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THE HISTORY OF THE UNIVERSITY OF NORTH DAKOTA SCHOOL OF LAW

BY CHARLES L. CRUM*

"We will not make any justiciaries . . . but from those who understand the law of the realm and are disposed to observe it." — MAGNA CHARTA, XLV.

I. FOUNDING AND ORGANIZATION

The history of any law school is essentially a mosaic of people and events centering about an institution, for a law school comes to life only in the activities of its faculty and its students. The task of describing the growth and development of such a school therefore has a tendency to resemble the completion of a jig-saw puzzle; one fits a piece in here and another in there until a broad and recognizable pattern becomes discernible.

For the University of North Dakota School of Law the point of beginning is to be found in a document submitted by the University's board of trustees to the Governor of North Dakota many years ago.

"In the judgment of the board of trustees," announced the annual report for the year 1898, "the time has now arrived when a law department may be added with advantage to the University and to the state."

North Dakota had been a state for only nine years, and the University of North Dakota was still a young and struggling institution not entirely past the teething stage when the foregoing announcement was made. For the University it marked a quiet milestone: the transition of the school from a college devoted exclusively to the liberal arts to an institution offering a much broader and far more rounded course of training in the learned professions. Establishment of other professional schools, notably Engineering, followed shortly thereafter.

As a new state, North Dakota was badly in need of attorneys. Moreover the legal profession possessed then, as it possesses now, a substantial public prestige. The plan to add a School of Law therefore received a good reception, but the fact the trustees deemed it wise to proceed with care is manifest from the cautious approach they made to the thoroughly tricky subject of financing

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this new branch of the University. "It is confidently expected," stated their report in a patent attempt to allay the anxieties of the Legislative Assembly and the taxpayers, "that the school will soon be self-supporting and will even turn a balance each year into the general fund." The experience of other states—notably Minnesota—was cited as the basis for this assertion. With regard to the problem of securing a faculty the trustees struck a note of optimistic hopefulness. "Many of the leading lawyers and judges in this state have signified their willingness to give courses of lectures before the school, and in this way a very able faculty can be secured at a nominal expense to the state."

Despite these glowing predictions, when the School of Law actually opened its doors to entering students in the fall of 1899 it was anything but impressive. The physical plant of the school was not even located on the University campus and consisted of merely a pair of rented rooms in a Grand Forks commercial office building. There was no law library worthy of the name and the students had to rely upon the professional courtesy of the local bar—which must have been sorely tried—for access to reference books. The faculty was composed exclusively of local attorneys and judges from the eastern end of the state, with the sole exception of one young graduate from the Harvard Law School, John E. Blair, who combined duties as an instructor with a full-time administrative position as the Law School Secretary. Since the teachers were recruited from the ranks of successful and busy practitioners of the area, they engaged in the work of instruction for the most part out of a spirit of duty toward the profession rather than for the compensation they received. Praiseworthy as this attitude was, it nevertheless meant that they displayed a natural tendency to pay attention to the needs of their clients rather than their students. The records kept during this time were inadequate and the precise years during which some of these men taught are no longer ascertainable. But one fact emerges clearly with regard to the opening day. It is that enrollment consisted of a grand total of exactly six students, and that the qualifications demanded of them were merely the attainment of 18 years and the completion of the eighth grade of school. One member of the first class, it should be noted, was William Nuessle, who was later to become a prominent figure in the state's judicial history.

Descriptions of the early years are few, but it is apparent that a

spirit of considerable informality and doing-for-one's-self furnished the keynote of the formative period. The schedule of study seems to have been notable primarily for its elasticity, with classes taught on a rather sporadic basis. When a lecturer had a case to try or an appeal to argue, work in his course was temporarily suspended and his colleagues filled the gap by scheduling their classes into his allotted time as a substitute. Under a regimen of this sort, it required several years before the school could get past its beginning phases and begin to operate on a steady and well-organized basis. This was reflected in the enrollment. Despite the fact that graduation from the school carried with it the consequences of automatic admission to the bar—a concession designed to encourage attendance at the school—the student body remained almost static in numbers and a large number of potential enrollees preferred to follow the traditional course of entering the legal profession through a study in a practitioner's office. By 1903 only 20 students were in attendance, studying a two-year curriculum devoted entirely to fundamental subjects. "How insignificant the School in those early days of its career," wrote its first head, Guy C. H. Corliss, looking back in a mellowly reminescent mood many years later. "Six students, a room or two in the upper part of the Security Trust Building, a Dean who had no experience whatever in teaching, no library, very little money, no traditions behind it, and the future dark."

The fact the school survived the first few years at all is probably due almost entirely to the prestige and reputation which Corliss himself brought to it. He was undoubtedly the single individual most closely connected with the founding of the school in the first instance, having conceived the notion of its establishment jointly with University of North Dakota President Webster Merrifield.

Corliss was a man of great professional ability, striking appearance, and a personal charm reflected in the writings of those who came in contact with him. He had served as the first Chief Justice of the North Dakota Supreme Court, holding that position from 1889 to 1898. However, his bid for re-election failed—a great loss, since during his tenure on the bench he had authored a series of opinions still notable for their clarity, incisiveness, and grasp of legal principle—and he returned to Grand Forks about the time the school opened to resume private practice. The circumstance of his availability, plus his distinguished background made him the logical and natural choice for the deanship of the new school.

His tenure as dean was relatively brief, from 1899 to 1903. Judge Corliss was engaged in private practice when he assumed the deanship, and found it desirable to continue. This proved to be a factor militating against his administrative effectiveness, and most of the day-to-day work of running the school fell on the youthful shoulders of John E. Blair. Eventually, however, Professor Blair resigned to go off into practice and this made it necessary to secure a replacement. The new man was Professor A. A. Bruce, formerly an assistant dean at the University of Wisconsin, who possessed considerably greater academic experience than anyone else on the faculty. Professor Bruce quite naturally fell into Blair's administrative as well as teaching duties. This led to the beginning of a new phase in the school's history.

Judge Corliss himself was responsible for the new development. Shortly after Bruce arrived, he concluded with characteristic objectivity and unselfishness that an adjustment should be made in Bruce's status. As Corliss put it: "It became apparent to me that he was doing the work of the Dean and should therefore enjoy whatever distinction the title of Dean would give him. For this reason I resigned and he was appointed to succeed me." Corliss nevertheless continued his association with the school for several years longer, alternating between the classroom and a busy practice. He then moved to Oregon, able to look back with satisfaction on a career which had given him the experience of being both the first Chief Justice of the State of North Dakota and the first dean of the state's law school. He had organized the school, he had seen it through the difficult opening years, he had found a competent man to continue the work of development on the full-time basis that was necessary; all in all, he had made no small contribution.

II. THE BRUCE ERA

In 1903, when Andrew A. Bruce assumed the deanship of the infant school, the size of the enrollment quite naturally suggested itself as the most fundamental of all the problems he faced. The presence of a student body numbering only 20 pupils made it a matter of considerable difficulty to convince the trustees of the need for an adequate faculty and an improved library. Bruce was, however, both a practical and an energetic man, and he took measures to increase the number of entering students.

