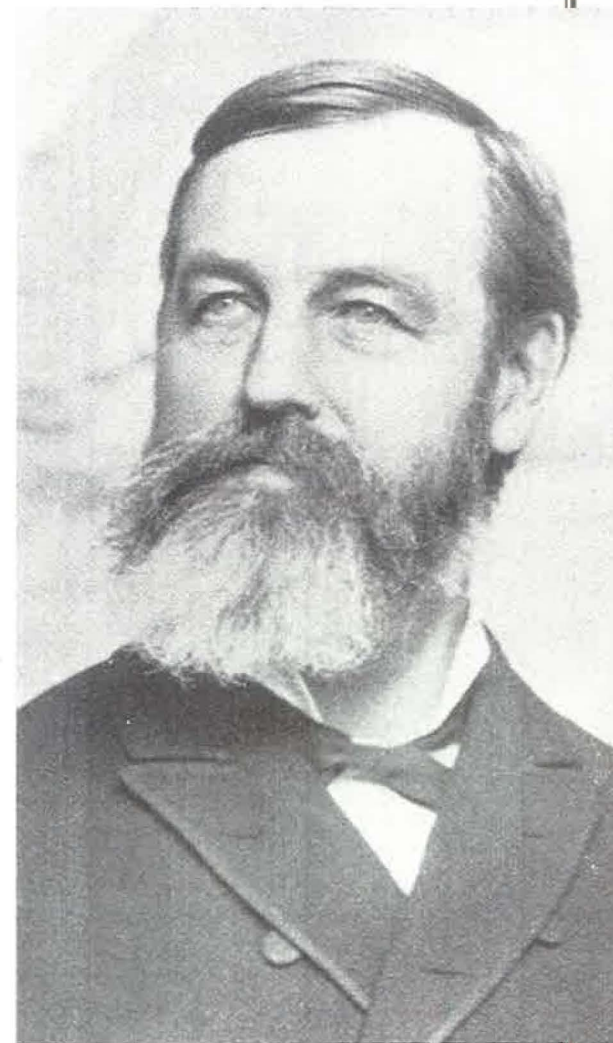
The Syracuse University College of Law opened on September 23, 1895, the fortuitous result of 25 years of effort and planning. There is no doubt that those who founded the University in 1870 expected to establish a College of Law at an earlier date, but the economic circumstances

of the times postponed that dream. In 1873 a committee of three, Chancellor Alexander Winchell, Judge George Comstock, and Judge Charles Andrews, outlined the parameters of the undertaking in the following statement of purpose:

IT IS THE OPINION OF THE COMMITTEE as well as of the legal gentlemen with whom they have advised, that Syracuse is a peculiarly favorable point for the establishment of a School of Law, since, besides being a large and enterprising city, it is the site of one of the largest law libraries in the country, which would be placed at once at the service of students in attendance upon the school.

The existence of the University organization and the successful establishment of two of its Colleges constitute special considerations of an important character, since the school would be immediately gifted with all the prestige of a great University and its students would enjoy access to collateral advantages which in many cases would be highly prized.

There exists moreover a large amount of legal talent in the city and in neighboring cities, which undoubtedly could be rendered available to a considerable extent in the work of instruction, without burdening the school in its infancy with any considerable expenditures. These conditions all favor the inauguration of the enterprise.



James B. Brooks

MILESTONES

1873

Statement of Purpose drafted to establish the College of Law

1888

Second committee formed

1894

Nottingham Committee formed

1895

- College of Law opens
- James B. Brooks named dean
- Twenty-three students begin classes in Bastable Block
- Tuition set at \$100 per year



*The Bastable Block, 1895.
Site of the present State Tower Building.*

On June 11, 1895 the Board of Trustees approved the prospectus and accepted the Chancellor's recommendation that James B. Brooks be elected dean of the College of Law. The first classes of the College met on September 23, 1895 in rented rooms in the Bastable Block in downtown Syracuse. Twenty-three

eager students paid \$100 apiece to attend that first day, all but three transfer students embarking on a two-year course of study to be taught in lecture form by "the most prominent lawyers of the city."

After the first academic year, Chancellor Day reported to the trustees:

THE COLLEGE OF LAW immediately stepped out beyond experiment, and the report of the dean will show a remarkably loyal support of our renowned legal talent of the Onondaga Bar. There is promise of a large class next autumn. It will find friends in due time to endow its library and meet other pressing wants. In the meantime, by the generosity of its friends, it has access to our noble law libraries and assistance to do its work in a satisfactory manner. As it continues to increase it will gather friends with generous benefactions.



Early artist's rendering of the University Block Building, 1898. The final building design was "modern renaissance".

1898

College moves to University Block

1900

Enrollment tops 100 students (109)

1901

Charter member of Association of American Law Schools

1903

First female graduate (Bessie Seeley)

1904

College moves to John Crouse Mansion

Students

The earliest bulletins of Syracuse College of Law declared that “any person of good moral character over eighteen years of age” was eligible for admission, but applicants for a degree were required to comply with the following:

- (1) College graduates were admitted by diploma.
- (2) Members of the bar in any state were admitted to either class without examination.
- (3) Other applicants were admitted by certificate, following an examination in specified high school subjects or,
- (4) By certificate showing (a) a year’s work in an approved College or University, (b) a period of three years in a Regents approved institution, or (c) a Regents diploma.
- (5) Applicants for admission to the Senior Class had to be nineteen years of age and must have passed an examination on subjects of the junior year, conducted by the faculty.
- (6) All law students were required by state law to file a certificate with the Clerk of the Court of Appeals, Albany, New York.

Students applying after 1900 had to present evidence of a four-year academic course with a Regent’s certificate or a high school or academy diploma. Foreshadowing what would become the College’s constant effort to innovate, a requirement of at least one year of Latin surfaced briefly in 1901, but does not appear in any subsequent bulletins. Although the College has always imposed standards of entrance requirements in advance of those established by the American Bar Association and the Association of American Law Schools, it made no changes in requirements until 1914, when it required one year of liberal arts college work for the LL.B. degree; it still permitted students with less to acquire a “certificate” in law. A second year of liberal arts college work was added to the admission requirements for a candidate for the LL.B. degree in 1922. The following year, the College eliminated the exception allowing certificate students; these students were required to meet the same entrance requirements as those seeking degrees. By 1928 three years of liberal arts work were required before entrance, and the College of Law had become a graduate school.

At the opening of the College in 1895, tuition was set at \$100 per year, with \$5 per year added for fees. The cost of textbooks was estimated in the bulletin to be between \$20 and \$25 per year and included such



Student Parade, c. 1917.



*Freshman of the Class of 1918
on the steps of the John Crouse Mansion.
(photo taken c. 1915-16)*

1905

Debate Club
organized

1914

Frank R. Walker
named dean

1918

World War I
senior class drops
to 30 students

1923

American Bar Association
Section on Legal Education
approval bestowed

1926

College moves to
Hackett Hall

William Fitzpatrick '27

(on how he decided to go to law school):

A business administration major at Syracuse University in the early twenties, "Fitz" had decided to major in accounting. "I went up on the hill with all the intention in the world of registering for business administration, and there was a long line at the table....I met two or three friends and one of them said, 'I'm going to register at the law school. If you come down while I register, I'll go to Keith's Vaudeville with you.' So we went downtown with this friend of mine and got in line with him while he registered, and one of the other members of the group and I decided, as we got up to the table, we were going to register for law school—and we did! I've never regretted that accidental decision once since I've been in this business."

titles as *Agency* (Huffcutt), *Bills and Notes* (Cooley), *Contracts* (Anson), *Criminal Law* (Kay), *Domestic Relations* (Schouler, Tiffany), *Elementary Law* (Robinson), *Equity* (Bigelow), *Evidence* (Stephens' Digest), *Personal Property* (Smith, Brantly), *Practice and Pleading* (Perry's Common Law Pleading), *Real Property* (Williams, Tiedeman), *Sales* (Burdick), *Trusts and Trustees* (Underhill), and *Wills* (Chaplin). For the most part the treatises used are still recognized as authoritative for that time.

The University imposed an annual gymnasium and athletic fee of \$3 in 1896. Housing and meal costs ranged from \$3.50 to \$5 per week; in clubs the expense was generally less. According to an early bulletin, "The expense of the course is kept at the minimum and every practical effort is made to aid the student in economizing both his time and his expenditure of money."

From an initial student body of 23, the College grew rapidly to 109 students in 1900. By 1915 an enrollment of 229 included men and women from as far afield as Black Rock, Arkansas, and Mineral Point, Wisconsin—and even three students from Puerto Rico.

A Lively Student Life

Most of the early students were recent high school or academy graduates whose interests were at the collegiate rather than the professional school level. College publications at the turn of the century portray a lively collective spirit revealed through incidents of hazing and horseplay, class rivalries, and town and gown clashes. There were many newly organized clubs, fraternities, and scores of college yells and songs.

Law students took an active part in Hill activities such as football, baseball, crew, track, dramatics, journalism, and student politics, and they maintained their own class organizations and Law College clubs in a vigorous manner. At the Syracuse-Colgate football game in 1895 the students sang a law college song composed by a member of the faculty and gave a distinctive college yell, "such as had never before been heard on the campus, and at every critical period of the game the rousing shouts of the Blackstonian disciples urged the Orange on to victory." Class officers in the College usually included one or more athletic managers and even a cheer-master!

A Debate Club was organized in 1905, initially to assist University debate teams. Law College men frequently took part in intercollegiate athletic events, especially against Alfred, Wesleyan, and Brown. Chancellor Day, "an orator of no mean ability himself," set up a Law College Oratorical Contest and offered annual prizes of \$25, \$15, and \$10. Additionally, Professor Howard P. Denison, a noted authority on

1927

- "Pound Report" published
- Reorganization begins
- Paul S. Andrews named dean

1936

Chester Adgate Congdon
Chair established

1938

Board of Visitors established

1944

World War II enrollment
drops to 32 students

1949

First issue of
Syracuse Law Review
appears

patent law, became the donor of the annual sophomore men's declamation contest. This was the genesis of the moot court program, far in the College's future.

The theater also interested law students, whether attending plays in the Bastable Theater or taking part in productions on the Hill. *King Lear* was performed under the direction of Professor Losey in 1904, with costumes imported from Philadelphia and everything done on a grand scale. It was performed in Auburn as well, with the cast taking the "interurban" to that city.

The Kent Club was the first legal fraternity organized at the College, in December of 1895, but it failed to thrive. By 1901 three other fraternities were listed: the Comstock chapter of Phi Delta Phi, the McLennan Law Club, and the Syracuse chapter of Delta Chi.

The *Daily Orange* often reported incidents demonstrating the College spirit of the day. Once, during a meeting to elect the class orator, the "boys clapped their hands so loudly that Dean Brooks came down from the 6th floor to investigate the cause of the disturbance." In fact, one spirited outburst helped to accelerate plans to move the College to a new home of its own. The February 14, 1904 issue of the *Daily Orange*, in an article titled "Law Students vs. Morning

A great number of young men engage in the preliminary tryouts. The affair itself has always been largely attended, hotly contested, and has brought out the strongest speakers in the second year class in the University. It is to be credited with finding and in part producing scores of brilliant debaters, clever actors, political orators, and public speakers.

—Sophomore
Declamation Contest

classes were not in progress. A more sympathetic report later noted that "the students get the worst end of the deal...the classical, vocal and instrumental productions are not entirely conducive to good recitations, and especially are they annoying when examinations are in progress; yet never once have the students complained of these things."

