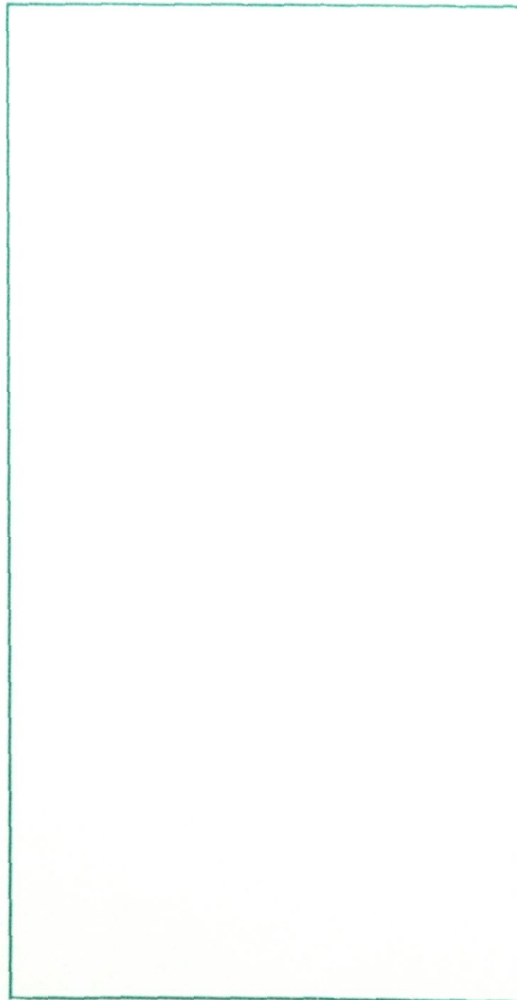
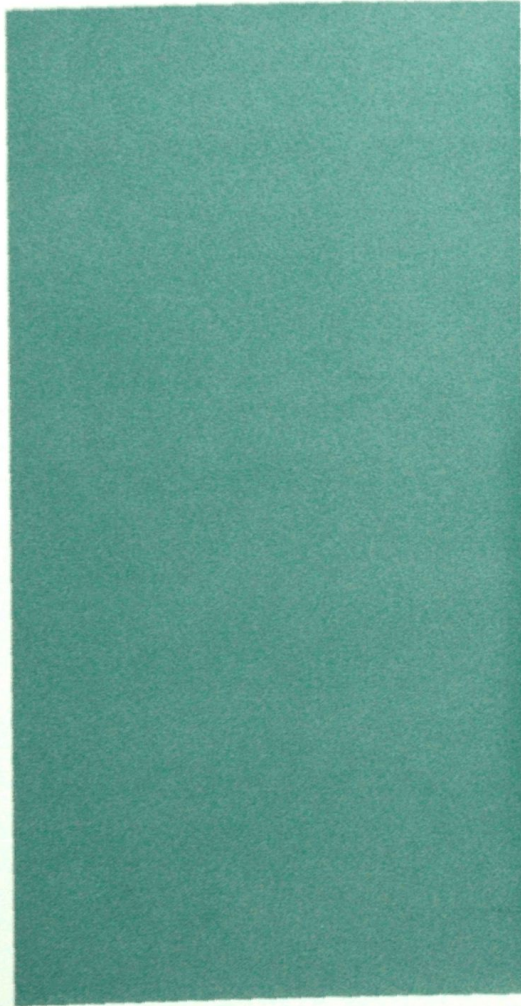