From the beginning of its operations, the school of law had utilized the at-the-time controversial case method of studying law, an

innovation said to be the responsibility of Professor Blair, who was fresh from a training under that system at Harvard. While Bruce continued the system, he modified and simplified it substantially in an effort toward adjustment to North Dakota conditions. The students at the school, with little or no advanced educational training behind them, had been professing bewilderment at the erudite ramifications of legal theory they were required to master. While this is a complaint not entirely unheard of even in more modern times—indeed, it is a complaint not even limited to the field of legal study—it is clear that an element of justice was present in the protest; the students were being asked to maintain an academic pace requiring more educational preparation than they had received prior to commencing legal training. Bruce took steps to deal with the situation by adjusting the level of instruction accordingly. "Greater emphasis was placed now on practical contact with the immediate problems in the practice of law," wrote Lawrence Vold some years later in describing this policy, adding that in this respect Bruce "was acting in keeping with the current practice of neighboring law schools in other states of the West, some of which had older and larger law schools than North Dakota."

Unquestionably this was a temporary retreat in educational standards, and quite naturally it drew some criticism. Yet a certain amount of evidence persists to indicate that the critics overestimated its extent. Among the graduates of this period were students whose subsequent careers indicate a solid legal training: William Langer, a United States Senator; Gudmundur Grimson, a Supreme Court Justice; J. F. T. O'Connor, a federal district judge and at one time United States Comptroller of the Currency; William H. Hutchinson, subsequently a district judge; and many others of similar stature.

Moreover, as the enrollment rose in response to a liberalized policy, the school got firmly established for the first time. Enrollment thereafter increased substantially. Fifty-one students were in attendance in 1903-04, but 92 were enrolled by the beginning of 1906-07. With this increase in enrollment, the foundation had been laid for future accomplishments in the educational field and the years of Dean Bruce's stewardship show a solid list of achievements. In 1905 at his recommendation the diploma privilege, whereby every graduate secured automatic admission to the bar, was abolished in place of the far more appropriate system of independent examinations conducted under the aegis of a State

Bar Board. This was a reform of very considerable moment to the legal profession of the state, for it applied not only to students at the school but also to those who were taking the alternate route of entering practice by the older method of office study. It meant that former lax practices in regard to the admission of such students could be gradually tightened.

In 1906-07, Dean Bruce secured an additional reform. He raised the school's entrance requirements from eight grades of work in the common schools to include a minimum of two years of high school study. This was a small but completely desirable beginning toward the goal of an adequate educational background. In 1907-08 came the most substantial improvement of them all. The law school curriculum was broadened and expanded to extend over a three-year course of study in place of the obviously inadequate two-year program. In the 1909 session of the Legislative Assembly, this change bore fruit in the form of an amendment to the statutes making completion of three years of study, either in law school or law office, a mandatory prerequisite to admission to practice. The first tentative steps toward improving the educational level and training of the bar were being taken.

The full-time faculty of the school of law dates from this period, for shortly after the increase in enrollment began Dean Bruce was able to secure three full-time teachers and to substantially bring to an end the era of part-time instruction. At the same time, the basic requirement of an adequate law library was finally met through the acquisition of 6,000 volumes from the estate of a deceased practitioner. By the end of Dean Bruce's service at the law school, in fact, the library had so grown that with the possible exception of the Supreme Court library in Bismarck it ranked as the best in the state. So impressive was this steady course of development that the school was now admitted to membership in the Association of American Law Schools, an accreditation it has maintained ever since.

By 1911, however, Dean Bruce was ready for other things. He had been recognized as a leading member of the bar for some time. A vacancy occurring on the Supreme Court of North Dakota, he was appointed to the bench, and there went on to enjoy a distinguished legal career. Writing of the law school under Bruce we find the statement of Judge Corliss. "I count it a fortunate day in its life when we were able to secure the services of Professor Bruce. . . . If I should be asked to single out

the person who more than any other had done most for the school while I was connected with it, I would unhesitatingly name Dean Bruce."

III. WORLD WAR I AND ITS AFTERMATH

Following the departure of Dean Bruce, work at the school of law during the academic year 1911-12 was continued under the chairmanship of Professor Luther E. Birdzell. However, in the fall of 1912, Professor R. L. Henry of the University of Illinois, a former Rhodes scholar, was appointed dean of the faculty. Dean Henry was plainly a well-qualified and academically sound educator, but he nevertheless held the deanship for only two years. It is apparent that during this period he had more than his share of problems with which to contend.

The difficulties he encountered were of two types, internal problems of law school administration and external ones of public relations. When Dean Henry assumed his duties, he unquestionably had in mind the normal and laudable objective of improving the school in terms of quality of training given the students; it would be a rare incoming dean who was not anxious to achieve such an end. His efforts in this regard took two forms. He proposed first to reduce the number of hours per week spent by members of the faculty in teaching, thus allowing time for additional preparation. As a corollary to this, he proposed to tighten up Dean Bruce's rather relaxed and liberal policy regarding classroom performance on the part of the students. Whether greater tact in the approach employed to achieve these ends would have been helpful is a moot question. In any event his attempt to reduce the teaching load of the faculty members immediately encountered vigorous opposition from members of the University faculty teaching in other areas of academic endeavor. Dean Bruce had conformed to practices in other departments of the University with regard to the teaching load, and Dean Henry's attempt to change things was regarded as an unwarranted innovation in spite of his argument that he was merely attempting to follow the example set by other law schools of greater size. In addition, the other head of his policy—greater strictness in the classroom—drew a mixed reaction from the students themselves.

Above and beyond the foregoing factors loomed another which served to complicate the situation still further. The year of 1912

was the year in which Theodore Roosevelt rallied his followers under the banner of the Bull Moose and the assertion that "We stand at Armageddon and we battle for the Lord." The political situation was both explosive and complicated. A deep schism had opened in the ranks of the Republican party as a result of Roosevelt's attempt to recapture the presidential nomination from William Howard Taft, and of course Woodrow Wilson was running strongly for the Democrats. The three-way political fight served to arouse political animosities to the boiling point within the state; and a number of faculty members at the University, including a member of the law faculty, became actively embroiled in the campaign. This was reflected in the attitude of the board of trustees and a controversy over academic freedom arose. Enmeshed in problems of this character, Dean Henry terminated his connection with the school in 1914.

His successor was George F. Wells, a man of great ability. Dean Wells also had a short tenure in office, though for a different set of reasons. He assumed office in 1914. In 1917 the United States declared war on Germany and Austria-Hungary. The effect was disastrous from the standpoint of enrollment at the school, since the draft left only a handful of students not physically qualified for military service in attendance at classes. Dean Wells accepted appointment as an official of the War Labor Board; and this manifest loss to the school was compounded by the fact that Professor Roger W. Cooley, even then one of the most distinguished members of the faculty, also accepted an appointment at this time to the legal staff of the Bureau of War Risk Insurance.