Despite these spirited hi-jinks, reports indicate that early Syracuse Law College graduates fared exceptionally well on the State Bar Examination. The Chancellor said of the 1899 class, "every graduate of last June passed the bar...a fact true of no other law school in the State." The class of 1904 fared equally well on the examination. And four decades later, the *Alumni Bulletin* reported the same to be true of the 1940 graduating class.

Musical Club," quoted the *Syracuse Herald* as follows: "Broke in on the Recital, students raised a rumpus at the Morning Musicals concert. Mrs. Jenney pleaded with them to be quiet, instead they marched into the hall in lockstep fashion." It was reported that Dean Brooks "felt sure...that the report...had been greatly exaggerated" and expressed the wish that the law students were not confined to such close quarters, but that they might have a building in which they could sing and shout as they pleased, of course while

"CONVICTED AND SENTENCED"

A large and expectant audience filled the court room of the Law College Saturday morning to hear the verdict of the jury in the celebrated case of the Junior law class vs. the "Lily Whites." When the jury said "Guilty," a look of relief spread over even the blanched faces of the prisoners, for the suspense of the last few days had been harder for them to bear than the adverse verdict of the jury. Death, or imprisonment in Winchell Hall for six months at the choice of the defendants was the sentence of Judge Ferguson, with the recommendation that the prisoners be merciful to themselves and choose the former."

—Mock trial reported in a 1904 issue
of the *Daily Orange*

1952

- Ralph E. Kharas named dean
- Membership in Order of the Coif awarded

1954

College moves to
Ernest I. White Hall

1961

International Legal Studies
program launched

1967

Arnold M. Grant
Auditorium opens

1970

Classes and examinations
cancelled after Kent State
killings

Wilfreda B. Stone '44:

"My wartime class consisted of only two women and two men who were 4-F! I remember one day when Professor George Gray called on everybody twice and then said, 'OK, I won't call on you anymore—I'll answer the rest!' Because our class was so small, it was a marvelous time to go to law school—but you had to be really prepared."

Enrollment

In the first decade of the College's existence, student enrollment and the number of graduates steadily increased. The first class to graduate in June 1896 consisted of three men who had transferred credit from elsewhere: Edward W. Burdick, Richard J. Shanahan, and Theodore W. Taylor. The first class to graduate with the full course at the College was the class of 1897, which included among its 22 graduates the Hon. James J. Barrett, later Judge of the Court of Claims of the State of New York; the Hon. George H. Bond, former District Attorney of Onondaga County, member of the State Board of Regents, one-time president of the New York Bar Association and member of the firm of Bond, Schoeneck and King; and T. Aaron Levy, later a professor of the College for whom the Levy Middle School in Syracuse is named.

The 1897 "Chancellor's Report" observed that "the College of Law shows a large increase and impatiently awaits new quarters in the University Block," where it moved in 1898. By 1900 enrollment had reached 109 students. In 1904 the College moved to the John Crouse property at the corner of East Fayette and South State streets, which provided a home for the College for the next 20 years, with a peak enrollment of more than 200 students crowding the halls.

It is interesting to note that in the first 10 years there were three young women enrolled, the most noted being Bessie Seeley who graduated in 1903. The

first African American student was William Herbert Johnson who transferred from Boston College in 1899 and appears to have graduated in 1901. Furthermore, there were three students from Puerto Rico who were enrolled in the very early 1900s of whom José Benet Colón was admitted to the New York Bar in May 1903 in Rochester. Thus the College's proud history of diversity—racial, ethnic, cultural and geographical—clearly reaches back to its earliest years.

Whereas in 1897 the total enrollment was 55, by 1910 it had increased to 160. In 1920 it dropped to 132, reflecting the effect of the First World War, and in 1930 it stood at 114. (Later, an all-time low of 32 in 1944 also reflected wartime conditions, but soon thereafter enrollment rebounded so quickly that in 1946 Chancellor Tolley announced the campaign for a new Law College building on University Hill, citing overcrowding and the country's urgent need for new lawyers as two of the central considerations in this ambitious undertaking. By 1954 enrollment was an astounding 241!)

When it became apparent that the United States was about to participate in World War I, the students of the College of their own accord began drilling upon the spacious lawn of the downtown College property, attracting much attention and praise. They were led in drills by two of their own number, Lieutenants Little and Bronson, who had had previous military training,



*College of Law students
on the steps of the John Crouse Mansion.*

1971

First clinical
programs offered

1975

Craig W. Christensen
named dean

1980

Enrollment of women
reaches 40 percent

1985

Dedication of
Barclay Law Library

1988

Michael M. Hoefflich
named dean

and by other students who had come from military schools. The College had expanded significantly, yet it was sorrowfully noted that the "Great War is vividly reflected in the fact that the entering class of 1914, which numbered 85, contained but 37 members in the spring of 1917, its senior year." A considerable number of men who entered the service, however, were ultimately given degrees without entirely completing their work. In 1918 just 30 names appeared in the roll of the senior class, out of 87 men who entered two years before.

After World War I, Chancellor Charles Wesley Flint recruited Ralph E. Himstead from Cornell College to evaluate Syracuse University's College of Law. Himstead criticized the existing textbook and lecture method that forced the students into a mode of rote and recitation to learn the law. He pointed out that Syracuse was the only school belonging to the Association of American Law Schools that did not use the casebook method of teaching law. He observed, "The facts are that the best and only real preparation for the bar examinations is the development of a legal mind, the power of legal analysis, and this can only come after a thorough grounding in the fundamentals of the common law and jurisprudence." Himstead later sought the expertise of Dean Roscoe Pound of Harvard to aid in developing a plan for the future.

A New Direction

The 25-page *Survey of the College of Law of the University of Syracuse and Project for its Reorganization* (Pound Report) emerged in 1927 from Himstead and Pound's combined efforts. It made a number of far-reaching recommendations (discussed elsewhere in this publication), most importantly the introduction of the case method. In Pound's opinion, any class not conducted under the case method was "very far from the living, glowing hour of teaching that there ought to be."

As to students in the College, Pound noted that in 1925-26 only 21 of its 155 students came from outside New York State, these 21 drawn from New Jersey, Pennsylvania, and Connecticut. (In other years students came from Massachusetts as well.) More than one-third of those who graduated at that time usually went into practice in Syracuse. Another one-fourth practiced in upstate New York and the remaining quarter consisted of those who headed straight for New York City. About one-sixth scattered. Pound noted that, "In point of character, personality, and intelligence the student body seems to be quite up to the level of students of law schools (which are) members of the Association of American Law Schools...eager, intelligent, and capable"—qualities that have remained true of Syracuse students ever since.

Yet, Pound found student morale at a low ebb. He noted a general air of listlessness, with "none of the tension to which the observer becomes accustomed in the classroom of the modern law school."

Sidney L. Grossman '28:

"One day we were sitting downstairs in the lounge, and in those days when you got a bunch of young lawyers sitting around a table and somebody had a pair of dice, a crap game would start. In the midst of the crap game, Dean Walker came down and everybody scattered, including myself. We had a men's room with swinging doors over the individual stalls and I ran in there and jumped up on a convenient seat, thinking that I wouldn't be observed. But the Dean walked in and opened the doors and looked up and said, 'Would you step down, Mr. Grossman?', and I did. He then said, 'I'll see you in my office in the morning.' Al Orenstein, Bill Fitzpatrick, and one or two others were also apprehended. In the morning, which was a Saturday, the Dean proceeded to lecture us on the harmfulness of gambling and told us he was suspending us until Monday morning—so we wouldn't miss any classes. But what I didn't realize until Monday morning was that once suspended we had to reregister—and that there was a fee of \$10, which I didn't have and which I had to borrow from my girlfriend."

1990

First students enroll in Law, Technology, and Management Program

1994

Daan Braveman named dean

1995

Applied Learning Centers formed



Law fraternity installation ceremony,
Dean Andrews presiding.

**Professor Robert Koretz '38:
(recalling the late thirties)**

"Most of the graduates went into practice either with Syracuse law offices or with small town offices, or sometimes started a practice on their own. The people at the top of their class sometimes were able to get what we called the good jobs which paid \$10 a week, but many of our graduates would take positions in local law firms that paid nothing just for the sake of having a place to learn something to start their practice—I think they were paid a dollar for each summons they served upon litigants."

Pound added, "It is not the least unhappy feature of the school that the faculty believe the spirit of the student body to be excellent....The school needs less atmosphere of the mechanics of procedure and more atmosphere of the common law; it needs more atmosphere of the historical common law and of the history of New York." He then suggested that there ought to be upon the walls of its reading rooms and lecture rooms portraits of judges and lawyers, and that...

Somehow in the building there ought to be Lord Campbell's *Lives of the Chancellors and of the Chief Justices*...Beveridge's *Life of Marshall*, Warren's *History of the American Bar*, Warren's *Supreme Court in United States History*, Carson's *History of the Supreme Court in the United States*, Lewis's *Eminent American Lawyers*, and the *Green Bar*. All these things make a student conscious of belonging to a profession with a great tradition.

By this time, tuition and fees for a Syracuse law student totaled \$285 per year. "Certainly this money ought to be spent, so far as possible, to furnish him the very best facilities which that amount can procure," observed Pound..."but of this \$285 only \$255 goes to the College of Law, and of that \$255, 25 percent is deducted for general University purposes...in other words, more than one-third of what the student pays for is in no wise devoted to the purpose for which he pays it." He then recommended that the charge imposed on professional schools by a university should not exceed 15 percent of the income. His prescience is remarkable, for this issue continues to be vigorously debated even to this day.

In 1938 the College established a Board of Visitors, prominent alumni and friends who had displayed marked interest in its progress. The committee of 30 people met three times a year to "make available wise counsel and helpful cooperation in the expansion and progress of the Law College," according to Dean Andrews. Following its very first meeting, students met and talked informally with the new board. They then adjourned to the Appellate Division of the Court House to hear second-year students argue a moot appeal. Early members of this committee who figured prominently in the College's direction included George H. Bond, Lewis G. Ryan, Murray Hearn, Crandall Melvin, and J. Robert Rubin.

Under Dean Andrews, much of the reorganization was carried out and the College improved steadily into the thirties and early forties, when World War II had a dramatic impact on it. Five women were among the small band of 32 students in 1944. But with the end of World War II came tremendous growth in student populations: by the College's half-century celebration, tuition stood at \$200 per term, and by 1949 enrollment once again neared the 200-student mark.

In that same year, students published the first *Syracuse Law Review*, dedicated to Edmund H. Lewis '09, then associate judge of the New York Court of Appeals. Among the guest contributors to this first issue were Dean Roscoe Pound and J. Edgar Hoover. The law review was proud that 50 percent of the contributors were students, representing "a larger student participation than any other law school review." The U.S. Supreme Court cited one of the earliest student notes.

Nearing the end of the first half-century, Syracuse law alumni exerted an influence across the United States. While most practiced in large and small firms or in government agencies, others used their legal education in unique ways. Consider this excerpt from a 1940 *Alumni Bulletin*:

The vocations of our non-practicing alumni are so many and varied that even the all-inclusive classification of "the butcher, the baker, the candle-stick maker" does not begin to cover the situation...The present occupations of these alumni include the following: the ministry, teaching, osteopathy, pharmacy, photography, journalism, dentistry, printing, public accounting, freight handling, writing, music, athletic coaching, electrical engineering, and house painting, as well as the ownership and operation of various businesses.