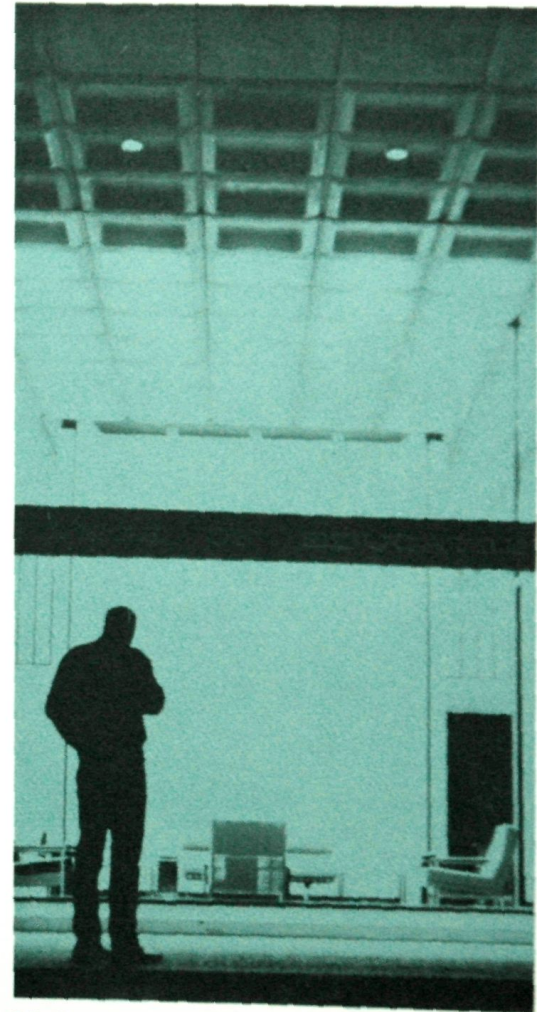
Dedication

College of Education Building

University of Illinois



November 6 and 7, 1964



Urbana

Program

Friday, November 6

Colloquium Series

Room 142 Commerce Building

- 10:00 a.m. JOHN CHILDS, *Professor Emeritus, Teachers College, Columbia University; presently Distinguished Professor of Education, Southern Illinois University.* "Unresolved Problems in the Education of American Teachers."
- 1:30 p.m. WILLIAM TURNBULL, *Executive Vice-President, Educational Testing Service, Princeton, New Jersey.* "Innovation and Leadership in Education."
- 3:00 p.m. MELVIN BARLOW, *Professor of Education, University of California at Los Angeles; Director, Division of Vocational Education, University of California.* "The Challenge of Vocational Education."

6:30 p.m.

Alumni Banquet

Room 314 Illini Union

Presiding: OSCAR CHUTE, *Member, Board of Directors, College of Education Alumni Association; Superintendent, Elementary Schools, Evanston, Illinois.*

Speaker: WILLARD B. SPALDING, *Associate Director, Educational Programs, Coordinating Council for Higher Education, State of California; formerly Dean, College of Education.* "Some Thoughts About the Education of Teachers."

Saturday, November 7

10:00 a.m.

Dedication Ceremony

Education Building Auditorium

Music: Graduate String Quartet: VIRGINIA FARMER, *Violin;* MARJORIE LIN, *Violin;* WILLIAM MAGERS, *Viola;* DONNA MOORE, *Violoncello*

Invocation: The Reverend JAMES HINE

Welcome: Dean R. N. EVANS

Remarks: President DAVID D. HENRY

Address: HAROLD TAYLOR, *formerly President, Sarah Lawrence College.* "The American Teacher."

Benediction: The Reverend Mr. HINE

Postlude: Andante Sostenuto, Op. 168.....Franz Schubert

12:30 p.m.

Northeast Dining Room, Pennsylvania Avenue Residence Hall

President's Luncheon for Speakers and Special Guests

Greetings: RAY PAGE, *Superintendent of Public Instruction*

A Brief History of the College

The University's first president, John Milton Gregory, Baptist clergyman and life-long educator, gave notice in the second catalog issue (1868-1869) that two of his five weekly lectures in the department of "Mental and Moral Philosophy" would be devoted to the "science of education." By 1886, one out of six University graduates was a common school teacher.

In 1890, the American educational revolution was in full swing, and its effects were felt almost immediately in the University's curriculum. In December of that year, one of the revolution's most brilliant leaders, Charles DeGarmo, was appointed Professor of Psychology, and he announced a course in "Philosophy and Pedagogy" for the coming semester. Two years later, in 1892, William O. Krohn, a Yale philosopher, was made Assistant Professor of Psychology and Pedagogy, and he was followed in rapid succession by three other men of vast subsequent reputation: Frank M. McMurtry in 1893, Arnold Tompkins in 1895, and John E. McGilvrey in 1896. The last mentioned also inaugurated the important post of High School Visitor.