The result was that the quarters of the School of Law, still located in a commercial office building, were closed. The library and equipment were moved to the University campus for installation in temporary quarters. In the case of the library the housing assigned was of a manifestly inadequate character, a basement chamber only dimly illuminated—we are told—by a few anemic electric bulbs. This situation increased the difficulty of carrying on. Such law classes as were thereafter held were conducted in rooms borrowed from other faculties in various parts of the campus. By the end of the war, the activity of the school had come to a virtual halt.

Such a state of affairs might have had a permanently detrimental effect upon the school had it not been for one significant fact. The effort of the school to improve the general level of training,

education, and standards of the bar had been marked by substantial achievements. This in turn had raised the school high in the esteem of the members of the North Dakota legal profession. The task of rebuilding was not an easy one, but in the struggle the school now possessed a powerful ally. The tradition of continuing improvement, not always simply or easily achieved, as the efforts of Dean Henry testify, was now to work for the school.

IV. THE TASK OF RECONSTRUCTION

During the period Dean Wells had been in Washington, he had formally retained his position as dean of the school. After the fighting ended, however, he tendered his resignation. Hugh E. Willis, who had been a member of the faculty since 1917, accepted an appointment to succeed him. Dean Willis was a Minnesota graduate who had spent eleven years teaching at the University of Minnesota School of Law, become dean of the Southwestern University Law School, and then resigned that position to join the North Dakota faculty.

The major problem Dean Willis encountered in rebuilding the school was caused by an unexpected concatenation of circumstances. During Dean Henry's tenure, plans had been made for a stiffening of the school's entrance requirements—a part of Dean Henry's general objective of raising standards. This resulted in a ruling which came into effect in 1917 to the effect that no student was to be thereafter admitted until he had successfully completed two years of college study in preparation for his legal training. The ruling was both essential and desirable, it established a basic pattern of two years of preparatory study and three years of study in law which was to persist for many years, and it was certainly an integral part of any long-term program of improvement in legal education. But it raised havoc with enrollment. As already noted, World War I had caused the school to lose many students. After the war ended, it was necessary to wait two years until new students could begin qualifying for admission in substantial numbers.

Despite this obstacle, the value of the school had been recognized and the plans were under way for a major improvement. Dean Willis successfully saw this through. Although an agricultural depression commenced in this area around 1920 and caused political upheaval—it will be remembered that this period saw the rise of the Nonpartisan League—a sizeable appropriation was obtained

for the construction of a new building to house the school. Construction of this structure began in 1922 and ended in the summer of 1923.

Before the building was completed, Dean Willis was offered and accepted a position at the University of Indiana. It was his successor who spoke during the dedication ceremonies. But the worst was over, and, with the completion of the law school building, the School of Law entered on an entirely new era of further development.

V. ORVILLE P. COCKERILL

At the beginning of the academic year 1923-24, the School of Law was housed in adequate quarters for the first time in its entire history. The law building is familiar ground to the vast majority of the members of the North Dakota Bar. For its time, however, the building was a model of its kind: a structure of four stories, the bottom story partially underground, containing space for the entire law library, classrooms, faculty offices, and all the other characteristic impedimenta of a law school. The faculty offices were particularly well designed and situated, being located in such a fashion as to give immediate and direct access to the law library. The top floor of the building was constructed for additional expansion, and in its design was intended as a very fine chamber running the entire length of the building and suitable for use as a practice courtroom or for the holding of student assemblies.

It had never been intended that the entire building should be devoted exclusively to law school purposes. Upon completion of the structure, therefore, the bottom two floors were turned over to other departments of the University, and they are today used as the quarters of the School of Business Administration. This assignment of quarters to other departments of the University, however, carried with it one other tenant of which mention should be made. Scarcely had the building been finished before a temporary partition was thrown across the top floor, and the Art Department was moved into the space originally meant for practice court and assemblies. While the various members of the Art faculty proved, without exception, to be of the most amiable and pleasant temperament imaginable, the combination was nevertheless not a particularly appropriate one. Regrettably enough, although the arrangement commenced as a temporary expedient, it persisted for many years despite recurrent attempts at its remedy.

The faculty which moved into the new structure consisted of Dean Orville P. Cockerill, Professors Roger W. Cooley and Lawrence Vold, Associate Professor Thomas E. Atkinson, and Assistant Professor Frank S. Rowley. Special mention should be made of one other person who eventually became almost an institution in herself. This is Mrs. Florence B. Yonaka, who was employed in 1920 as librarian of the school and secretary to the dean, and for over a period of thirty-seven years of service earned an enduring place in the memories and affections of generations of law students.

It is believed an accurate observation to remark that as so constituted this was a faculty of very high quality. Dean Cockerill had practiced in Ohio after receiving his degree in law from the University of Ohio in 1902. Fortified by this experience he turned to teaching in 1910, receiving an appointment as Professor of Law at the University of Washington. From the University of Washington he moved to the Deanship of the College of Law at the University of Idaho in 1919, and it was from this latter post that he came to North Dakota.

A good administrator, Cockerill had a group of extremely productive legal scholars and authors on the faculty with him. One of the most notable of these was Roger W. Cooley, whose governmental service during World War I has already been mentioned. Cooley enjoyed a nation-wide reputation at this period as a prolific legal author and commentator of recognized standing. He is probably best remembered for *Cooley's Briefs on the Law of Insurance*, a standard multi-volume work of reference which first appeared in 1905 and went to a second edition in 1927. However, in addition to this work, Cooley also prepared numerous widely-used casebooks on domestic relations, municipal corporations, and damages, as well as textbooks in each of these same fields. He was also the author of several articles appearing in *Cyclopedia of Law and Procedure*.

Professor Lawrence Vold also had a brilliant career, both at the University of North Dakota and subsequently. A graduate of Harvard Law School, where he had achieved a high standing in his class, he joined the North Dakota law faculty at the beginning of the academic year 1914-15. While his experience in teaching during the years he spent on the faculty comprehended a wide variety of courses, he eventually became a specialist in the law of sales. His textbook on that subject has become, of course,

one of the definitive treatments of the field. He turned out many law review articles of fine quality covering many other areas of the law. During the academic year 1922-23, when the hunt was on for a successor to Dean Willis, he served as chairman of the law faculty. In 1924 he resigned to accept a position on the law faculty of the University of Nebraska: a great loss to this institution.

Atkinson joined the faculty in 1922 and remained at the school until 1925. He was similarly a widely published author, his materials appearing in many law reviews. He is best known for his text on the subject of wills. Assistant Professor Rowley was at North Dakota for only a single year, and then moved on to the University of North Carolina, the first of many positions in various schools of law in various portions of the country.

Faculty turnover was high at this time, and the roster of the faculty indicates many comings and goings. Professor Vold's departure brought his replacement W. E. Burby, who came here from a teaching position at Notre Dame, remained two years, and then went to the University of Southern California. Frederick B. Heckel was another of these replacements. Joining the faculty in 1925-26, he was of somewhat more advanced years than some of his counterparts. He died in 1929 remembered as a genial and discriminating classroom performer respected by his students.

Two other newcomers deserve mention. Fowler V. Harper joined the faculty in 1926-27 and left in 1927-28 at the commencement of a career which was to see him become a nationally known member of the law faculty at Yale. The other was Olaf H. Thormodsgard, of whom more is to be said presently.