Law Review Office.

Student Opportunities Grow

Steady growth in enrollment and an ever-broadening array of courses continued throughout the fifties and sixties, as the College settled into its new home on the Hill. Increasing opportunities in the field of international law attracted students from across the United States, as the College grew in stature into a national law school. In the early 1970s students began publishing the *Syracuse Journal of International Law and Commerce*, one of the few student-centered publications in the nation specializing in international law.

Concurrently, the moot court program at Syracuse enhanced the College's stature as a national law school, attracting talented students from an ever-broadening geographical area. Syracuse teams began to win many national championships. Sponsored competitions, like the Edmund H. Lewis Appellate Moot Court Competition and the Lionel O. Grossman Trial Competition, were signs of the growing importance of competitions; they now involve well over 100 students each year.

Syracuse law students of the sixties and seventies, reflecting a polarized nation itself, wrestled with compelling issues concerning civil rights and the Vietnam War. Senator Joseph R. Biden Jr. '68 recalls that his graduation was held on the day after the assassination of Dr. Martin Luther King Jr. And on May 6, 1970, for the first and only time in its history, the College cancelled classes and final examinations following the Kent State killings. The following announcement was made:

At an evening meeting of the students of the SU College of Law in Grant Auditorium on May 6, 1970, the following motion was passed by a vote of 231 to 52: In response to recent events in Cambodia and the killings at Kent State University, the SU College of Law will close the spring semester 1970 at twelve noon tomorrow with classes and examinations cancelled. Students will be given a final grade of P (pass). Any student who wishes to take an examination should be able to do so by making arrangements with the individual faculty member.

Professor Robert Koretz '38:

"Our students were very much involved in the protests of the seventies, but in a very good way. Rather than engaging in acts of violence or trespass, they attempted to guide the protesters into the correct legal paths to present their grievances."



Seventies law student and her children.

Michael Brumer '51:

"I started law school in '48 without having my undergraduate degree. I worked in Dey Brothers during the daytime and also in a drugstore on Marshall Street. At night, I took two courses at Utica College. I got my degree from the School of Management in 1950 and graduated from the law school in 1951—yes, I got ulcers from doing it....but in those days it was not unusual, with so many veterans, for students to work many hours, even in the first year."

The College continued to reevaluate its role in the world at large, and out of the tumult eventually emerged a stronger, more relevant course of study. Among the options developed were greater clinical and interdisciplinary opportunities for students.

Diversity, as well as academic distinction, marks recent classes. The small band of women at the College at the turn of the century opened the way for scores of female graduates over the years. In a 1977 interview, Bessie Seeley '03 recalled that she competed with 64 men for a place on the commencement exercises podium and that she was elected vice president of her graduating class. A ranking member of the Detroit business and banking community before her retirement, she was featured in newspaper articles as one of "Detroit's 'bachelor women' who had forged their way to the top." Not a staid, conservative banker, she was active in the suffragist movement and marched

alongside better known suffragists on behalf of women's rights. "I wore some of the first bloomers," she pointed out, being a friend of Amelia Bloomer. "They were very practical." Now, women comprise 42 percent of the student body.

In recent years the College has also been successful in attracting students from a variety of racial and ethnic groups. Recognizing the benefits of a diverse student body for both the school and the profession, the College has actively encouraged members of these groups to apply for admission. They now comprise approximately 28 percent of the student body.

Finally, the students represent a wide range of geographical locations. What was once a very regional school has emerged a truly national institution. Students now come to Syracuse from more than 250 colleges and universities and from all 50 states as well as a number of other countries.



National Trial Team, 1978.

Curriculum

When Syracuse College of Law first opened its doors to law students, the important shift from apprenticeship to the university law school as the means of educating lawyers was already well under way in America. Early chairs in law at Harvard and at other universities had been incorporated into law schools as separate units within the universities.

The Syracuse College of Law was established early enough to become a charter member of the Association of American Law Schools, one of only four law schools in New York State to be so honored. It subsequently received approval from the American Bar Association Committee on Legal Education in the very first year it established standards for legal education and accorded approval to the schools that complied. Interestingly, the College was one of the few schools on the original list that did not use the case method of instruction.

During its first three years, the College of Law offered two years of study, leading to the bachelor of laws degree. The college year followed a two-term schedule running from late September through January, and from February 1 through early June. The students carried 15-credit schedules, with juniors attending classes from 9 a.m. to noon and seniors meeting from 2 to 5 p.m. Students also had the privilege of attending lectures in the College of Liberal Arts in political economy, history, and sociology at no additional expense.

In 1898 the College expanded the course of study into a three-year sequence. Students followed a "combination course" by which juniors and seniors in the College of Liberal Arts could elect work in the

College of Law, which counted toward graduation in both colleges. The curriculum was extensively revised to spread the most difficult courses more evenly over a period of three years and expanded to include a number of new course offerings including History and Philosophy of Law, and Legal Ethics in the first year; Hypothetical Cases in the second year; and Law of Negligence, Bailments, and Moot Court in the



Onondaga County Court House, c. 1924.

SCHEDULE 1895-1896

JUNIOR YEAR

CONTRACTS. — MR. E. H. BURDICK
Tuesday and Thursday, 10 to 11 A.M., entire year
Anson on Contracts (Knowlton)

TORTS. — MR. GILES H. STILLWELL
Friday, 10 to 11 A.M.; Monday, 11 to 12 A.M., entire year
Bigelow on Torts

ELEMENTARY LAW. — MR. GEO. MCGOWAN
Tuesday and Thursday, 9 to 10 A.M., Sept. 24 to Dec. 24.
Robinson's Elementary Law

BILLS AND NOTES. — MR. FRANK R. WALKER
Wednesday and Friday, 11 to 12 A.M., entire year
Norton on Bills and Notes

DOMESTIC RELATIONS. — MR. E. H. BURDICK
Wednesday and Friday, 9 to 10 A.M., entire year
Schouler on Domestic Relations

PERSONAL PROPERTY. — MR. GILES H. STILLWELL
Tuesday and Thursday, 11 to 12 A.M., entire year
Smith on Personal Property

PRINCIPAL AND AGENT. — MR. CHARLES L. STONE
Monday and Wednesday, 10 to 11 A.M., Sept. 30 to Dec. 24

CRIMINAL LAW. — MR. BENJAMIN SHOVE
Mondays, 9 to 10 A.M., entire year

PARTNERSHIP AND LIENS. — MR. CHARLES BALDWIN
Monday and Wednesday, 10 to 11 A.M., Jan. 2 to Mar. 23

LAW OF EVIDENCE. — MR. EDWIN NOTTINGHAM
Tuesday and Thursday, 9 to 10 A.M., Feb. 4 to May 6
Stephens' Digest of the Law of Evidence

STATUTE LAW, INCLUDING STATUTE OF LIMITATIONS
AND STATUTE OF FRAUDS. — MR. WILLIAM S. ANDREWS
Monday and Wednesday, 10 to 11 A.M., April 2 to May 28

SENIOR YEAR

CONSTITUTION, LAWS AND COURTS OF ROME. — PROF.
FRANK SMALLEY Monday 2 to 3 P.M., Sept. 30 to Nov. 4

EQUITY JURISPRUDENCE AND PRACTICE. — MR. JAMES
B. BROOKS Tuesday and Thursday, 2 to 3 P.M.; Monday and
Wednesday, 8 to 4 P.M., Sept. 24 to Jan. 30
Bigelow on Equity

SALES. — MR. EDWARD C. WRIGHT
Wednesday and Friday, 2 to 8 P.M., entire year

LAW OF EVIDENCE. — MR. EDWIN NOTTINGHAM
Friday, 3 to 4 P.M.; Monday, 4 to 5 P.M., Sept. 27 to Jan. 27
Stephens' Digest of the Law of Evidence

LAW OF REAL PROPERTY. — MR. FRANK R. WALKER
Tuesday and Thursday, 3 to 4 P.M., entire year
Williams on Real Property (Hutchins)

WILLS AND ADMINISTRATION. — MR. JAMES B. BROOKS
Friday, 3 to 4 P.M.; Monday 4 to 5 P.M., Feb. 3 to April 27

SURROGATE'S COURT AND PRACTICE. — MR. WILLIAM G.
TRACY Monday, 4 to 5 P.M.; Friday, 3 to 4 P.M., May 4 to 25

PRACTICE AND PLEADING. — MR. CEYLON H. LEWIS
Tuesday and Thursday, 4 to 5 P.M., entire year

LAW OF CORPORATIONS. — MR. WILLIAM NOTTINGHAM
Wednesday and Friday, 4 to 5 P.M., entire year

TRUSTS. — MR. GEORGE MCGOWAN
Tuesday and Thursday, 2 to 3 P.M., Feb. 4 to May 28

MEDICAL JURISPRUDENCE. —
Monday, 2 to 3 P.M., Dec. 2 to Jan. 27

TRIAL OF ACTIONS. — JUDGE PETER D. MCLINNAN
Monday, 2 to 3 P.M., Dec. 2 to Jan. 27

LAW OF INSURANCE. — JUDGE IRVING G. VANN
Monday, 2 to 3 P.M., March 9 to April 27

INTERNATIONAL LAW. — HON. JOHN C. CHURCHILL
Monday 2 to 3 P.M., May 4 —

CONSTITUTIONAL LAW. — HON. GEORGE N. KENNEDY
Monday and Wednesday, 3 to 4 P.M., Feb. 3 —

PATENTS. — MR. CHARLES H. DUELL
Monday and Wednesday, 3 to 4 P.M., May 4 to 25.

Students are expected to provide themselves with the text
books that are named herein, and with such others as shall
hereafter be announced. For information inquire of

James B. Brooks,
Dean of the College of Law,
213 Sedgwick, Andrews & Kennedy Building
Syracuse, N. Y.

Students.

GRADUATES.—1896.

Edward Woodworth Burdick,	Syracuse,	127 Green
Theodore Wells Taylor,	A.B., Muncy Valley, Pa.,	405 Lemon
Richard John Shanahan,	Syracuse,	128 Peach

SENIOR CLASS.

James Joseph Barrett,	Syracuse,	504 Tompkins
George Hopkins Bond, Ph.B.,	Syracuse,	207 E. Adams
Berton Wellington Brown,	Syracuse,	614 Crouse ave
William Harold Burgess, A.B.,	Poughkeepsie,	730 Crouse ave
Talmadge Charles Cherry,	Syracuse,	906 University ave
Frederic Dece Davis,	Syracuse,	909 W. Genesee
John Cooper Dyott, Jr.,	Elmira,	Y.U. Chap. H
Maurice Fikes,	Syracuse,	600 University ave
William Henry Fournier,	Syracuse,	1251 Mulberry
John Joseph Byron Hickey,	Syracuse,	312 Tompkins
T. Aaron Levy,	Syracuse,	519 S. Warren
Samuel Manson,	Syracuse,	709 Orange
Roderick Nathaniel Matson, A.B.,	Floridaaville,	311 Catharine
Frank Theron Miller,	Syracuse,	411 Lemon
William Wilson Nichols, A.B.,	Syracuse,	511 University ave
William Rosenbloom,	Fulton,	109 W. Adams
Willis J. Spicer,	Manlius,	336 Westcott
Frederick James Topping,	Oswego,	B.Q.P. Chap.H
George Byron Weller,	Syracuse,	639 Gifford
Lieber Everett Whittle, Ph.B.,	Syracuse,	313 Almond
Fred Brown Wilbur,	Fairmount,	Fairmount
William Thompson Wright,	South Danby,	212 E. Onondaga

SPECIAL.