The composition of early professional work in education at the University was a result of a blending of philosopher and psychologist. Many Illinois faculty members had availed themselves of the then coveted German training and brought the seeds of scientific pedagogical inquiry to the institution. In 1892, Professor Krohn's course description for "Educational Psychology" made the perhaps ambitious claim that his pupils would study



"the child's mind, with especial reference to its content on entering school," as they watched it "unfold" with the aid of Sully's *Teachers Handbook of Psychology*. There were five other courses as well, touching on hygiene, pedagogical history, supervision, philosophy, and even a problem "seminary" based upon the latest journals in the field.

Progress went on apace. By 1900, "education" replaced "pedagogy." In 1902, Horace A. Hollister began more than a quarter century of service as professor and High School Visitor, in which post he would shape admission practice profoundly, both locally and nationally, and as a consequence influence radically the rapidly growing secondary schools. In the same year, graduate study began with two students, though the initial trickle hardly resembled the subsequent flood.

By 1905, a distinct Department and a School of Education were being discussed by the Trustees "to meet the needs of the prospective secondary teacher and of the prospective city superintendent." The Senate demurred and a compromise joint Faculty of the School of Education was created, with Edwin G. Dexter as the first Director. When Mr. Dexter left, he was succeeded briefly by Stephen S. Colvin, and then (in what is perhaps the real coming-of-age of educational study at Illinois) by the renowned William C. Bagley in 1908. Significant developments occurred at once. Responsible curricula in several specialized fields were developed from the greatly expanded course offerings which, by 1915, numbered more

than twenty-five and included areas such as administration, curriculum construction, and vocational education. Practice teaching was inaugurated in 1909, using the old University Academy. When it closed in 1911, Bagley at once pressed for the development of a true laboratory school. It was this "campaign" which led to the later establishment of University High School (1919-1921). Summer sessions were begun in 1910, which was something of a stellar year for it witnessed many such events, including the institution of the influential annual High School Conferences. Extension courses began in 1912, and the Illinois School Survey followed in 1914.

With the advent of World War I came the rapid expansion of industrial and vocational education spurred on by the Smith-Hughes legislation, a movement in which the School again contributed leadership. In fact, the responsibilities increased so radically that by 1918 the School became a college, with Professor Charters as the first dean.

Dean Charters was relieved by Charles E. Chadsey, the nationally recognized Superintendent of the Chicago Schools, in 1919. Under Dean Chadsey, growth continued unabated. The University High School finally opened, and the College had its first genuine home in that building. New educational requirements were instituted, and a program in music education developed in 1922. By 1925, the faculty had more than tripled, though much of this growth was, of course, attributable to those two Illini phenomena, George

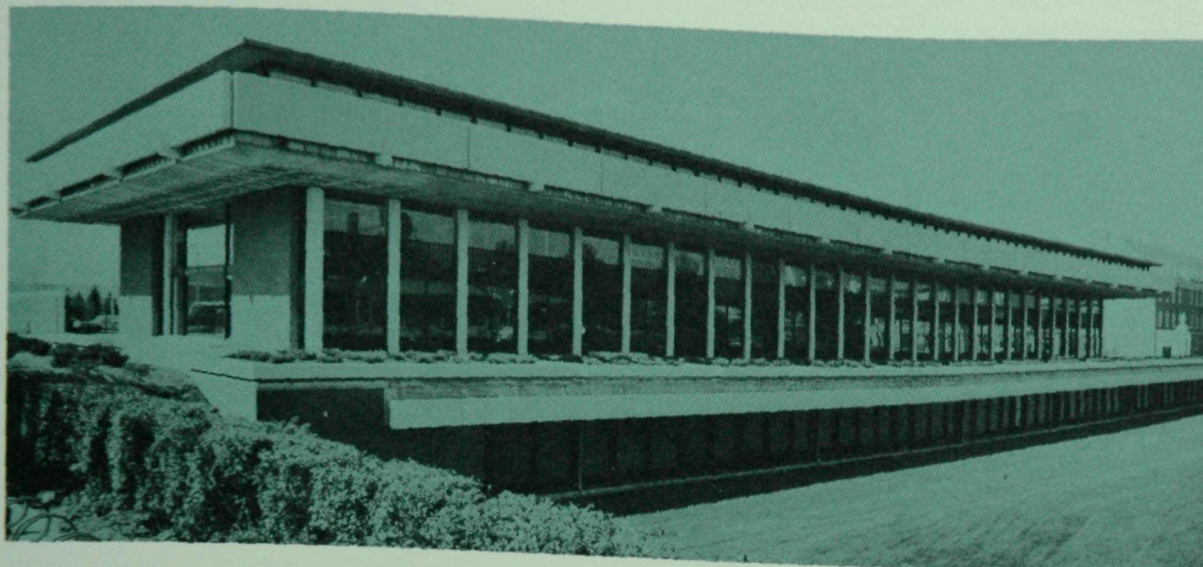
Huff and Robert Zuppke. Their enormously popular sessions in athletic coaching were not separated from the College of Education until 1932. In 1925, over five hundred of the nearly nine hundred education students were in physical education classes. Special education made its appearance in the mid-twenties, and by 1929 Professor Hays and Dean Chadsey were discussing what contribution "talkies" might have in pedagogy.