A faculty of this caliber could naturally be expected to achieve a high level of scholarship; and this, indeed, appears to have been the dominant aspect of Cockerill's incumbency. A logical outcome was an outlet of this scholarship in tangible form. In January, 1927, accordingly, the school commenced publication of the *Dakota Law Review*, a quarterly journal. Among articles appearing in that first issue were a discussion of the law of search and seizure by O. H. Thormodsgard, a discussion of the constitutional background of state reorganization by W. H. Edwards, a member of the UND history department, and a review of North Dakota decisions by E. J. Taylor. Student contributors were Floyd B. Sperry, Heber L. Edwards, Lynn J. Gemmill, Jalmer O. Muus, Irving Koths, Carl Lindquist, T. F. Murtha Jr., and Roy K. Redetzke.

One valid gauge of a law school's performance is to be found

in the quality of its law review. It seems fair to say that the *Dakota Law Review* commenced well and got better as it went along.

In the fall of 1927 there approached the end of Cockerill's highly successful career at the school. He received a leave of absence to teach as a visiting professor of law at the University of Southern California. This arrangement appeared to be one which suited both U.S.C. and Cockerill himself. Eventually Cockerill submitted his resignation from the North Dakota faculty.

VI. ROGER W. COOLEY

It was a fitting climax to the career of Roger W. Cooley in the field of legal education that his long and distinguished service should eventually have brought him the deanship of the school with which he had been connected for so many years. At the time he became dean he was already 68 years of age, and his accession to the post was—in one sense—merely appropriate recognition of his status at the time as the “grand old man” of the University of North Dakota School of Law. More importantly, however, it continued the administration of the law school in steady, experienced, and thoroughly capable hands assuring the continuance of a high level of performance.

Cooley was born in Decorah, Iowa, on December 25, 1859, and graduated in 1882 from the University of Michigan with the degree of Bachelor of Literature. He was not a graduate of any school of law, having been admitted to the bar in 1884 after studying in the office of his father, Judge E. E. Cooley of Decorah, Iowa.

In the early years of his career, he was engaged in both the practice of law and in newspaper work. Eventually he spent some fifteen years on the editorial staff of the West Publishing Company, and it was during this period that he first began to teach insurance and municipal corporations in the St. Paul College of Law. In 1911 he was appointed to the faculty of the University of North Dakota coincidentally with the retirement of Dean Bruce. This appointment was interrupted only by a period as Special Legal Advisor to the Bureau of War Risk Insurance in Washington, D.C., of which mention has already been made.

It is clear that his primary professional interest throughout his career lay in the field of legal research. As previously noted, he was an author of nation-wide standing in the field of law and his *Briefs on the Law of Insurance*, a five volume treatise, served as a basic work for many years, bringing him a well deserved

professional reknown. At his death he was regarded as perhaps the outstanding authority in this particular area of the law.

He must be remembered as essentially a teacher rather than an administrator—his colleagues wrote of him that he threw “all his enthusiasm, all his spirit and scholarship” into it—and the school ran in quiet channels during his period as dean. The efforts of the school during this time may be described as primarily directed toward internal development, and the *Dakota Law Review* was expanded in its size and coverage. Only a few noteworthy faculty changes need be reported. The resignation of Fowler V. Harper led to the appointment of Glenn A. McCleary as a member of the faculty and as editorial director of the law review. Professor McCleary was a graduate of Michigan Law School. His career prior to his appointment at North Dakota included both a period spent in general practice in Ohio and teaching experience in the Department of Political Science at the University of Chicago. He left eventually for the University of Missouri and a further distinguished career, which saw him become dean of that institution's law school.

Percival W. Viesselman, a Minnesota graduate, joined the faculty in the place of Dean Cockerill. He will be remembered, among other things, for his authorship of the text *Dakota Practice*, and his editorship of several works on pleading and criminal law.

From the standpoint of the state of North Dakota, however, this was a difficult period. The economy of the state was geared then as now primarily to agriculture, and farm prices had been low since 1920. The general depression of 1929, therefore, struck a sharp blow at this area at a time when it was already in some distress, with the result there was a reduction in appropriations for the University and the School of Law. But the task of guiding the school through the depression years was not to fall on Dean Cooley. An increasing failure of his health induced by advanced age forced him to leave during the second semester of 1930-31 and on November 7, 1931, he passed away.

In these few pages it is difficult to sum up Dean Cooley adequately. His colleagues write of him that he was a scholar and research worker of the finest quality, and that his appearance, dignified and courtly and yet simple and natural, was the proper expression of his character. Possibly theirs should be the last word.

VII. OLAF H. THORMODSGARD

The tenure as dean of O. H. Thormodsgard spans approximately half the entire existence of the School of Law, and encompasses the period of its greatest development. Born in Carrington, N. D., Dean Thormodsgard received the Bachelor of Arts from Spokane College, Spokane, Washington, in 1913, and the degree of Master of Arts in 1916 from St. Olaf College, Northfield, Minnesota. In 1923 he received a Juris Doctor from the University of Chicago School of Law and he was admitted to practice in Minnesota in the year 1924. He joined the University of North Dakota law faculty in 1926. During the academic year 1930-31 he acted as editor-in-chief of the *Dakota Law Review* in addition to his regular teaching duties, which were concentrated in the field of property. On Dean Cooley's death he became chairman of the law faculty and was named dean at the beginning of 1932-33.

The faculty at that time was substantially the faculty developed by Dean Cockerill and continued through the years when Dean Cooley was head of the school. The curriculum was similarly an inheritance in many respects, and was designed to give the students a solid coverage of those subjects considered of a basic and essential character. The commercial law courses—Sales, Contracts, Credit Transactions and Negotiable Instruments—were all taught by Professor Edward G. Baird, who graduated from Ohio State in 1927 and joined the North Dakota faculty in 1929. Corporations, Agency, Legal Ethics and Constitutional Law were under the tutelage of Jalmar Muus, a UND graduate who had taken his degree in law here in 1927, taught as an instructor in the College of Science, Literature and Arts for several years, and joined the law faculty in 1931. Dean Thormodsgard himself taught the complex of property courses—Personal and Real Property, Future Interests, Wills, and Trusts, as well as Conflict of Laws. Jerome Hall divided his attention among Torts, Equity, Criminal Law and Procedure, and Legal History. P. W. Viesselman was responsible for the procedural subjects: Common Law and Code Pleading, Evidence, and Trial Practice.

However, the exigencies of depression economics operated to change this situation substantially during the next few years. One change was distinctly for the worse. In December, 1932, the State Board of Administration curtailed the funds necessary for the operation of the *Dakota Law Review* as an economy measure. The publication thus ended its highly useful existence after four

volumes had appeared, with great loss to legal education in the state.