Harry Joshua Hamlin,	Syracuse,	111 Bellevue ave
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third year. Interestingly, Patent and International Law were dropped as separate one-credit courses for the second year and incorporated into a series of third-year lectures along with Trial of Actions and Searching and Examination of Titles.

All students had the option of studying elocution for one hour per week and debate was available to upperclassmen. Students had ample opportunity to engage in elocution, oratory, and debate outside of the classroom as well. Among the topics of debate were the following: "Resolved: that the State of New York should build a 1,000 ton barge canal;" "that United States Senators should be elected by the direct vote of the people;" "that labor unions are beneficial to the American laboring people;" and "that labor unions are not promoting the general welfare."

In the years surrounding World War I, admissions and course standards continued to rise. It became increasingly clear that legal practice was becoming so demanding that Syracuse attorneys could no longer continue the sacrifices involved in serving as lecturers at the College. In essence, the teaching of law had become a separate branch of the profession. The College began to develop a better-organized corps of professors and instructors and a more clearly defined curriculum. This change, combined with a sense of the broadening purpose of legal education at Syracuse, contributed to the College's growing reputation. In 1923, when the American Bar Association Section on Legal Education and Admissions to the Bar first began its work of rating American law schools, Syracuse College of Law was one of only three law schools in New York State to meet its exacting standards.

A Blueprint For Change

The nature of legal education continued to change rapidly throughout the country. The College's initial aim was to furnish students with "a full and complete preparation for a professional career" with emphasis on the more practical aspects of legal training supplemented by clerking in local offices. The emphasis soon expanded and as the yearly bulletin proudly stated, "It is intended that students who take this course shall become both lawyers and scholars." To revisit this promise, Ralph Himstead of Cornell College was consulted, and eventually, a committee including Dean Roscoe Pound of Harvard, Clarence Goodwin of Chicago, Edmund H. Lewis, and Louis Marshall was appointed to consider a broad reorganization of the College of Law.

The result was the 1927 "Pound Report," a detailed document calling for widespread change in the curriculum and focus of the College. Pound was critical of many aspects of the College at that time and deserves much of the credit for charting a new direction. He observed:

Only a partial transition has been taking place from what was originally a purely local school. Also it is conducted too much as a sort of glorified law office, doing things after the manner of the old-time apprentice-training of a law office. Too much time and energy are devoted to things that can be learned without a teacher in a very short time out of school. Too much time is devoted to things of transient importance, likely to change with the advent of new legislation at any time. A law school, in order to get the best results, should be devoted to the things which can be done only, or done best, in such a school and not to things which may be done elsewhere.

Of trends in teaching, Pound noted the following:

The law teacher of today has much more to do than simply to deliver a set number of lectures each week. Law teaching, with the specialization that goes along with the urban and industrial society of today, has become a distinct profession, calling for all that the teacher has of energy, capacity, and preoccupation. Moreover, part-time teachers cannot do the work of research and legal writing which devolves upon the law teacher of today. This work cannot be divorced from the teaching function. The teacher should write, and the writer and scholar should teach, if both tasks are to be performed at their best.

Pound found that the College had the "foundation" of a good library, but that an expenditure of \$25,000 should be "spent at once in order to make it worthy of the school." He also noted that such standard treatises as *Wigmore on Evidence*, *Williston on Contracts*, and *Pomeroy on Equity* were not being used in the curriculum, and he recommended their immediate adoption as basic texts.

Dean Pound commented, "I see no reason why a modern, well-organized, well-conducted law school as Syracuse should not take a commanding place in training lawyers for upstate New York....Moreover, there is a special opportunity for a law review at Syracuse which shall devote itself to a critique of New York law from the standpoint of general law." This suggestion sparked the *Survey of New York Law*, published annually by the College and eagerly awaited by thousands of lawyers each year.

By far the most radical change proposed by Pound was his call for the introduction of the case method rather than the lecture method. As Pound observed, "...the school seems to be employing textbook methods in its last gasp and not to have found the method of teaching by cases. This is very far from the living, glowing hour of teaching that there ought to be."

Among the most significant recommendations of the Pound Report were the following:

...that the College should be reorganized as a school primarily for upstate New York, but teaching New York law from the general or national standpoint;

that the faculty should be reorganized to provide a small group of full-time teachers;

that the student body should be withdrawn from all general University activities, with extracurricular activities centered on internal ones such as the establishment of a Law Review, a Legal Aid Bureau, and moot court preparation and argument in order that the spirit of a graduate professional school might be developed;

that the curriculum be entirely reorganized to require of students but twelve hours of classroom work per week;

and that teaching methods should be radically overhauled and modernized so as to capitalize on the effectiveness of the case method, in which "the student and teacher take part in an analysis and discussion of the material so as to develop in the student a power of legal reasoning as well as to insure acquisition of accurate information."

At Pound's recommendation, Paul Shipman Andrews became dean in the summer of 1927. He began reorganizing the curriculum and the College in general. The College adopted the case method, increased the number of electives, and thoroughly restructured the curriculum. An expanded system of moot courts was implemented for the first time in the history of the College.

1896-COURSE IN LAW.

Numerals indicate the number of lessons or lectures per week.

JUNIOR YEAR.

FIRST TERM	SECOND TERM
Elementary Law, 2 (18 weeks.)	Contracts, 2.
Contracts, 2.	Torts, 2.
Torts, 2.	Bills and Notes, 2.
Bills and notes, 2.	Domestic Relations, 2.
Domestic Relations, 2.	Personal Property, 2.
Personal Property, 2.	Evidence (begun), 2.
Criminal Law, 1.	Criminal Law, 1.
Principal and Agent including Bailments, } 2.	Partnership and Liens, 2, (9 weeks.)
Partnership and Liens, 2 (4 weeks.)	Statute Law, including the Statute of Limitations, and the Statute of Frauds. } 2. (9 weeks.)

SENIOR YEAR.

FIRST TERM	SECOND TERM
Law of Real Property, 2.	Law of Real Property, 2.
Equity Jurisprudence and Practice, 4.	Wills and Administration, 2.
Practice, 2.	Surrogate's Court and Practice, 2. (4 weeks.)
Sales, 2.	Practice, 2.
Law of Corporations, 2.	Trusts, 2.
Law of Evidence, 2.	Sales, 2.
Medical Jurisprudence, 1. (8 weeks.)	Law of Corporations, 2.
Constitution Law and Courts of Rome, 1, (6 weeks.)	Constitutional Law.
	International Law.
	Trial of Actions, 1, (5 weeks.)
	Law of Patents, 2, (4 weeks.)
	Insurance, 1, (8 weeks.)

A schedule of instruction will be issued about the 1st week of September, which will contain the arrangement of the hours of recitation and lectures, and full information as to textbooks, etc. This schedule and all other desired information will be furnished upon application to Dean James B. Brooks, Syracuse, N.Y.



Chester Adgate Congdon

Professor Robert Koretz '38:

"When I arrived to teach labor and administrative law, the curriculum had begun to broaden after being fairly much the same over fifty years. The times were changing, and with the New Deal we had all these administrative agencies, and new specialties came into being. Over the years the curriculum has greatly widened, shaped by the times."

Time To Move

In 1935 a review by the Association of American Law Schools found great improvement throughout the College, suggesting, however, that the growing integration of the College with other programs offered on the University campus warranted a move from Hackett Hall to the University Hill in the future.

That year the College also inaugurated a program of summer sessions designed to offer a two-fold benefit: (1) to give intending law students courses introducing them to the study of law and giving them a background for later law studies, and (2) "to permit law students to take valuable courses in addition to the number of subjects which can profitably be offered in the three-year regular Law College curriculum."

Reflecting a growing national emphasis on public law problems resulting from the New Deal era, the College continued its commitment to academic excellence by establishing its first endowed chair in 1936, the Chester Adgate Congdon Professorship of Public Law and Legislation. Congdon had been a state legislator in Minnesota, a member of a prominent family that had amassed a fortune in lands rich in iron ore. His widow resisted University efforts to direct some of his fortune to the Maxwell School of Citizenship and Public Affairs, preferring instead to establish a chair in her late husband's honor at the College of Law. In recognition of the increasing importance of interdisciplinary studies, law students were encouraged to take courses in the University's Maxwell School of Citizenship and Public Affairs, dovetailing nicely with the Congdon Chair and laying the groundwork for future, better-defined interdisciplinary study programs.

Indeed, the need for more interdisciplinary opportunities was cited as one of the primary reasons for the campaign to move the College to University Hill. Following World War II, it was noted that "the times require the well-trained law student to build upon a broad foundation in history, government, and economics." The College believed it was advantageous for students to supplement their law courses with advanced studies such as accounting, finance, or public administration. The College's emphasis on interdisciplinary studies continues to this day.

World War II forced the College to make some unique adaptations. Enrollment plummeted, and many faculty members took leaves of absence to serve in the armed forces or other governmental agencies. Nevertheless, a concurrent demand for more lawyers existed. The College adjusted its requirements to admit students with only two years of undergraduate work and to complete the degree requirements within two years instead of three. Termed the "Accelerated Program of the College of Law during the War," it was offered with the following caveat:

Neither in peace-time nor in war is there any short cut to adequate professional preparation for the law. Many law students, intending law students, and young lawyers have already been called into the service of the United States, and many others are eligible. There is a substantial demand for modifications which will tend to offset the interruption of professional education occasioned by war service.

By 1949 the number of course offerings rebounded to pre-war levels as the College stood poised for an exciting period of growth. Enrollment again hovered at 200 with as many as 86 percent of the students returning as veterans. Students could choose from a variety of electives after completing the required first-year coursework:

First-Year Courses:

Agency and Partnership (3)
 Constitutional Law (3)
 Contracts (5)
 Introduction to Civil Procedure (3)
 Legal Method (2)
 Research and Writing (2)
 Property I (2) and II (4)
 Torts I (3) and II (3)

Second- and Third-Year Courses:

Administrative Law (4)
 Bills and Notes and Suretyship (4)
 Corporations (6)
 Conflict of Laws (3)
 Criminal Law (3)
 Domestic Relations (2)
 Equity (5)
 Evidence (5)
 Insurance (2)
 Labor Law (3)
 Legislation (2)
 Pleading and Practice (6)
 Sales (3)
 Taxation (3)
 Trusts and Estate Planning (9)

Innovations in Curriculum

An invigorated College of Law, now in its second half-century, prepared for its move to University Hill. Concurrently the College began several innovations in curriculum. Formalizing the programs started in the late 1930s (then termed "integrated programs"), the College offered joint-degree programs beginning in 1958. Additionally in 1961 the College launched the International Legal Studies Program, responding to the demand for lawyers to represent American business in foreign transactions.

Subsequently, the College received a five-year grant from the Ford Foundation to provide resources for research, instruction, and publication in the international field. It worked extensively with the Maxwell School to provide courses for law students who wished to specialize in international law. Also along international lines, the College developed its Law in London program wherein students may spend a summer studying and working within the British legal system. More recently, programs in Hong Kong and Zimbabwe were added to the summer opportunities for students.