Under succeeding deans Walter S. Monroe and Thomas E. Benner, the growth of the College was such that the University High School was no longer adequate. The College had had to move to the Administration Building in 1926, and no space relief was forthcoming for a growing enterprise until Gregory Hall was occupied in the forties—inadequate then. Practice teaching, once a novelty but now a necessity, was expanded to Champaign High School and later to Urbana and the surrounding districts. Inaugurated in 1932 were a statewide testing program, Saturday graduate courses, and a pioneering course in school law proposed by Albert J. Harno. In 1933, teacher training throughout the state was reviewed and consideration given to an elementary school program at the College, in spite of the fact that the University had felt constrained voluntarily to reduce its budget by nearly a third (to some 3.9 million dollars). Within two years, Dean Benner had to press for a new laboratory school and research facilities.

Continued efforts led to the creation of the

Five-year Programs of 1941, and eventually to the all-important Council of Teacher Education in 1943. Under men like Reeder, Dolch, and Shores, elementary curriculum and methodology underwent significant advancement, a full program having been created by the mid-forties. Special work with the handicapped reached a high state of development by 1945 and paved the way for the further leadership of Samuel Kirk.

Under Willard B. Spalding, who succeeded Dean Benner in 1948 following another interim stint by Professor Monroe, the era of progress prompted by post-war expansion began. The Illinois curriculum program had become a reality in 1947. By 1950, the faculty numbered more than seventy-five, many of whom served with national distinction not only in their classes but also on such special projects as the Allerton House Conferences (beginning in 1953) which made a vital contribution to increased educational effectiveness within the state. In this fashion, the ground work was laid for the curriculum revision programs which now flourish, along with the continuing research and dialogue in more general areas of philosophical and scientific foundations. The traditions of a justly distinguished faculty have, under the able leadership of succeeding deans (B. L. Dodds, 1953-1959; Charles M. Allen, 1959; Alonzo G. Grace, 1960-1964; and the present incumbent, Rupert Evans), continued with increasing breadth and vigor from those auspicious beginnings.



About the Building

The College of Education Building is more than an office-classroom facility. In its 95,000 square feet there are also forty-three laboratories and workrooms, a television control center, a small library, three lounges, and a counseling center. Its laboratories, such as the demonstration science room and the metal shop, are model facilities.

The building was designed by Professor A. Richard Williams, University of Illinois Department of Architecture. Detailed architectural plans were drawn by the firm of Lundeen and Hilfinger, Bloomington, Illinois. The University architect was E. L. Stouffer, and the project director for the University was H. Summerfield Day. The contractor for the building was Felmley-Dickerson Company of Urbana, Illinois.



Welcome from the Dean

We welcome you to the dedication of a beautiful and functional new building, designed to facilitate teacher education. It brings together, for the first time in many years, the majority of the College of Education staff which had earlier been stationed in every available space around the campus. The architect worked very closely with our staff and achieved a result which is spectacularly successful. The building is designed around student flow, with laboratories, classrooms, and administrative offices on the first and ground floors. Professors' offices are on the top floor where they are easily accessible for student consultations, but are not disturbed by casual interruptions. Research and service activities are on the second floor. The building's modern design blends well with the more traditional buildings on two of its sides through skillful use of materials and because it appears to be much smaller and lower than it really is. Just as it is easy to underestimate the size of this building from an outside view, it is easy to underestimate the strength of the staff and student body. A few facts may help to build a more accurate perspective.