A second change was in the composition of the faculty itself, for the year 1934-35 witnessed a complete reorganization of the entire teaching staff. Jerome Hall, who had been on leave of absence, accepted a new position at Louisiana State University; Edward G. Baird removed to the Hartford College of Law in Connecticut; and Percival W. Viesselman departed for the University of Kansas. In consequence the faculty of 1934-35 contained many new names. It marked, indeed, a period in which many long-standing associations with the school were formed. Professor Ross C. Tisdale, a 1929 graduate of the school, joined the faculty as an instructor in 1933. During 1934-35 he was still serving the traditional apprenticeship in a wide range of courses—Personal Property, Sales, Legal Ethics, Insurance, Criminal Law, Agency—and had not yet specialized in the field of commercial law. Philip R. Bangs began to serve as an acting professor at this time, teaching the courses in Public Utilities and Negotiable Instruments. A similar status was enjoyed by Harold D. Shaft, who taught Contracts, as well as by Carroll E. Day, who was associated with the courses in the fields of practice and procedure.

Professor Sigurd B. Severson, a 1925 University of Minnesota graduate, also joined the faculty at this time, and inherited courses from both Professors Hall and Viesselman: Criminal Procedure, Legal History, Common Law Pleading, Evidence, Trial Practice, and Court Practice. Professor Milton M. Thompson, who possessed degrees in law from both Michigan and Columbia University, also became a member of the instructional staff during 1934-35, taking over the courses in Torts, Corporations, and Equity.

As so reorganized, the faculty possessed a high degree of stability and continued without substantial change for several years, although the progress of Harold Shaft's notable career led to his resignation in 1937.

This was essentially a period of extremely close cooperation between the School of Law and the University administration, a situation which had its roots in the warm personal and professional relationship between Dean Thormodsgard and University of North Dakota President John C. West. An instance of high esteem which Dean Thormodsgard quickly attained among his colleagues is to be found in the fact that in 1938 he was elected chairman of the University's chief organ of internal government—the Adminis-

trative Committee—and was re-elected thereafter to the same post for some twenty years, thus placing him in a position where he was able to exert considerable influence upon the development of the entire University.

In 1937, however, the continuing development of the faculty members caused further changes to occur. Professor Thompson joined the law faculty of the University of Montana and Professor Severson moved into a legal career which was eventually to make him dean of the St. Paul College of Law. Their replacements, in turn, were John W. Kehoe and Hubert E. Nelson. Professor Kehoe was a 1934 honors graduate of the University of North Dakota School of Law who had gone on to graduate work at Duke University, returned to the state enter practice, and joined the faculty shortly thereafter. Professor Nelson was a product of the University of Illinois. After several years in practice he had entered the teaching field at Lincoln College of Law in Springfield, and he came to North Dakota from that position. A further addition to the staff was S. Theodore Rex, a 1928 North Dakota graduate who taught Municipal Corporations and Domestic Relations. Mr. Rex continued as a member of the staff until 1941. The position left open by his retirement was then filled by C. F. Peterson, whose course in Common Law Pleading is still remembered as a model of organization and precision by the many students who attended it, including the writer.

It may be said that the school, now much more solidly established, went through World War II in better fashion than had been the case with regard to World War I. But since war is essentially the negation of logic and reason in the solution of human problems, the student body once again declined in numbers. During 1943 there were precisely seven graduates. In 1944 this number declined to two. In 1945 there were four and a like number graduated during 1946, although entering enrollments once again returned to normal. Law school operations during this period were carried on in conjunction with a program of instruction in military law for trainees at the University of North Dakota, and while the complete curriculum was offered the military law aspect of instruction was probably the most important single function of the school during this period.

By 1947, however, the school was experiencing the largest enrollment in its history and had regained the inevitable loss of ground occasioned by the fighting. Its contacts and activi-

ties were broadening on every side. Dean Thormodsgard's status in the legal profession was now recognized by an amendment to the by-laws of the State Bar Association of North Dakota which made the dean of the law school an *ex officio* member of the executive committee. He was also appointed by Governor Aandahl upon recommendation of Judge Bronson and Hon. C. L. Young to membership in the Conference of Commissioners on Uniform State Laws, succeeding the deceased Judge S. E. Ellsworth. On the death of Judge Bronson, Dean O. H. Thormodsgard and Judge C. L. Young recommended Judge John C. Pollock to Governor Brunsdale to fill the position.

Two aspects of the post-war reorganization deserve mention. In 1946, both Professors Kehoe and Professor Nelson resigned to accept new positions, and were replaced by Professor Theron W. Atwood, a seasoned practitioner who had spent many years as an Assistant Attorney General of Michigan, and Keith W. Blinn, a Marquette graduate who had compiled a brilliant record with the National Labor Relations Board. And in 1947, Richard C. Maxwell, a graduate of the University of Minnesota School of Law, joined the faculty.

Professor Maxwell's appointment was motivated by the fact he had been President of the *Minnesota Law Review* and thus had considerable experience in law review activities. The size and growth of the school now made it possible for the operation of a law review to be resumed after a lapse of many years. The North Dakota State Bar Association had long published a short monthly publication entitled *North Dakota Bar Briefs*, which at times carried material written by members of the faculty and the student body. In 1947, the actual editing and writing of this publication was transferred to the School of Law, and it was expanded into a full-scale law review appearing on a quarterly basis. The initiative in this step was taken by Dean Thormodsgard, for whom it represented the achievement of a long-cherished objective. In 1948 the results of this step first became evident in the pages of the *Bar Briefs*, with the appearance of a number of student notes and comments plus articles by Professor Blinn, Professor Ruemmele, and Supreme Court Justice James E. Morris in the early issues.

The year 1947-48 thus marked the founding of a new and continuing organization among the members of the student body. For many years the Guy C. H. Corliss Chapter of Phi Alpha Delta Law Fraternity and the Andrew A. Bruce Chapter of Phi Delta Phi

had been the only organized groups of law students. However, the Law Review staff now formed a third group, with James E. Leahy, Dudley Butts, and Elizabeth Ann Kelly as the editors of the newly-revived publication. They constituted the nucleus of a student group which has steadily grown in effectiveness and proficiency in the subsequent years.

In 1949-50, Professor Maxwell left the staff to join the faculty at the University of Texas. Professor Robert H. Ford who had also received special training in law review editorial work at the University of Minnesota School of Law, took over as his replacement. Professor Ford remained for two years, doing a notable job in improving the efficiency of the editorial staff. In his capacity as faculty advisor to the publication, he was responsible for changing its name to the more accurate and dignified designation of *North Dakota Law Review*. Regrettably, Professor Ford left the school at the close of the 1950-51 term after having received a highly attractive offer from a Chicago firm. Professor Keith W. Blinn had been absent on leave for the purpose of graduate study during that year, and the writer, who had served as student editor of the Review during 1949-50, had been his replacement. On the resignation of Professor Ford, the writer became faculty advisor to the *Review* and has held that position since.

The year 1948 marked the end of Carroll E. Day's association with the school as a lecturer, the demands of practice and his position as a state senator making it impossible for him to continue. His place was filled by Arthur W. Stokes, a graduate of St. Olaf College and the University Law School. He has been teaching Trial Practice and Court Practice continuously since that time. Mr. Ronald N. Davies, a graduate of UND and Georgetown University Law School, was appointed lecturer in Legal Ethics in 1952. He taught the course until he was appointed Federal District Judge in 1955. A further change in the internal organization of the school occurred when Mrs. Florence B. Yonaka's duties as a librarian were separated from her duties as secretary to the dean. Under Dean Thormodsgard's guidance, Mrs. Yonaka had, although untrained in law, supervised the development of a law library unmatched in the state and both larger and more comprehensive than those found in many other law schools of much greater enrollment. It was now a collection of over 33,000 volumes, including virtually every law review published in this country as well

as every standard work of reference on American law and a substantial section devoted to the law of other nations.