One interesting way to track trends in legal education is to examine seminar offerings over the years. Only one seminar was offered in 1940, in Trusts—and only to students of high academic standing. No seminars were offered at all in the early fifties, but by 1960, the College recommended that all third-year students elect one seminar from the following list:

Advanced Income Tax Problems
 Casualty Insurance
 Civil Liberties
 Civil Litigation
 Comparative Law
 International Law
 International Union Organization
 Labor Arbitration
 Land Use Control
 Local Government Law
 Scientific Evidence

The seventies and eighties saw a rapid increase in course offerings in general and the imposition of the required third-year seminar so that students would explore a particular subject in depth with a high level of participation and responsibility. New seminars included Administration of Criminal Justice, Business Planning and Problems, Consumer Protection, International Law of the Sea, International Monetary Transactions, Law and Morals, Securities Regulation,



Moot court competition.

Wilfreda B. Stone '44:

"I actually had planned to get my Ph.D. in political science, but the Vice-chancellor at the time said 'They'll never accept a woman in a Ph.D. program in political science'—and so I asked, 'Well, if I were to go to law school first, then would they accept me?' and he replied, 'Of course.' So that's how I decided to go—and it turned out that the law just fascinated me—I loved the practice, for every problem and every day was different."



Law clinic.

and Trade Regulation. Now the college offers more than 35 seminars, ranging from Advanced Civil Procedure, Advertising and the Law, European Communities, International Law of the Sea, Law and Society, Race and American Law, and Regulation of New Communications Technology, to Satellites and Space Law, Taxation of Foreign Income, and Women and the Law.

In the sixties the pendulum of legal education began to swing more widely in other ways as students and a number of practicing attorneys questioned the practicality of using the case method as the sole preparation for the realities of legal practice. Under the rubric of equipping students with the basic skills that make up professional competence, the College developed an expanded program to include:

- 1) A revised course in Legal Method
- 2) The *Syracuse Law Review*
- 3) The Senior Seminar Requirement
- 4) A stronger Moot Court Program
- 5) A Clinical Experience Program
- 6) A Student Bar Association

The Paths Ahead

Ultimately, two paths emerged to meet these challenges and to enhance the curriculum. First, the faculty scrutinized the first-year Legal Method course (later known as Legal Writing and now known as Law Firm). The objective was to provide basic approaches to analyzing and understanding legal material, to teach the tools necessary for legal research, and to stress the elements of clear and concise legal writing. A series of written assignments leading to the preparation of a memorandum of law and an appellate

brief was required, with the brief becoming the basis of an oral argument to a bench of law professors and senior law students as a first step in the program of moot courts.

Second, the College developed a full-scale clinical program to provide students with civil and criminal practice experience in settings other than the classroom. It was no longer possible for most law students to work as part-time clerks in law offices, because of the increased rigor of the curriculum and the sheer number of students. In the clinic, students learned to interview clients and witnesses, investigate facts, and prepare pleadings, and in some instances appear in court. Students gleaned firsthand knowledge of the professional responsibilities of attorneys in service to client and to community.

Four clinics were operating by 1978: Civil/Criminal, Child Advocacy, Environmental Law, and Prisoners Rights. The College developed a unique clinical program, the Public Interest Law Firm (PILF) in 1982 to provide lawyering skills outside the more traditional legal services environment and to train them to use the legal system effectively for the public benefit and interest. Operating as a law firm with faculty members as senior partners and students as associates, PILF handles complex litigation involving law reform and the administration of existing legislation.

By 1985 clinical programs provided experience in prisoners' rights, concerns of older citizens, juvenile advocacy, federal criminal prosecution, and economic regulation by the New York Public Service Commission. Now, civil and criminal clinics, PILF, the Housing and Finance Clinic, and the Children's Rights Clinic continue to sharpen the hands-on skills of second- and third-year students who gain the satisfaction of providing legal services to a segment of the community that might otherwise go unserved.

In an additional response to the perennial suggestion that legal education does not adequately prepare students for the modern practice of law, the College developed a unique course of study in 1978 called the Major Program Areas Curriculum (MPAC). Students elected a major program area for the second and third years of study from such areas as Business Organizations and Transactions, Government and Regulation, Civil and Criminal Justice, and International Law. In this way, students received an in-depth education in one particular area while still taking core courses. The philosophy of a programmatic concentration continues to guide curricular planning today.

Special emphasis on interdisciplinary programs has emerged as one distinctive feature of a Syracuse legal education. Students interested in any law-related discipline may pursue the J.D. and a related master's or doctoral degree in an individual program designed to meet special career objectives. Students earn joint degrees most often in conjunction with study at the Maxwell School of Public Affairs or the School of Management, but joint degrees have been awarded in such disparate fields as law and information studies, law and geography, law and social work, and law and history.

In 1979 the Center for Interdisciplinary Legal Studies was established to promote and coordinate the integration of traditional lawyering skills with insights from other professions and disciplines. By linking social science research to the law and by exploring the impact of law upon society, the center provided enrichment in both legal education and research. Although the center does not exist now in the same form, its philosophy has been sustained in other remarkable ways, most notably the Law, Technology, and Management Program (LTM). Founded in the late

1980s, LTM offers a unique cross-disciplinary approach to corporate and high technology law: students from the disciplines of law, engineering, and management work together while studying crucial points in the transferral of technological successes from the laboratory to the marketplace. The emphasis is on applied learning and problem-solving techniques using real-world projects. The result is well-trained students who possess a practical understanding of the skills necessary to work with professionals from other disciplines to bring a complex project to fruition.

The Applied Learning Center is the College's most recent curricular innovation. It provides opportunities for students to gain hands-on experience that integrates three components considered essential to high-quality legal education today:

- 1) acquiring knowledge of legal theory, doctrine, procedure, and institutions, together with an understanding of their place in history, their comparison to other legal systems, and their relationship to a just society;
- 2) developing professional skills that include research, writing, analytical, problem-solving, drafting, interviewing, counseling, negotiating, fact-gathering, trial practice, litigation, appellate practice, legislative advocacy, computer, interpersonal, and interdisciplinary; and,
- 3) exposure to the values and ethics of the legal profession.

The College continues to take a hard look at its program and its product, responding to an ever-changing society by revamping and restructuring when necessary to follow its path of innovation building upon tradition.

Professor Robert Koretz '38:

*"I remember our study group in law school—when we got a little tired during the discussions or they became a bit heated we would call an adjournment and Ross Patane would stand up and recite Oscar Wilde's *The Ballad of Reading Gaol* and that relieved the tension."*



MacKenzie Lewis
Competition bench.

Faculty and Deans

In 1895 the faculty was composed of local practicing attorneys and distinguished members of the Bar who gave special lectures at the end of the year to senior students. These men were described in early bulletins as "teachers who are at their best in their professional career, and who are able to impart both a knowledge of the law and the enthusiasm of men engaged in the actual daily application of the principles which they teach."

Instructors varied in number from 20 to 27 during the first 10 years. By 1900 Dean James B. Brooks, Edwin H. Burdick, Frank L. Walker, and Giles H. Stillwell had been designated as professors, and the list of instructors included Albert C. Phillips, Louis Waters, LaMont Stillwell, Benjamin Shove, Edward Wright, and Florence Sherwood (Elocution). Dean Brooks is credited with securing the energetic service of the large group of eminent legal scholars, attorneys, and jurists who became the teaching and lecturing staff in the early years and to whom the College is forever indebted. Their enthusiasm was "whole-hearted," even though the salary

budget for the entire College was a mere \$3,600 in 1896 and \$3,800 in 1897, only exceeding \$5,000 at the end of its first 10 years. In fact, almost all faculty members were part-time volunteers who generously gave their time and effort to help build the Law College. Among the notable early lecturers were Charles Duell, who became United States Patent Commissioner, and Hon. Louis Marshall, one of the leading constitutional lawyers of the day. Interestingly, the second lecturer in Patents, Alfred Wilkinson, became a recognized leader and specialist in Patent Law in New York City, and the subsequent lecturer, Howard P. Denison, was "no less eminent" in the field.

Most early faculty members held only the A.M. or Ph.D. degree, not an unusual situation for the times; most legal education was obtained by studying in law offices, since few law schools existed in the country. The early curriculum consisted of lectures by local attorneys who gave students the benefit of their broad experience at the bar or on the bench. This method of legal education continued until 1927 and resulted in a close and beneficial relationship between the College and the Syracuse legal community.

In these early years, fewer than one-fourth of the faculty had received the LL.B. degree. In fact, some members of the faculty privately considered law schools "most impractical and theoretical," preferring the traditional apprenticeship method. Gradually the university method of training lawyers took a firm hold as the College moved into the twentieth century and more of its faculty members held advanced degrees.

Faculty of the College of Law.

REV. JAMES ROSCOE DAY, S. T. D.,
CHANCELLOR.

JAMES B. BROOKS, A. M., D. C. L., DEAN,
Instructor for Equity Jurisprudence and Wills.

GILES H. STILLWELL, A. M.,
Instructor in Personal Property and Torts.

EDWARD H. BURDICK, A. M.,
Instructor in Contracts and Domestic Relations.

FRANK R. WALKER, A. M.,
Instructor in Bills and Notes and the Law of Real Property.

WILLIAM G. TRACY, LL. B.,
Lecturer on Surrogate's Court and Practice.

WILLIAM NOTTINGHAM, A. M., Ph.D.,
Lecturer on the Law of Corporations.

CHARLES L. STONE, A. M., LL. B.,
Lecturer on Principal and Agent.

GEORGE MCGOWAN, A. M.,
Lecturer on Elementary Law and Trusts.

EDWIN NOTTINGHAM, M. Ph.,
Lecturer on the Law of Evidence.

CHARLES H. DUELL, A. M., LL. B.,
Lecturer on the Law of Patents.

WILLIAM S. ANDREWS, A. M., LL. B.,
Lecturer on Statute Law, including the Statute of Limitations and the Statute of Frauds.

CHARLES G. BALDWIN, A. M., LL. B.,
Lecturer on Partnership and Liens.

CEYLON H. LEWIS, A. M.,
Lecturer on Practice.

BENJAMIN H. SHOVE, A. M.,
Lecturer on Criminal Law and Procedure in Criminal Cases.

EDWARD C. WRIGHT, A.M.,
Lecturer on Sales.

HON. PETER B. McLENNAN, A. M.,
JUDGE OF THE SUPREME COURT
Lecturer on the Trial of Actions.

HON. IRVING G. VANN, A. M., LL. D.,
JUDGE OF THE COURT OF APPEALS,
Lecturer on the Law of Insurance.

HON. George M. Kennedy,
EX-JUDGE OF THE SUPREME COURT,
Lecturer on Constitutional Law.

HON. JOHN C. CHURCHILL,
EX-JUDGE OF THE SUPREME COURT,
Lecturer on International Law.

PROF. FRANK SMALLEY, Ph. D.,
Lecturer on the Constitution, Laws and Courts of Rome.

J. WILLIAM WILSON, A. M.,
Lecturer on Medical Jurisprudence.

Early Deans

For more than a half century after its founding, the College of Law developed steadily under the administration of only three deans: James B. Brooks, Frank R. Walker, and Paul Shipman Andrews. In accepting the posthumous portrait of Dean Brooks, Chancellor Day observed:

DOCTOR BROOKS successfully completed tremendous and difficult tasks, yet never extolled his own abilities. He never spoke of himself or his own experiences though there was a rich fund out of which he might have drawn. For example, I did not know that he had an unhealed wound that was open and contributed as much to his death as the other complaints that burdened him. He obtained his wound in the Battle of the Wilderness (May 6, 1864), when he was shot nigh to death, and until death carried it uncomplaining.