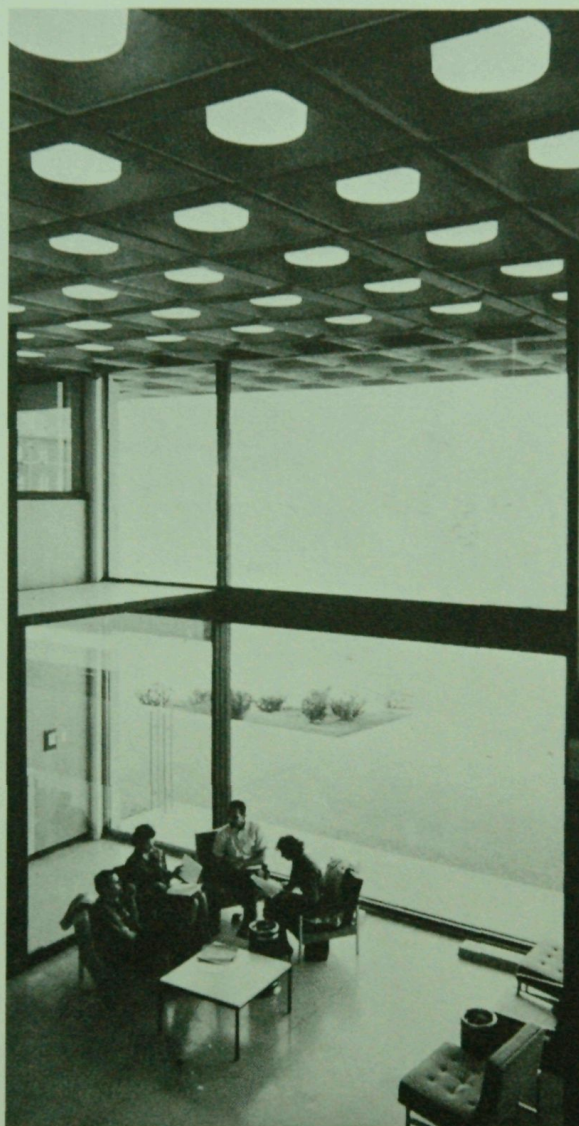
Teacher education at the University of Illinois has been an all-University function for more than twenty years, with the subject-matter departments and the College of Education sharing equally in the determination of admission standards, curricula, and graduation requirements. The University Council on Teacher Education has served as

a model for the organization of teacher-education programs throughout the country. Last year 824 students completed undergraduate programs in teacher education, 470 completed master's degrees or advanced certificates, and 41 received doctorates. The quality of the students is even more impressive, however. This fall, the average (median) high school percentile rank of freshmen is 83. Our alumni have achieved prominence throughout Illinois and, indeed, the whole world. It seems assured that our present group of students will achieve at least the same standard. Certainly, they keep our staff members challenged in every way. All 345 members of the academic staff are involved with the instructional program though most of them are also engaged in research to improve the effectiveness of education. They are ably supported by one of the best nonacademic staffs ever assembled. Our principal staff problems arise from the fact that people in other parts of the country know us too well. Professors have learned to say "no" gracefully to many of the requests for speeches, consulting, and other activities which would, if accepted, keep them away from Illinois almost all of the time. Even more serious are the continual job offers made by other expanding universities.

In addition to its instructional activities, the College is heavily involved in service to education. (For example, our staff members serve as editors-in-chief of five nationally

distributed educational publications and as associate editors of many more.) Within the limits of our capabilities, we plan to expand service to the schools of Illinois, particularly in the implementation of new curricula. Our cooperation with the State Superintendent of Public Instruction and a number of Illinois schools in establishing programs for gifted students is an example of this new direction. The College is deeply involved in research and developmental activities supported by groups outside the University. During 1963-64, more than \$1,750,000 was invested in such work. The largest group of studies is in the field of curriculum revision, for which the University is renowned. Additional projects cover nearly every phase of study related to the improvement of education.

We hope this will be just the first of your visits to our new building. A professional school cannot exist apart from the profession it serves, and we feel that our service will be even more effective now that our staff is consolidated. Please feel free to let us know of ways in which we can work with you.



In its location between two massive Georgian buildings this modern structure was designed as a "foil" between the large buildings and as a transition to the more contemporary buildings to the west and proposed contemporary buildings to the east.

This building is modern not just in appearance but in function as well. It is fully air-conditioned and is equipped with tinted glass and soft fluorescent lighting. It has closed-circuit television and facilities for video tape recording, and in addition provides such details as rental typing booths for students.

