

were regarded as quite out of reach. The first days of Professor Parker at Yale were discouraging pioneer days. He witnessed the effective shaping of his policies and the widespread acceptance of music as an appropriate and valuable element in a university curriculum.

The School of Law

By Dean THOMAS W. SWAN, '00

AT the request of the editor of the ALUMNI WEEKLY this statement concerning the School of Law is contributed, with the hope of giving Yale graduates some understanding of its present condition and of its future prospects.

During the war the registration of students at Yale decreased, as at other law schools requiring a college degree for admission, about eighty-eight per cent. But now that the war is over the School is once more a live concern. The First-year Class is the largest since the college-degree requirement was imposed some ten years ago; and while the upper classes have not yet regained normal numbers the total number of students under instruction is practically the same as in 1916, about 180. An encouraging feature of this situation is the fact that an increasing number of able Yale graduates stay on for law study. Unless Yale College graduates recognize the Yale Law School as offering an opportunity for legal education equal to that offered by any other school it is difficult to attract here the best students from other colleges. Such recognition is now accorded in larger measure than ever before. The spirit of serious work and of School loyalty is also at a high pitch.

The several members of the Law Faculty who were absent during the war have returned. Our Faculty is now composed of eleven men devoting their full time to the School and of four eminent members of the bench and bar who devote certain hours each week to teaching, thus bringing to the students the inspiration which comes from contact with men engaged in actual practice or public life. The full time professors are, with few exceptions, men who have had long and successful experience in teaching law. In a few instances there have been appointed recent graduates of our own School, lacking in teaching experience but possessing enthusiasm for a teaching career and giving promise of success in it. In the recent death of Professor Willard T. Barbour not only the Yale Law School but the cause of legal scholarship sustained a deplorable loss. He was one of the most brilliant scholars in America in his chosen field, Equity and Legal History. During the current term he had been given leave of absence from Yale in order to accept the invitation of Columbia University to deliver lectures on Legal History upon the Carpentier Foundation.

A university law school has two functions. It aims by the case method of instruction to train its students so that they may become successful practitioners in their chosen profession. It aims also, or at least it should aim, though too few schools have recognized this obligation, to aid in improving the law by scientific and analytical study of existing laws, by comparative study of the jurisprudence of other countries, by criticism of defects and suggestion for improvement in the administration of law and in methods of legislation, and by relating law to other institutions of human society. The students of this generation will become the judges and legislators of the next. It is the duty of a university law school to emphasize, through research and publication by its faculty and through the character of its instruction, this broader basis of legal education, as well as to give the merely professional training. This thought was expressed with his usual felicity by Hon. Elihu Root in his address as President of

Why One Man Gives to the Alumni Fund

From a Graduate Letter

"I am interested in the Alumni Fund because it is the most direct and practical way which has yet been found to enable all Yale men to have a part in meeting what I conceive to be the greatest need of our modern education—namely, giving the teachers whom we entrust with the education of our sons a living wage.

"As one who recognizes the debt of gratitude which he owes to his own teachers in the past and who desires to see the high standards of Yale scholarship maintained in the future, I have felt it a privilege to do what I could to work for a fund which, more than any that I know, has gone into men rather than into brick and mortar."

the American Bar Association when he said: "The only way to clarify and simplify our law as a whole is to reach the lawyer in the making and mould his habits of thought by adequate instruction and training so that when he comes to the Bar he will have learned to think not merely in terms of law but in terms of jurisprudence."

One of the distinctive characteristics of legal education at Yale is the special stress placed upon an accurate analysis of legal relations and upon the use of a definite terminology to denote such relations. To this subject the late Professor Hohfeld devoted the best of his great talents. Obviously it makes for clearness of expression and for soundness of reasoning to use distinct terms for distinct legal relations. It is encouraging to note a growing tendency in certain other schools and in legal periodicals to adopt the same method of analysis and terminology.

No one should suppose, however, that emphasis on the need of a broad and scientific training in law has lessened the practical character of the legal education offered by the Yale Law School. The training in legal analysis and the ability to think "in terms of jurisprudence" are of the highest practical significance; but in addition thereto courses have been established in Court Practice and in Office Practice. The former aims to give the student instruction in the preparation of pleadings and in the various steps of trial procedure which occur during litigation. Professor Morgan has had unusual success in conducting such classes. The Office Practice course deals with the study and criticism of documents which an office lawyer is frequently called upon to prepare, and gives the student practical exercises in the drafting of such papers.

Shortly after the armistice a considerable number of students returned to their studies. This necessitated the inauguration last year of a summer session to enable them to