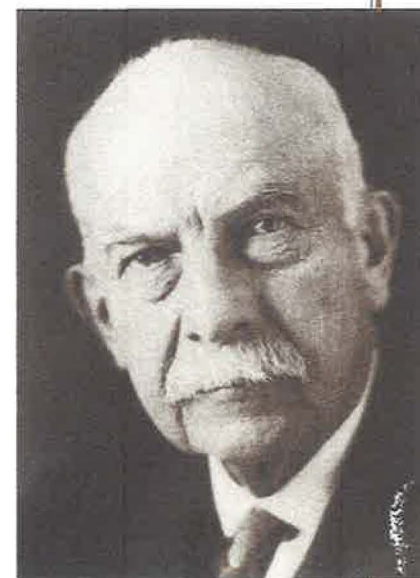
Brooks spent his youth in Vermont and was the earliest volunteer from that state in the Civil War; he was subsequently wounded and honorably discharged. He graduated from Dartmouth College in 1869 and Albany Law School in 1871. In the following year he established his Syracuse practice and became an expert in bankruptcy. It was said that this practice "often involved most sordid details and manifested humanity at its worst, yet his faith in his fellow men remained unshaken."

He was associated with some of the greatest lawyers in New York State, among them William C. Ruger, chief judge of the Court of Appeals, and Irving G. Vann, judge of the Court of Appeals. According to the prospectus approved by the Board of Trustees on June 11, 1895, he was chosen as the first dean of the College for his "uprightness and strength of character (which) had won the confidence and respect of the community."

Upon Dean Brooks' death in 1914, Frank R. Walker, an outstanding member of the faculty since the founding of the College, was appointed dean. He graduated from Syracuse University in 1884, was admitted to the Bar in 1887, and began practicing law in Syracuse. He became the first instructor in Bills and Notes, Real Property, and Equity. Said to be calm, kindly, and courteous in his 20-year relationship with students, Walker's selection as the new dean met with universal approval. Under his leadership, the College moved into its new quarters at Hackett Hall in 1926. Upon his resignation in 1927, the accompanying tribute was paid to him.

Under the administration of its first two beloved deans, the morale of the College was high. Although Brooks and Walker had managed to carry on sizeable law practices throughout their tenure as deans, and thus could have been considered "part-time" deans, they had engendered widespread respect and loyalty among the legal community. Eminent lawyers contributed their services as teachers on the faculty of the College, and the student body grew admirably. Additions to the faculty during the first quarter of the twentieth century included Judge William S. Andrews, George H. Bond, Edwin H. Burdick, John W. Church, Judge John C. Churchill, Jerome Cheney, Judge Ernest I. Edgcomb, Willard A. Glen, George W. Gray, T. Aaron Levy, Louis Marshall, Francis D. McCum, Crandall Melvin, Howard V. Rulison, L. Carl Sargent, and William G. Tracy.

DEAN WALKER had the happy faculty of discerning the good in everyone. The boys knew he liked them; that he expected good work, and they tried hard to deserve his good opinion. He is living still in the school he helped to build, and in the hearts of his students. It is the teacher and the student who make the school. Books are forgotten. Buildings go down with time. But the memory of a great teacher, whose soul was in the work, grows brighter with the years and never dies.



Frank R. Walker



Paul Shipman Andrews

In 1936 as part of the initial Order of the Coif application, Professor John M. Maquire of Harvard Law School wrote an interesting comment on the College in the thirties:

I thought Dean Andrews was very interesting and capable. He is full of stimulating ideas, but hampered in their execution by the fact that he is only a part-time dean. I trust that Syracuse will soon give up that part-time policy....All the teachers at Syracuse are hard driven by their duties to the students. But they gave me to understand that a good deal more published work may be expected from them in the near future.

Dean Paul Shipman Andrews

Upon the recommendation of Roscoe Pound, Paul Shipman Andrews was appointed dean of the College in 1927. According to Pound, Andrews had “a real idea of what a teacher may do with and for a class,” and he would “speedily put the school where it ought to be put.”

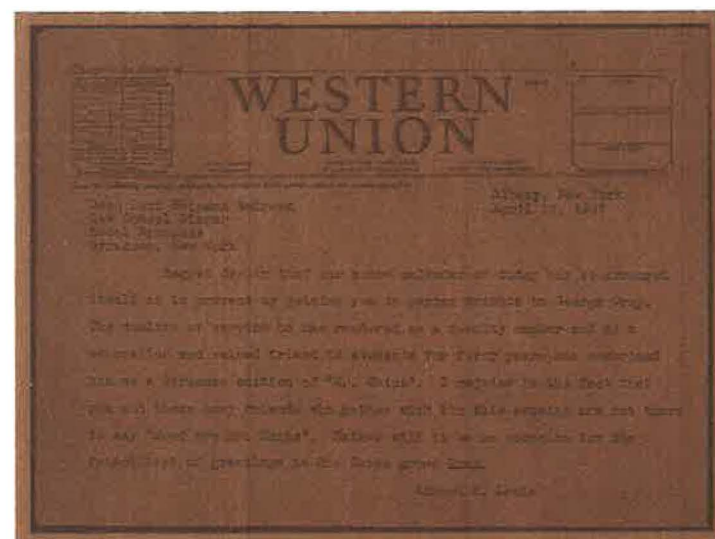
Grandson of former chief judge of the Court of Appeals, Charles W. Andrews (who was also chairman of the Executive Committee of the University Trustees at the Inauguration of the Law College in 1895), and son of Judge William S. Andrews (who is perhaps best known for his dissenting opinion in *Palsgraff v. Long Island Railroad*), Andrews was full of energy, drive, and ideas for the future of the College and was a stellar role model for the students. Dean Andrews graduated from Yale College and Columbia Law School, where he was editor-in-chief of the law review.

One strong criticism that surfaced in the “Pound Report” was the College’s heavy reliance on part-time faculty. Changes were taking place in legal education, i.e., that law teaching had become a distinct profession, calling for “all that the teacher has of energy, capacity, and preoccupation.” Dean Andrews focused on this by recruiting new and notable faculty members. In the reorganization, part-time faculty were replaced by full-time professors with experience in legal education, including Ralph E. Himstead, Ralph E. Kharas, and Victor Levine, who had served briefly in the Department of Justice in Washington. With particular pride, Andrews pointed to the cooperative spirit and accessibility of the faculty he had nurtured. His ideal continues to this day at the College.

In 1936 Joseph Cheadle from Harvard arrived to fill the first Chester Adgate Congdon Professorship of Public Law and Legislation, reflecting the growing national interest in public law and the need to teach

more about it. Other additions to the faculty in this period included associate professor John W. Hanson and assistant professors William Lloyd and Robert W. Miller, who later served as dean. In April 1942 Professor Ralph E. Kharas was appointed acting dean while Dean Andrews was on leave to serve with distinction in the military.

When the war ended, Andrews returned to lead the College as it continued to make its mark in ever-widening circles. Additions to the faculty included Theodore F. Bowes and William J. Lloyd, who subsequently filled the Congdon Chair. In the same decade, the College bid farewell to a number of faculty members who had served so ably over the preceding decades. Among the most beloved was George Gray, who had taught Conflict of Laws, Corporations, and Wills and Trusts for many years. He was honored in 1947 upon his retirement with the following telegram:



—E.H. Lewis, Chief Justice of the New York State Court of Appeals.

Dean Ralph E. Kharas

Upon Dean Andrews' retirement in 1952, Ralph E. Kharas was appointed his successor. A graduate of Cornell College, Iowa, and the University of Chicago Law School and holder of the J.S.D. from Yale University, he was appointed a member of the faculty in 1928 and taught in the areas of Property, Equity, and Wills and Estates. While serving as acting dean, Kharas had quickly perceived the mid-forties as a time when the College could see its greatest period of service in its near 50-year history. Throughout the country, no law school had graduated classes of normal size since 1940 because of the demands of the War, yet business and government in post-war years would require law-trained women and men in the increasingly important fields of taxation; labor relations; insurance; banking; and regulation of transportation, commerce, and finance.

Acting Dean Kharas committed the College to the continuance of its accelerated program. This allowed veterans who had completed but two years of college work to be admitted and to complete a regular three-year law school course in two calendar years under a three-term system. In the late forties, a University publication noted that "the College is proud of the war record of its faculty and its students...86 percent of its present students are veterans...five of the faculty members served in the armed forces and three others served in important government departments during the War."

Under the able leadership of Dean Kharas in the fifties, the College experienced significant growth in size and stature—E.I. White Hall was dedicated, the ensuing move accomplished, and construction of a new wing was spearheaded. Higher enrollments and elevated academic standards characterized his tenure. Additional faculty appointments reflected a growing

interest in international law. New courses were offered by Richard Lillich and Peter Herzog '55, and later by L.F.E. Goldie, who joined the faculty as director of international studies in 1969.

As a dedicated teacher himself, Kharas was an expert in property law, estates, equity, and labor relations. His death in 1966 at the age of 64 was widely mourned. At the memorial service in Hendricks Chapel, John C. Fuller eulogized,

We went to him with all the seriousness in us of life's earnest endeavor, and we invariably came away wiser, with different perspective, much deeper insight. He had helped us laugh at human foibles, smile at life's absurdities, see through human pretense. There was a delight, a joy, a wit, a humor, a sparkle in him that helped us to see the truth beyond earnestness.

We looked to him for wisdom and judgment, for he was the kind of person we quickly learned we could trust. His mind cut through to the important things in his impatience with the petty and diversionary, in his impatience with injustice, with the unnecessary, with the unequal. He had a presence of authoritative fairness. His sympathy lay with the underdog, but he insisted upon justness and rightness for all sides in the light of something larger.

Chancellor Tolley noted that he had "superb intellectual equipment and he put it to excellent use....As Ralph Kharas will be remembered as a man of learning and a gifted teacher, so he will be remembered for his public service and his extraordinary skill in the difficult art of mediation. But above all he will be remembered for the significant and enduring contribution he made as dean of the Law School."

Conrad J. Lynn '32:

"At the end of 1927, I was quite active as a debater, and a Russian graduate student in one of my undergraduate classes asked if we were going to study Marx, the 'most prominent student of Hegel,' and the professor replied, 'Of course not.' So, of course if you tell me we aren't going to study something, that's exactly what I, an 18-year old, am going to study! I then decided to be a minister, and then later I switched to law school.

Dean Kharas was one of my favorite professors—he had a personal interest in my survival, not only in law school, but in my life."



Dean Kharas conferring with faculty members. (Professor Robert Koretz at far right.)

Lee Carroll '26:

"Louis Waters taught constitutional law, equity, and statutory law. He was very strict and thorough. In the fall semester, if the student could not answer, he was excused, but if he could not recite in the next semester, he might have to redo the whole year's course. Incidentally, I got the highest mark in Equity of the class, so you can see the effect he had on me!"



Robert W. Miller

From the Seventies Forward

Robert W. Miller succeeded Dean Kharas in 1966. He led the school through the beginning of a difficult decade, but enhanced its reputation nevertheless. Miller had joined the faculty in 1932, and his scholarship as a writer and as an editor spanned decades of the law of evidence, insurance, and criminal practice. During his time the College grew from a school preparing students primarily for the local bar to an institution of significant regional influence. His goal was to begin the next step, to make Syracuse a national law school. He broadened enrollment by actively recruiting students from across the country and increasing the size of the entering class. He expanded the faculty to 21 scholars, including Samuel J.M. Donnelly, Martin L. Fried, Travis H.D. Lewin, and Thomas J. Maroney '63. However, with the civil and political unrest of the outside world deeply affecting the College itself, Dean Miller labored under extreme difficulties to build a national law school.