The building was financed through the Illinois bond issue of 1960 and constructed (along with fixed equipment) at a cost of \$3,311,177.

Open House

Friday, November 6, 8:00 a.m. to 10:00 p.m.

Saturday, November 7, 8:00 a.m. to 5:00 p.m.

Board of Trustees

Members Ex Officio

Otto Kerner, *Governor of Illinois*

Ray Page, *Superintendent of Public Instruction*

Elected Members

Howard W. Clement, *President*

Irving Dilliard

Earl M. Hughes

Wayne A. Johnston

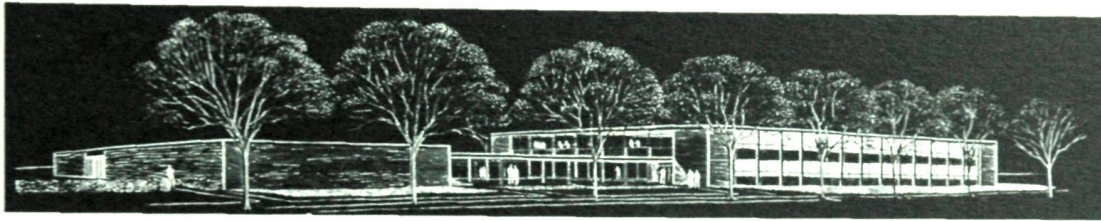
Theodore A. Jones

Harold Pogue

Timothy Swain

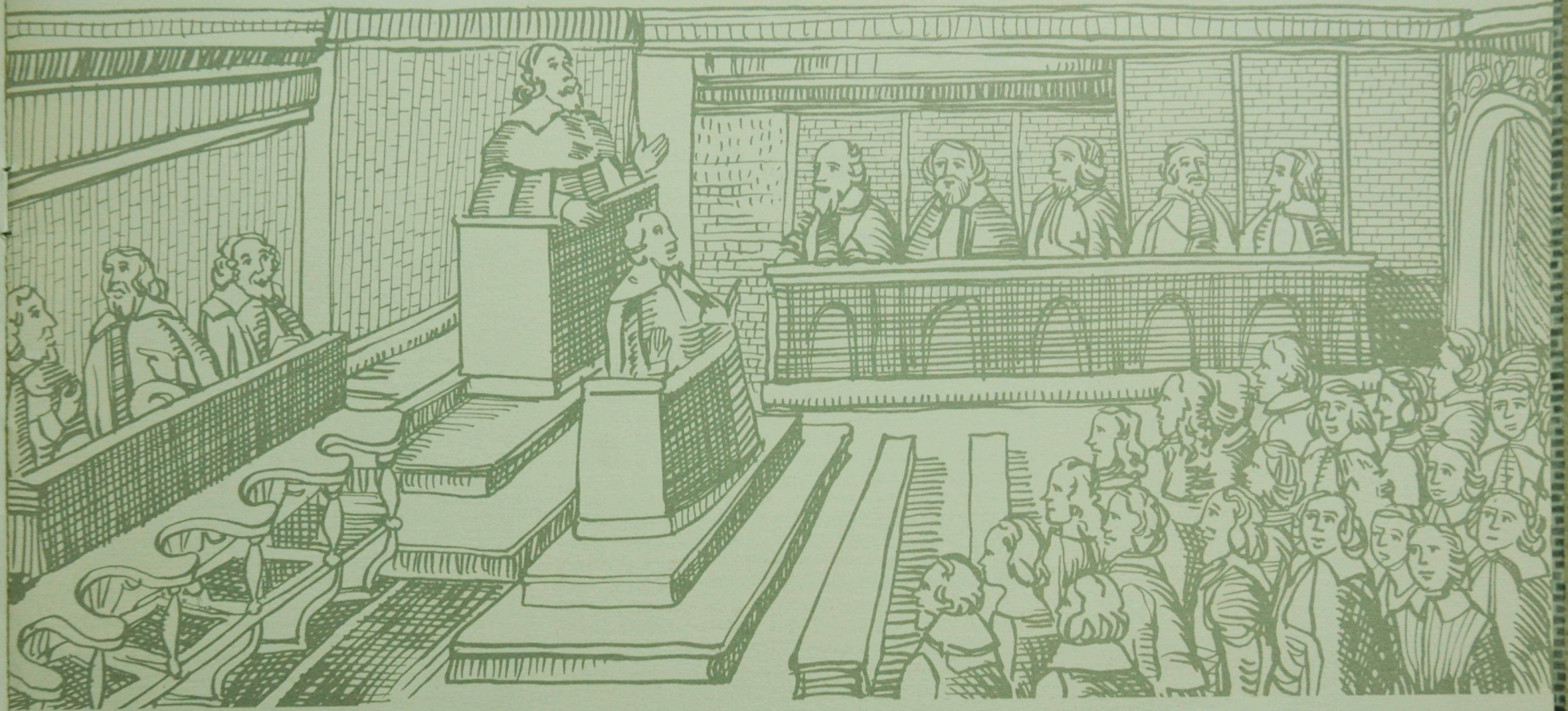
Mrs. Frances B. Watkins

Kenney E. Williamson



UNIVERSITY OF ILLINOIS

Dedication



UNIVERSITY OF ILLINOIS

DEDICATION

COLLEGE OF LAW BUILDING

APRIL 11-14, 1956

On the morning of September 15, 1897, two young men entered the front door of University Hall and went into a room on the door of which was a freshly painted sign, "The School of Law." These two men were Charles Churchill Pickett, 35, and George Enos Gardner, 33. They constituted the entire faculty of the new school of law, which had been established by the Board of Trustees of the University of Illinois on December 6, 1896. Neither of them had ever seen the inside of a law school, although they had "read" law in a law office. However, they were college men, Pickett a graduate of Rochester, and Gardner of Amherst. Pickett's salary was \$1500 and Gardner's \$2000, the disparity no doubt representing the assumed difference in value between Pickett's A.B. and Gardner's A.M. They had read about the case method of instruction and had resolved to inaugurate that system at the new school, though its merits were much in controversy.

