



1936

## Education in Government

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(Continued From Front Page)

pressive majority of the votes cast, and in this office as in that of the governor, he justified the belief of the people and the members of his profession in him by serving capably, intelligently and honorably.

It is granted to but few humans to go through such a long life in the bright light of political publicity and yet never have had to face anything except friendship, esteem and regard, from friend and foe alike. It is sad that in the last period of his life he should have been beset with physical disorder and suffering, but it is characteristic of the man that these conditions were met with courage and without complaint. A great man passed to his reward.

NOW THEREFORE, BE IT RESOLVED, by the members of the Ward County Bar Association, that we deeply appreciate the qualities gathered together in the personality of Justice Burke. We revere and applaud his character and his fidelity to principle, especially in the matters of our profession. We express the sympathy of the Ward County Bar Association to his widow and family and we inscribe upon the tablets of memory this epitaph:

Oh heart sore tried, thou hast the best  
That Heaven itself could give thee: Rest.  
Rest from all bitter thoughts and things,  
How many a poor one's blessings went  
With thee beneath the low green tent,  
Whose curtain never outward swings.

Passed and adopted by Ward County Bar Association.

Resolutions Committee.

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## EDUCATION IN GOVERNMENT

On the eve of that last transcontinental trip which ended so disastrously, former President Harding expressed himself in a letter in sentiments which we feel like quoting, the following: "Let me offer this suggestion: We live under a government of and by the people. The source of power is the people. The people rule. Is not the supreme purpose of education, therefor, to train men and women to rule? Under other forms of government it has always been thought necessary to educate the ruling class in the science of government, that they might have knowledge and understanding of the institutions which they would be called on to administer. Here, we are all the ruling class.

"Wise and just and righteous government in a democracy must depend upon the wisdom and justice of the people. Those who study will learn to value the Constitution as a sacred heritage from those who ordained and established it in order to secure the blessings of liberty for themselves and their posterity. They will come to know that the fabric of government which it created has

proved strong enough to wield the power of a mighty people and to maintain the sacred right of the humblest citizen to life, liberty and property.

“To know our fundamental law, and to realize how well it has served its purpose, is to reverence it and to be devoted to its preservation. The lesson should be learned in youth. It is not dull and uninteresting. The story of the Constitution, well told, with simplicity and charm, will appeal to the youthful imagination with no less power than do Concord, the Delaware and Trenton. The difficulties surmounted by those who established the Constitution are no less inspiring than the struggles of those who won independence on the battlefields.”

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### REVIEW

Gleanings from Bar Briefs of thirteen years ago are interesting reading and may have some application to the situation in which we now find ourselves.

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### RESPECT FOR LAW

Just a short time prior to his resignation, United States Attorney, General Stone directed attention to the growing and insistent complaint that our system of law enforcement is breaking down in the following language:

“We make a prodigious number of laws. In enacting them we disregard the principles of draftsmanship and leave in uncertainty their true meaning and effect. More and more we take over into the field of positive law that sphere of human action which has been hitherto untrammled by legal restrictions, without thought of the extent to which a wise policy may leave some phase of human activity to the control of moral sanctions or to the restraints of the community sense of what is right conduct.

“We disregard the principle that there is a point beyond which the restraints of positive law cannot be carried without placing too great a strain on the machinery and the agencies of law enforcement. We leave out of account the true relationship of the law to be enforced to the agencies for enforcing it. We build up our administrative machinery with ever-increasing powers and authority in administrative officers at the expense of individual liberty and freedom of the citizen.

“To preserve in our system the principles of individual liberty and to accommodate to them the requirements of an efficient administrative system, to ascertain the principles which govern the relationship of positive law to the machinery and processes of law enforcement, are problems which cannot be solved wholly in the field of politics and of government. To their solution, schools of law and of political science have contributions to make. There must be brought to bear upon them the same thorough-going research, the same analysis carried forward in the spirit of science