In 1952-53, Professor Blinn resigned to accept a position with the legal staff of the Continental Oil Company. He was replaced by Professor Paul Calvin Matthews. A graduate of the University of Chicago School of Law, Professor Matthews had practiced from 1928 to 1951 in Chicago, had commenced lecturing at DePaul University School of Law in 1951, and had gone to the School of Law at the University of Montana a short time later, from where he joined the North Dakota faculty.

Since that time the faculty has remained relatively stable with only a few noteworthy changes. Professor Leo H. Whinery, a former assistant to the dean of the University of Kansas City School of Law, joined the faculty as an additional full-time member in 1955. The resignation of Professor Atwood in 1956 led to his replacement by Kenneth M. Moran, a former student editor of the *North Dakota Law Review* and former assistant attorney general of the State of North Dakota. Professor Moran, however, went into private practice the following year after a creditable performance in the academic field, and his place was taken by Professor John H. Crabb, a graduate of Michigan who combined experience in practice with editorial experience on the staff of the Edward Thompson Publishing Company.

It is not mere comings and goings among the ranks of the faculty, but the growth in the activities and range of contacts enjoyed by the School of Law during the post-World-War-II years that has furnished the most significant and noteworthy development in the school's recent history. While it is difficult to pass accurate judgment on current events, the writer ventures the assertion nevertheless that the school has achieved in the years following World War II a progress which even the most conservative standards of reckoning would indicate is highly substantial. Due to the efforts of a dedicated succession of student editors and the careful supervision given by Dean Thormodsgard, its law review has come to enjoy a nation-wide circulation and even finds its way into many foreign law libraries. At the same time, a continuing demand for reprints, plus a steady stream of comments from its readers, indicates that the publication has achieved a considerable acceptance among the members of the profession. Locally, the *North Dakota Law Review* serves as a valuable tool of research and as the conduit for a steady flow of information to

the profession concerning contemporary legal developments; but even more importantly, it has come to play a key role in the entire process of legal education at the school, a topic to be discussed hereafter.

In addition, however, the activities of the school's faculty in the field of state legislation and in legal writing and research have been increasing ever since the end of World War II. Dean Thormodsgard's activities as a member of the Conference of Commissioners on Uniform State Laws, joined with the efforts on the part of his fellow North Dakota commissioners, have resulted in the enactment of a great many of the Uniform and Model Acts proposed by the Conference. The state ranked eleventh in the nation in the number of Uniform Acts adopted at the time of the Survey in 1951. Similarly, the activities of Professor Ross C. Tisdale as an advisor to the Legislative Research Committee have represented fruitful endeavor in a field of constantly increasing importance and value. Equally, in the area of legal research, the contemporary faculty has proven highly productive. The great bulk of the articles appearing in the *North Dakota Law Review* have been the product of the faculty members at the school, and this work-product has been supplemented by publications appearing in out-of-state law reviews as well as by editorial work carried on by various members of the faculty in connection with the revision and modernization of several contemporary reference sets.

VIII. CONCLUSION

A few words designed to furnish perspective are probably desirable as a conclusion to this summary of the growth of a law school. The task of forming a definitive judgment of the overall performance of the school is one which must, of necessity, be left to others. Yet it is submitted that by those standards of reckoning capable of objective formulation the school measures up well. Its library is both well-balanced, comprehensive, and larger than those of most law schools of comparable enrollment; indeed, it outshadows many libraries possessed by much larger schools. Many of its alumni have reached positions of prominence not only within the state but nationally. In recent years particularly, a recurrent phenomenon noted by the faculty with considerable interest has been the circumstance that there are perennially more positions offered to its graduates than there are graduates to fill

them. The school appears to be drawing a substantial number of students from outside the state, and it sends an even greater proportion to other states upon their graduation, despite the fact that it has always been conceived to be a school of primarily local character and function. It was ranked as one of the thirty-nine best law schools in the country in 1924. Possibly it is not too much to suggest that it has not retrogressed since then.

There are, of course, inherent limitations on the range of activities possible at a law school which remains dwarfed in terms of enrollment by institutions situated in more populous states. At the same time, compactness of size is not always a disadvantage, and the role of a "state" rather than a "national" law school is not without opportunities. It offers, for one thing, a chance at some modest pioneering in a few areas of legal education. This is a situation reflected by the operation of the University of North Dakota School of Law as a matter of well-settled policy.

Ever since the end of World War II, the University of North Dakota School of Law has moved steadily in the direction of an ever-increasing emphasis on the achievement of student proficiency in the field of legal research and writing. The conventional courses in legal bibliography have always been offered at the school; during the time of Dean Cooley's membership on the faculty the institution possessed one of the nation's outstanding specialists in the field. Throughout most of its history the school has thus made a consistent effort to give the students at least a basic familiarity with the skills and techniques of legal exposition. Hampered by a lack of funds as it was for many years, and despite its early unfortunate experience with the *Dakota Law Review*, this has nevertheless been a recurrent motif in legal education at the school.

It has long been the judgment of the faculty that the process of individual study and effort which is inherent in research work in law produces results in a training for the student superior in many respects to those achieved by the more customary method of classroom instruction. There are several reasons for this. Classroom instruction must necessarily be geared to some sort of median rate of progress for the class as a whole, and thus fails to engage the full ability of some of the students. Individual legal research, on the other hand, is necessarily a process involving the exertion of the student's individual capacity, allowing him to progress as far and as fast as his own ability will allow; the only limit to its

effectiveness is in such inherent limitations as the student may himself possess.

Moreover, there is implicit in the process of classroom instruction a tendency to make law more simple and orderly than is actually the case. This is apparent in virtually every facet of classroom technique. The very casebooks the students study and brief are assembled on a basis of an orderly and logical progression toward mastery of the principles operative in various individual fields of law. The opinions appearing in the casebooks are normally edited in a fashion which omits valuable material simply because it happens to be irrelevant from the standpoint of covering the particular subject matter of the course at hand. And in the oral give-and-take of the classroom the same tendency is even more apparent. It is impossible for the instructor, pressed on the one hand by necessity of adequate coverage of a great many different problems involved in a single course and on the other by the limitations of classroom time, to treat all of the problems involved in a course in encyclopedic fashion or even at great depth. Some points of necessity must be emphasized at the expense of others, some given only brief attention in order to allow others to be explored in detail. In short, the teacher must edit; his proficiency in teaching is determined in large part by the skill and judgment he exercises in selecting those portions of the material at hand to be emphasized in the classroom. There are times when he must cover complex and difficult fields—*e.g.*, future interests—in 30 hours of classroom instruction which actually amounts to something slightly less than 1500 minutes. It can only be done in most cases by stressing basic principles the use of the technique sometimes referred to as “cutting the concepts clean.”