Thirty-seven men and two women had enrolled for their classes. Most of them had only high-school diplomas, but some were advanced students and some were "specials." The two young professors, therefore, found it necessary to teach a three-year curriculum from the beginning.

The president of the University, Andrew S. Draper, himself a lawyer, was active in the law school. Four rooms in University Hall, recently vacated by the university library, had been assigned to the venture.

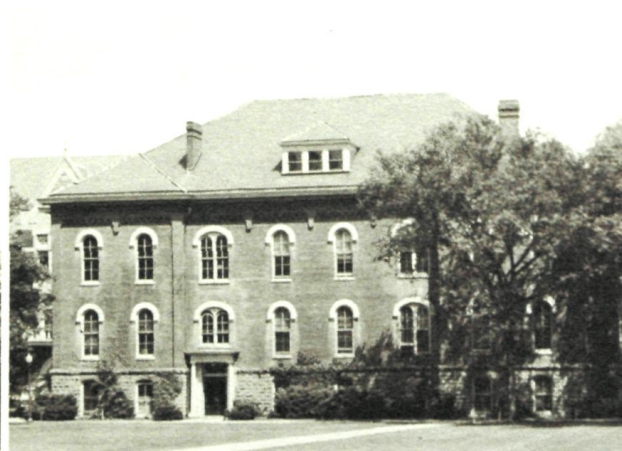
The neophyte school was ambitious. In addition to the regular required law courses, it offered a course in legal history to be conducted by the law faculty in cooperation with members of the department of History. A graduate program leading to an LL.M. degree was also announced. The first class was graduated in June 1898. It consisted of four students, Louis M. Kent, Andrew J. Kuykendall, Roy V. Spalding, and George B. Werten, each of whom received the degree of LL.B.

At the end of the first year Professor Gardner left the school to go to the University of Maine, and three new men, Drew, Hughes, and Tooke, were added to the staff. In 1899, the school acquired its first dean, James Brown Scott, only 33 years of age. He served four years and then left to become a professor of law at Columbia and to embark upon a distinguished career as an international lawyer, author, and diplomat. Before Dean Scott left, the size of the faculty had been increased to six.