Following Miller's retirement in 1971, a succession of individuals served as dean of the College, each contributing a unique signature during these tumultuous times. They included Robert M. Anderson, Chester Adgate Congdon Professor of Public Law and Legislation; Jerome A. Barron; John A. Beach; and Judith T. Younger, who in 1974-75 was the first woman to serve as dean.

In 1975 Craig W. Christensen was appointed the eighth dean of the College. A graduate of Brigham Young University and Northwestern School of Law, he brought with him the firm conviction that the College could and would move to the forefront of American legal education. The Moot Court Program had already garnered national attention, and, with Christensen's leadership, the College made numerous innovations in



Craig W. Christensen

curriculum, increased the emphasis on interdisciplinary studies, and expanded and strengthened the faculty. One highlight of Dean Christensen's tenure was the opening of the H. Douglas Barclay Law Library in 1984.

In the same year Professor Travis H.D. Lewin received the first Jacobson Award for Distinguished Trial Advocacy Teaching by the American Trial Lawyers Association. Today, the College's unprecedented dominance of national moot court competitions has resulted in receiving the coveted Tiffany Cup as the best trial skills law school in New York State for 8 of the last 15 years.

By 1985 full-time faculty positions increased to 35 and there were 20 part-time positions. In 10 years the faculty-student ratio had improved from 1:24 to 1:18. Two new chaired professorships were added. Richard D. Schwartz was appointed the first Ernest I. White Professor of Law and Professor of Sociology and David D. Baldus was the first Crandall Melvin Professor of Law. He was succeeded in 1983 by Peter E. Herzog. With Robert M. Anderson's retirement, William Wiecek became the fourth Chester Adgate Congdon Professor of Public Law and Legislation.

New faculty members came from some of the country's most respected law schools, including Harvard, Michigan, Northwestern, Yale, New York University, Pennsylvania, Stanford, and Cornell. Many faculty members had distinguished practice careers with major national law firms while others had extensive public interest service. Their credentials are reflected in their scholarly work since arriving in Syracuse, having published scores of articles and a number of noteworthy books in their respective fields.



In 1988 Michael H. Hoefflich was appointed dean. Having earned degrees from Haverford College, Clare College Cambridge, and Yale Law School, he revitalized the tradition of the “teaching dean” in a variety of courses including property and contracts. He invigorated the outreach to alumni and to the community and significantly increased the diversity of the student body. Dean Hoefflich expanded academic offerings to include the Law, Technology, and Management Program and the Legislative Research Bureau, and strengthened the academic support system.

In 1994 Daan Braveman became the tenth dean. He graduated from the University of Rochester and University of Pennsylvania Law School. He joined the faculty in 1977 and was actively involved in

developing many of the College’s innovative programs, such as Law Firm and the Public Interest Law Firm, which have won national acclaim. He plans to continue building on his predecessor’s work in alumni relations by involving the alumni community in fund raising and admissions, career services, and Applied Learning Center activities. His scholarly interests lie in constitutional law, civil rights, and federal court procedure, and he continues in the tradition of the teaching and writing dean, having recently published *Power, Privilege and Law: A Civil Rights Reader* in collaboration with Professor Leslie Bender. He is the driving force behind the Applied Learning Centers, a unique “hands-on” approach to legal education which is consistent with the College’s record of innovation built on tradition.



Michael H. Hoefflich



Daan Braveman

Professor Robert Koretz '38:

“One of my fondest memories is that Professor Victor Levine had a lovely farm out on the Erieville Reservoir and he instituted a ‘bar camp.’ Those who wished to enroll could do so for the large sum of \$25 a week and be entitled to living quarters, meals, and instruction for a four-week period. Much of the lecturing was done by Professor Levine, but Professors Kharas, Grey, and others came out and gave us lectures on the various bar topics. Then we would break up and play ball.”

Building

According to the *University Forum* on October 29, 1895,

The law college has a brilliant future before it. A set of commodious rooms in the Bastable Block is the present seat of the college, but with the completion of the new University Block the college will occupy quarters on the second floor, the session room of which will be the finest of any law school in America....

The crowning feature of the University progress up to the present time is the magnificent new University Block which before another year shall have passed will loom up eleven stories high on Vanderbilt Square. The building will be constructed in the most modern form of architecture, will be furnished with all the latest improvements and will form a fitting ornament to the city and to the university. The style of architecture will be modern renaissance and it will contain two courts, one outer and one inner, of equal size. This arrangement will furnish the best lighting system and together with splendid accommodations furnished by five elevators will give unexcelled office quarters. The materials to be used in the construction are brick and terra cotta with the first story of granite. It will be absolutely fireproof.

The main entrance will be on Railroad Street and the architects claim for it that it will be the largest and most imposing entrance to be found in any building in the State outside of New York City. It will be a handsome and dignified feature, being thirty feet high and will open into a mammoth rotunda in the rear of which the elevators will be located.

On September 23, 1895 morning registration in the General Term Room of the Court House in downtown Syracuse was followed by the formal faculty inauguration in Crouse College Hall. First official classes were held on the following day in "schoolrooms centrally located in the Bastable Block, on the corner of Warren and East Genesee streets (site of present State Tower Building), conveniently near the Court House, Library, and principal offices and business houses of the city."

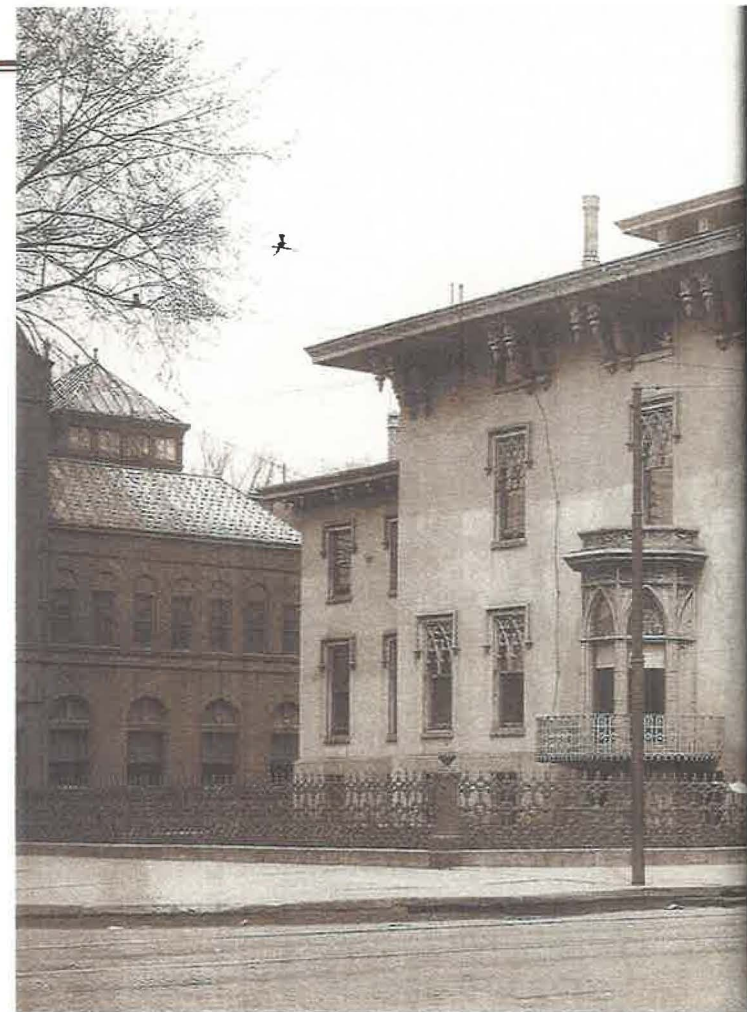
In the fall of 1898 the College moved into the newly erected University Block. It occupied second floor quarters designed especially for its own purposes, with classrooms, office space, library, and an assembly hall. However, the College administration learned to its chagrin that the architects failed to anticipate the college spirit displayed by the 18- and 19-year-old law students. The halls resounded with the voices of the students singing college sounds and giving the new college yell:

"Agency, contracts,
bills and notes,

Equity, pleading,
sales and torts,

Domestic relations,
rah, rah, rah,

Syracuse Varsity
School of Law."



John Crouse Mansion, 1904.

In time, the law students' noisy exuberance provoked complaints from nearby tenants, and it was eventually decided to search for more suitable quarters for the College.

The stately John Crouse mansion at the corner of East Fayette and South State streets became the College's home in 1904. Its Italianate design provided a dignified and independent structure for the College for the next 20 years. Conveniently located near the



Court House, the building served upwards of 200 students during a period of rapid growth in enrollment and scope. The Crouse property was acquired through the generosity of its owner, John Moore, a prominent Syracuse contractor, and John D. Archbold, president of the Board of Trustees of Syracuse University.

In 1914 a generous bequest of \$100,000 by Minnie Hackett Trowbridge in memory of her late father, Recorder Hackett of New York City, was designated to

fund a new building for the College. Its use was deferred until the sale of the Crouse mansion to the Bell Telephone Company in 1926, at which point the former Ely Apartments at 400 Montgomery Street were purchased and extensively renovated to become Hackett Hall.

Into the Second Half Century

While Hackett Hall served the College well during the ensuing years, renewed College vigor in the late thirties and in the post-war years resulted in overcrowded halls again, and ultimately gave birth to a dramatic plan to move the College to a new home on the Hill. At the College's fiftieth anniversary dinner in May of 1946, Chancellor William Pearson Tolley announced the University's decision to construct a new building to house the College on the main campus. Not only had tremendous growth in student populations since the war necessitated new facilities, but the advantages of closer association between the College of Law and the Maxwell School and the School of Business Administration had become increasingly evident, as outlined in the booklet, *Fifty Years of Waiting*. Although 10 years earlier the faculty had approved a liberal program of scholastic integration allowing students to take advanced courses in economics, business, and government, few students had been able to take advantage of these courses because of Hackett Hall's downtown location. Designed to provide urgently needed space and ready access to other benefits of the University, the new building on the Hill would be the capstone of an illustrious half century of growth.

Wilfreda B. Stone '44:

"In my day the law school was right across the street from the courthouse. It was much more convenient, and much better for learning. We would go over and sit through a trial and learn everything firsthand."



Hackett Hall, 1926.



Ernest I. White Hall in 1954

Robert Koretz '38
(on the donor of E.I. White Hall):

"I still remember that E.I. White, who was a very old man, was the principal speaker at one of the annual law college banquets that was held shortly after I became a member of the faculty in the late forties. I remember his speech exhorting the law school to save the country and the legal profession from the onslaught of the New Deal and interpret the Constitution as it should be read."

To keep pace with strides made in all areas of the College of Law, a new building "in keeping with the dignity of a great university and a great profession" was proposed. With Crandall Melvin and David F. Lee as co-chairmen, the Building Fund Drive was launched. Recognizing that "never in its history has the Law College been adequately housed" and that overcrowding had become acute, it sought a minimum of \$500,000 to build a new home of "simplicity and dignity...planned carefully as a fine and valuable place to train leaders of tomorrow for state and nation."