But many of these limitations vanish at once when the student is channeled into the field of individual research in law. For he is then brought face to face with the legal system as it actually is, in all of its detail and all of its genuine complexity. He cannot dismiss the problem of pleading found in a case he is studying for its bearing on a question of property as a mere irrelevancy—at least, not until he has *mastered* the problem for himself and can be certain it did not affect the actual outcome of the suit. He must take into account the existence of opposing precedent and different theories and lines of argument in a far more purposeful context than occurs in the classroom. He must master a considerable bulk of material; and when he has done so, he must thereafter

synthesize and refine and organize it for himself, to produce a work of scholarship which represents a solid achievement on the part of the student himself rather than being a mere parroting of something a lecturer has told him. Even then the process is not finished. For if the student's research and writing are directed as they ought to be, his work will be subject to an intensive process of revision and correction, either at the hands of a faculty member or an editor of the law review staff, and such deficiencies and weaknesses as appear in the material submitted must be adjusted and eliminated. The student simply learns more law in this fashion than is possible in normal classroom work; it is easily the most effective single method of legal education presently being employed.

There is little that is new in the foregoing; it is merely a restatement of what is widely known, and it accounts for the existence of most of the present-day law reviews. But the University of North Dakota School of Law has come to be built substantially around this method of student legal research, for the very fact that the student body is of rather moderate size has meant that it has been possible to extend the benefits of the legal research program to a much higher percentage of the student body than is customary at schools of larger enrollment. Indeed, it is probable that Dean Thormodsgard's careful and deliberate development of this field of law school endeavor—for his has unquestionably been the directing hand—constitutes one of the finest achievements of a distinguished educational career. There can be little question it will be remembered for many years to come as the foundation-stone of legal training in this state.

The primary factor which made the institution of an expanded legal research program feasible in the first instance was, of course, the approval by the State Bar Association of Dean Thormodsgard's proposal to permit the School of Law to assume editorial control of the *North Dakota Bar Briefs* in 1947. Undoubtedly this was the longest single stride forward for the school since the obtaining of the Law Building in 1923. Legislative appropriations for the purpose of operating a law review had proved impossible to obtain despite a great deal of effort. Had it not been, therefore, for the Bar Association's action, as well as its generous support of the publication in subsequent years, it seems quite likely that the school would have fallen into a state of comparative desuetude, with no outlet and no really modern and effective means of marshalling

and directing the productive capacities it possessed into the main channel of modern legal education. It is difficult to overstate the long-range effects of the Bar Association's courageous move, one of the basic elements of the program which won the North Dakota Association the American Bar Association's coveted Award of Merit some years later in national competition.

With an effective tool finally in hand, the law school began a program of coordinating training in legal research with law review activities almost immediately. This was, at first, primarily a matter of developing a law review staff "from the ground up," and participation in law review work was in practice confined to those advanced students who indicated an interest in the law review program. This initial phase, however, was rapidly passed as the successive editorial staffs manifested an increasing degree of skill and training. By stages the program has now come to embrace even first-year students, who are intentionally brought into the orbit of law review work during the second semester of their beginning year, and it is now an established principle that every student must submit studies in legal research to the law review staff during the course of his education. The process begins in the course on legal bibliography and continues on a mandatory basis during the first half of the second year—in essence one-third of every student's entire law school career. Beginning at the midway point of the second year, student participation remains on a voluntary basis, though numerous inducements are offered with the objective of obtaining the highest degree of participation possible. These include scholarships granted by the State Bar Association for legal research, and restriction of membership in the Order of the Coif to those students who have qualified for full status as members of the Law Review editorial board. Another program which has been coordinated with the work of the law review is the so-called "legal internship" in the office of the Attorney General of North Dakota. First instituted by Attorney General Wallace E. Warner, the program consists of the selection of a graduate from each senior class for a year's additional training in the Attorney General's office. The choice of the graduate rests with the law faculty, and from the first it has been customary to select only students from the editorial board. Continued by Mr. Warner's successors in office, the program has been a notable success; experience has indicated that the graduates selected have usually proven to be valuable members of the Attorney General's staff. In a considerable number of instances the selectees who began as "legal internes"

have finished their period on the staff as "assistant attorney generals," and it has often happened that they have remained on the staff after the time contemplated in the original appointment has long since expired.

Such improvement in the caliber and quality of the graduates as has resulted from the emphasized legal research program is essentially to be measured in terms of degree. It should be emphasized that the program is not a panacea and cannot transform an average or below-average student into a leader of his class. But when this is said, it should be added that the result has been a situation wherein the students are limited only by their own intrinsic capacity; and for those students with the ability and desire for progress, the school offers a training of a fine and solid quality. The opportunity for law review participation is almost unmatched; many of the larger schools limit such training to a small percentage of their student body standing at the top of their class, shunting other students into different programs of study.

Such is the University of North Dakota School of Law at the beginning of a new quarter century for the institution of which it is a part. What the future will bring only time itself can disclose. The development of the school is in many respects closely linked with that of the state of North Dakota itself, as well as with the University's general growth. Discussions are under way looking toward the transfer of the school to larger and more impressive quarters on the campus: its own building to the exclusion of all other departments. Tentative consideration is being given to the establishment of a State Bar Center in conjunction with the school; for the purpose of coordinating and carrying on even more effectively the operations of the State Bar Association, which has developed to an extent indicating a possible need for a home and permanent staff of its own. These and other projects indicate that the years of the school's greatest usefulness lie still before it.

But far more important than physical improvements is something else. The University of North Dakota School of Law has many assets. It has been staffed in the past by a faculty possessing skill and knowledge obtained at many of the great law schools of the country, as a glance at the roster of its members will indicate. It has been immeasurably aided by the Bar Association which functions effectively and well in the service of the profession and the public. It has benefitted from its association with a fine university sensitive to the needs of legal education. It has received

strong leadership from a succession of able deans. It can take pride in a student body which over the years has passed from its classrooms to form an able and efficient Bar of constantly improving caliber.

Yet the most priceless possession which can grace any school of law is a tradition of fine legal scholarship in the public service. To achieve and maintain such a tradition requires a constant and vigorous effort; and this effort is and will be continued at North Dakota.