Groundbreaking for the new on-campus facility occurred on June 15, 1953 and on September 20, 1954 the new Ernest I. White Hall was dedicated. Beautifully situated high on the hill overlooking Syracuse, the building provided a large library, modern classrooms, seminar rooms, trial and appellate courtrooms, faculty and administrative offices, and student activities rooms as well as a handsome lobby. Ernest I. White—the nephew of Andrew D. White, co-founder and first president of Cornell University and later ambassador to Germany and Russia—was a lawyer and businessman in Syracuse who furnished the principal gift. He graduated from Cornell in 1893, studied law at Columbia University and New York Law School, and was admitted to the

Bar in 1895. In his early years, he was active in the railroad and salt industries and was president of the Post Standard Company among other business and real estate interests. In his will, he left the Lyndon Golf Course in trust to provide recreation for the citizens of Fayetteville and Manlius, with the income to go to the College of Law.



Ernest I. White

Jane White Canfield noted at the building's dedication that her father believed that "...every child should be taught to play the game of chess—if not at home, then in the schools, that it developed qualities such as concentration and patience and long thinking better than any other exercise." He also had an abiding faith in public speaking, and a belief that "...everyone should be taught to stand before an audience, to speak in a voice that could be heard, and to speak good English." Not surprisingly, he established the "White Oratorical

Contest" at Syracuse University.

A decade later, Arnold M. Grant '29 gave a major gift that made construction of a new wing with a 400-seat auditorium possible. In 1967 the Arnold M. Grant Auditorium opened to an ever-expanding student body, providing more classroom space and seminar rooms, as well as a large auditorium that accommodated the entire student body at one time.



Groundbreaking, 1983, with
Chancellor Eggers.

It was clear that the College was again outgrowing its facilities by the late seventies. Meticulous planning for a new library and major renovation of E.I. White Hall culminated in the Campaign to Build a Law Library in 1981. More than 1,400 alumni and friends contributed to this campaign. A gener-

ous gift from H. Douglas Barclay '61 capped the successful campaign, and in 1985 the new H. Douglas Barclay Law Library and the newly renovated E.I. White Hall were dedicated.

Now, as the College reaches its centennial year, plans are being made to address the challenges of changing spatial and technological needs. The University has approved a \$12.5 million renovation and addition to E.I. White Hall that will focus on instructional space, with classrooms, student facilities, and study areas taking priority. Space will be designed to facilitate the hands-on teaching concepts of the Applied Learning Centers. The entire facility (including classrooms) will be brought into the computer age.

Library

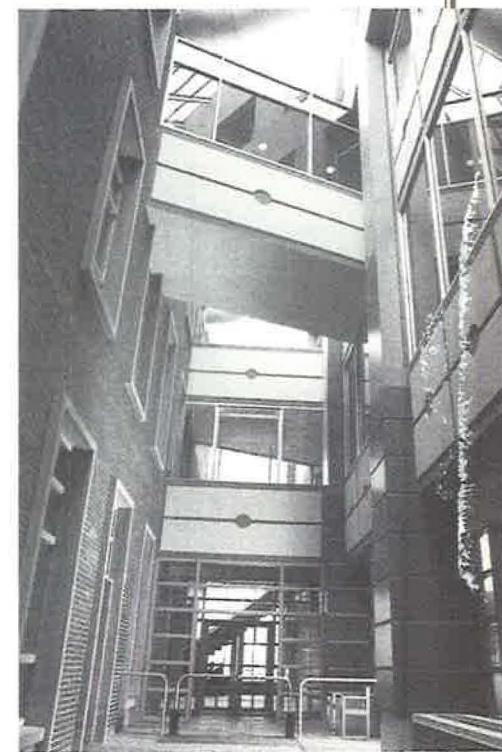
When the College opened in 1895 students used the Court of Appeals Library that contained approximately 20,000 volumes. The library was conveniently nearby in the county courthouse, a Romanesque building located on the corner of Clinton and East Genesee streets.

In June of 1899, Louis Marshall, an eminent New York City lawyer and long-time friend and law partner of Dean Brooks, announced his intention to begin the founding of an "elegant law library" for the College. His gift of 1,500 volumes was to be dedicated to the memory of their mutual law partner, William C. Ruger, "that great jurist (late of the Court of Appeals), that noble character and true gentleman (who shall) remain ever fresh in the community to which he was so strongly attached and which he so signally honored both in his private and public career."

The library consisted of full sets of the *Reports of the United States Supreme Court*, and of all the courts of the states of New York, Massachusetts, New Jersey, Pennsylvania, Vermont, and Connecticut. Later additions from the Marshall, Ruger, and James F. Brooks collections formed the nucleus of a growing collection. From time to time Marshall made other additions to the library including the *National Reporter System* and an entire set of *English Reports*, said to be a "verbatim reprint" covering the period from 1307 to 1865. He provided trust income to be used for perpetual maintenance. Through the years other valuable gifts have been given to the library, in some instances complete libraries formerly owned by alumni and friends of the College. A testamentary bequest by Georgia Hare '10 constituted a major gift to the library endowment.

Travis H. D. Lewin:

"If you go to most law schools in this country, you see that most of the faculty are removed from the students. They are up in their own wings. The doors may be open but the students don't get up there. But we happen to have a law school where the faculty offices were built around the classrooms. So wherever students went they would see the faculty."



H. Douglas Barclay Library, 1985.



H. Douglas Barclay

In the early forties, particularly generous appropriations by the University itself made it possible to modernize the treatise section of the library and to supplement the statutory services and the reports of court and administrative decisions. By this time the library was considered an "adequate working tool" for its students, but new needs arose over the ensuing years.

Law library growth occurred on a fairly even basis in the fifties and sixties. The dedication of the E.I. White Hall in 1954 contained the following description of the library:

For effective legal education, the building centers about a law library in which the William Rubin Memorial Reading Room on the second floor opens directly into four decks of library stacks affording shelving for 60,000 volumes...the reading room has comfortable study space for eighty students and in the stacks are window-lighted carrels providing research space for an additional forty-four students.

For a regional law school of 240 students and a 20,000-volume library, this facility was certainly adequate, even

impressive. However, the steady growth of the College and the burgeoning amount of legal material necessary to remain current and to provide an up-to-date legal education soon necessitated a seemingly endless series of library rearrangements and renovations to keep pace.

By the late sixties the book acquisition budget had gradually increased from an average of \$4,500 to \$21,000 per year, and by the late seventies 9,075 net

assignable square feet of space had been added to the library since its rededication in 1954, virtually doubling its original square footage.

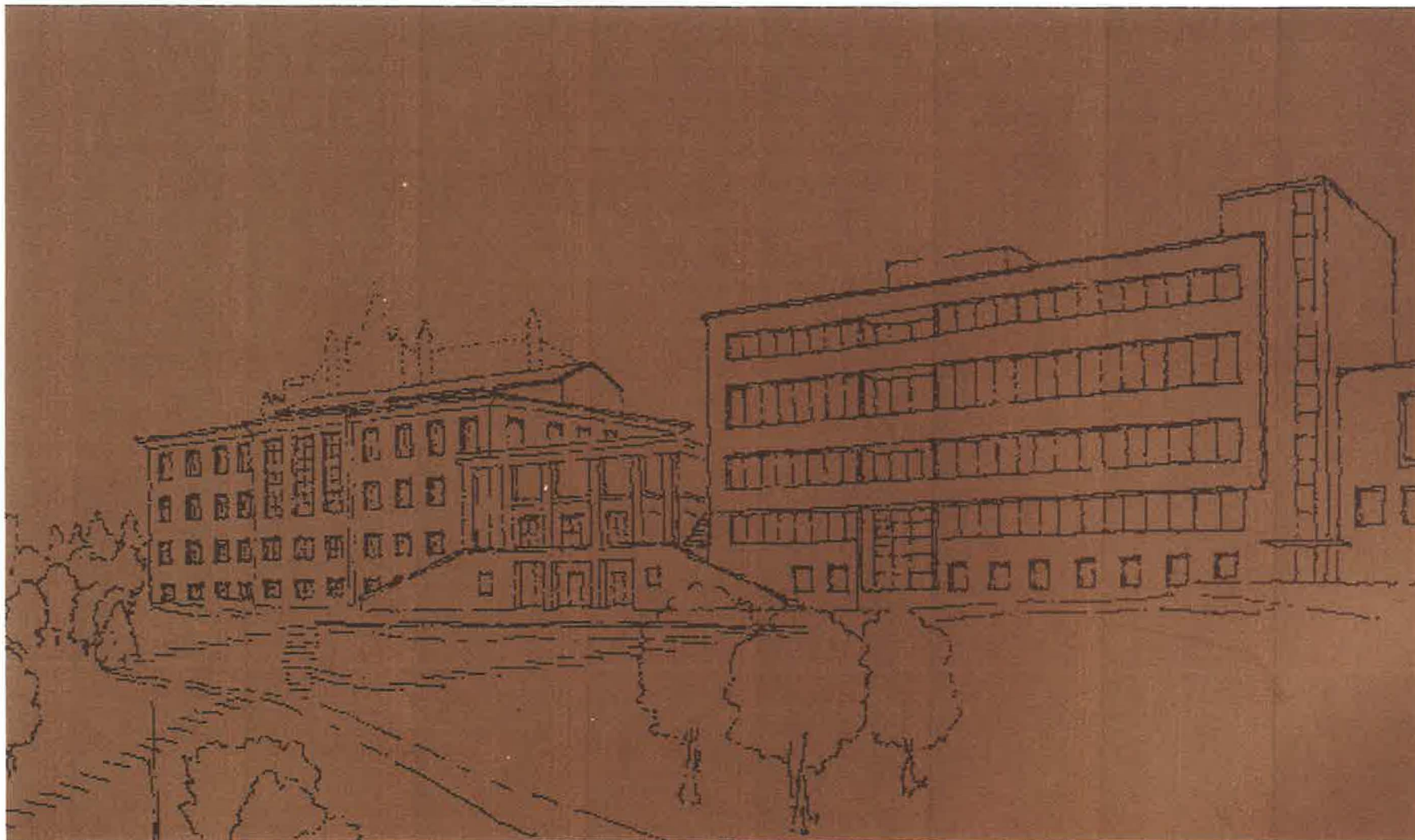
In 1979 The Proposal for Renovation and Building Addition was formulated, noting that

Since 1967, our growth has quickened. A self-assessment indicates that in 1979 the College of Law is in good academic health and in moderately sound fiscal condition. An optimism pervades; morale is high. But our sense of relative well-being is increasingly interrupted by reminders of an ever-worsening reality: a shortage of space.

As a result, the Campaign to Build a Law Library began in the summer of 1981 to raise the \$4.5 million

necessary to complete the project. On March 22, 1985 the new addition housing the H. Douglas Barclay Law Library was formally dedicated. The new library, a modern, four-level building designed to house 240,000 volumes, provided an efficient and commodious new facility as well as a handsome new appearance for the College.

Today, the library contains more than 327,000 volumes in print and microform including more than 5,150 serial titles and extensive audio and video holdings. In addition to the standard primary and secondary tools of American legal research, the library has developed important collections in the areas of legal education; legal history; legal practice skills; New York State law; tax and tax policy; and law, technology, and management. The library also provides technologically advanced research support to prepare students for practice in modern law offices and businesses.



The Future

The College is proud of its long and illustrious tradition of excellence and innovation. A distinguished and dedicated faculty, a diverse and talented student body, and a commitment to leadership are hallmarks of an institution poised to enter its second century with optimism and faith.

Syracuse University College of Law 100 Years was written by Margery C. Connor, J.D. 1984.

1895

SYRACUSE
UNIVERSITY
COLLEGE
OF LAW
The Centennial Year

1995