PRESIDENTS OF THE UNIVERSITY

William M. Blackburn—1884-85
Homer B. Sprague—1887-91
Webster Merrifield—1891-1909
Frank L. McVey—1909-17
Thomas F. Kane—1918-33
John C. West—1933-54
George W. Starcher—1954-

DEANS OF THE LAW SCHOOL

Corliss, Guy C. H.—1899-1903
Bruce, A. A.—1903-11
Henry, Robert L.—1912-14
Wells, George F.—1914-18
Willis, Hugh E.—1918-22
Vold, Lawrence—1922-23
Cockerill, Orville P.—1923-27
Cooley, Roger W.—1927-31
Thormodsgard, Olaf H.—1931-

PROFESSORS

Atkinson, Thomas E.—1922-26
Atwood, Theron W.—1954-56
Babcock, Josiah—1921-22
Baird, Edward G.—1929-34
Birdzell, L. E.—1904-12, 1914-17
Blair, J. E.—1899-1902
Blinn, Keith W.—1946-52
Bruce, A. A.—1902-11
Burby, W. E.—1924-26
Carpenter, C. E.—1909-14

Cockerill, Orville P.—1923-27
Cooley, Roger W.—1911-20, 1923-31
Corliss, Guy C. H.—1899-1912
Crabb, John H.—1957-
Crum, Charles L.—1951-
Dalzell, W. C.—1918-20
Ford, Robert H.—1949-51
Hall, Jerome—1929-32
Harper, Fowler V.—1926-28
Heckel, F. E.—1925-29
Helland, Robert L.—1954-55
Henry, Robert L.—1912-14
Hougen, John H.—1927-28
Kehoe, John W.—1938-43
Levitt, Albert—1921-22
Lewinsohn, Joseph L.—1912-14
Lusk, Frederick C.—1924-26
Matthews, Paul C.—1952-
Maxwell, Richard C.—1947-49
McCleary, Glenn A.—1928-29
McCune, Charles—1920-21
McGinnis, Charles E.—1922-23
Moran, Kenneth M.—1956-57
Muir, Robert W.—1922-23
Muus, Jalmär O.—1930-34
Nelson, Hubert—1938-46
Peterson, Samuel—1901-04
Rowley, Frank S.—1923-24
Severson, Sigurd—1934-38
Thompson, Milton M.—1934-38
Thormodsgard, Olaf H.—1926-
Tisdale, Ross C.—1934-
Viesselman, Percival W.—1929-34
Vold, Lawrence—1914-24
Wells, George F.—1914-18
Whinery, Leo H.—1955-
Willis, Hugh E.—1916-22

PRACTICING LAWYERS AND JUDGES
WHO FROM TIME TO TIME HAVE SERVED
AS LECTURERS IN THE LAW SCHOOL

Amidon, Charles	Bangs, Philip A.—1925-
Bangs, George	Burtness, O. B.—1933-34
Bangs, Tracy	Clifford, T. J.—1954-55
Bartholomew, J. M.	Davies, Ronald N.—1952-55
Bosard, J. H.	Day, Carroll E.—1936-48
Bronson, H. A.	Griffith, Robert B.—1950-51
Brown, Rome G.	Owen, Owen T.—1928-29
Burke, E. T.	Peterson, C. F.—1940-55
Carothers, R. M.	Rex, S. Theodore—1938-41
Cochrane, J. M.	Ruemmele, H. G.—1946-
Feetham, F. B.	Shaft, Harold D.—1934-37
Fisk, C. J.	Stokes, Arthur W.—1943-
Johnson, Everett	
Johnson, Sveinbjorn	
Lauder, W. S.	
Lebacken, E. C.	
Morgan, D. E.	
Newton, J. H.	
Nusessle, W. L.	
O'Connor, J. F. T.	
Pollock, Charles A.	
Pollock, Charles M.	
Sauter, O. E.	
Skulason, B. G.	
Spaulding, Burleigh	
Standish, W. F.	
Templeton, C. F.	
Wallin, Alfred	
Young, N. C.	

LAW LIBRARIANS

Florence B. Yonaka—1920-57
Fern O. Day—1957-

SECRETARIES

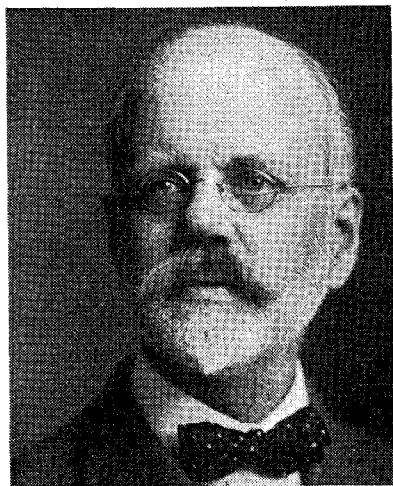
Marilyn Swenson—1949-51
Jane Berg—1951-58
Gail Johnson—1958-



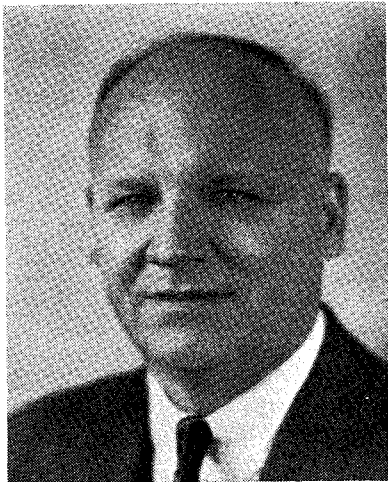
LAWRENCE VOLD
1922-23



DEAN O. P. COCKERILL
1923-27

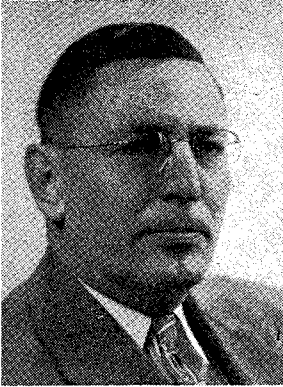


DEAN ROGER W. COOLEY
1927-31

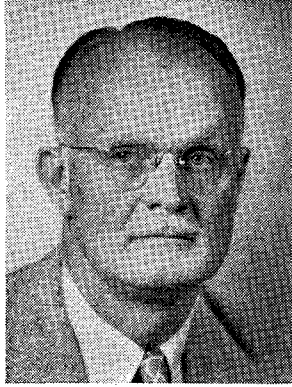


DEAN
O. H. THORMODSGARD
1931-

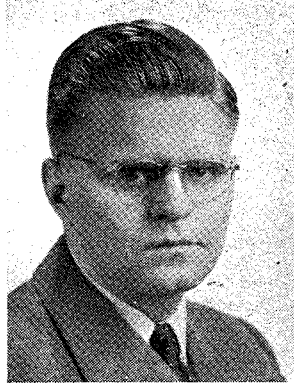
SCHOOL OF LAW FACULTY



ROSS C. TISDALE



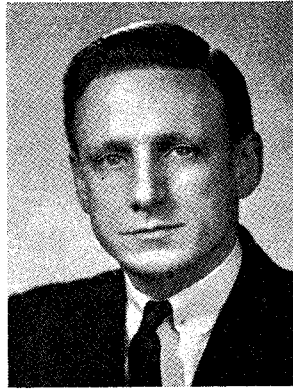
PAUL C. MATTHEWS



CHARLES L. CRUM



LEO H. WINERY



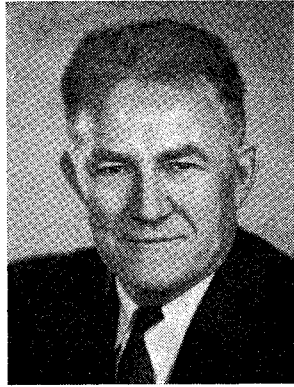
JOHN H. CRABB



PHILIP R. BANGS
Lecturer



H. G. RUEMMELE
Lecturer



ARTHUR W. STOKES
Lecturer