Upon the departure of Scott in 1903, President Draper selected Judge Oliver A. Harker as dean. The judge had been a member of the Board of Trustees when the school was established. From the first year, the school's catalogue had carried his name as a lecturer, and while serving as judge of the circuit and appellate courts he had each year given a series of lectures. During the administrations of Dean Scott and Judge Harker, the law school had a small budget and cramped quarters and contended with an un-



University Hall



Harker Hall



Altgeld Hall

sympathetic university administration. It had never been authorized by the legislature, and many of the university faculty had opposed its establishment. Despite these difficulties, the school in time improved in standing and earned the respect of the campus and of the law school world. The judge brought to the staff a number of men of outstanding ability, among them, Dudley O. McGovney, Barry Gilbert, I. Maurice Wormser, George L. Clark, William Green Hale, Edward H. Decker, Edward S. Thurston, Chester G. Vernier, John Norton Pomeroy, Jr., and above all Frederick Green, who possessed one of the most brilliant legal minds of his generation, and who was the mainstay of the faculty for thirty-three years. The national honorary fraternity of the Order of the Coif (at first called Theta Kappa Nu) was founded at Illinois in 1902. In 1908 the first summer school was held. In 1909 the J.D. curriculum was established. In 1911 the entrance requirements were advanced from a high school diploma to one year of college work and in 1915 to two years.

In 1916 Henry Winthrop Ballantine succeeded Judge Harker as dean. A competent scholar but with no liking for administrative responsibilities, after four years he went to the University of Minnesota. Judge Harker, who had continued as professor, was called back as acting dean for a year. Then followed the one-year regime of Henry Craig Jones, after which, in 1922, Albert James Harno was appointed dean.

Changes in administration and in faculty personnel were bound to work changes in educational policy. During the school's history the J.D. degree was instituted and then abolished, a graduate program was created, discontinued, and then created again, and a four-year curriculum was twice established and twice abolished. But these were signs of a healthy experimentation and through the years there was progress.

The College began the publication of its first journal, the *Illinois Law Bulletin* in 1917. In 1921 the publication was enlarged and named the *Illinois Law Quarterly*. The law schools of Northwestern, Chicago, and Illinois, in 1924, formed a cooperative arrangement for the joint publication

of the *Illinois Law Review*, which theretofore had been published solely by Northwestern. The faculty and student boards of the new journal were composed of representatives of all three schools. This journalistic venture, though successful as an experiment in cooperative enterprise, continued for only eight years, when Northwestern exercised its reserved option to terminate the arrangement. For a number of years thereafter the students edited the case-comment section of the *Illinois Bar Journal*. Then in 1949, the College's present publication, the *University of Illinois Law Forum*, was founded. Each number of the *Forum* consists of a symposium devoted to the exposition and analysis of legal problems of special interest to the Illinois bar and it has rendered an invaluable service to the lawyers and judges of the State.

Moot court competition has become an increasingly important activity of law students in recent years. The final arguments in the Frederick Green Competition are now heard by the judges of the Supreme Court of Illinois.

The participation of faculty members in the activities of local, district, and state bar associations, of the American Bar Association, the American Law Institute, and the Association of American Law Schools has increased through the years. The faculty have not only served on numerous committees, but have served in key offices and participated in many programs and projects sponsored by these organizations.

Illinois has been a leader among law schools in providing continuing legal education for the members of the bar, by sponsoring each year a series of short courses. Since 1947, twenty-three such courses have been given on the campus, upon such subjects as Labor Law, Taxation, Trying Negligence Cases, Title Examination, The Expert Witness, and Amendments to the Illinois Civil Practice Act.

Much of the progress that has been mentioned occurred during the thirty-four-year tenure of Dean Harno, whose appointment marked an epoch in the history of the school. During his administration the faculty has increased from 7 to 18, the library staff from 1 to 7, and the library has been enlarged from 30,000 to 110,000 volumes. The number of courses has been expanded from 36 to 70, entrance and graduation requirements have advanced, enrollment has risen, the honor system in examinations has become effective, the Junior Bar Association has been organized, a graduate curriculum has been established, and the quarters of the college, after having been transferred from University Hall to Harker Hall in 1903, were moved to Altgeld Hall in 1927, and to the spacious building now being dedicated in 1956.

George W. Goble

History



The Future

"Now we see through a glass, darkly."

As told by Bulfinch, "The Fates were also three — Clotho, Lachesis, and Atropos. Their office was to spin the thread of human destiny, and they were armed with shears, with which they cut it off when they pleased." Plato was more direct: "These are the Fates," he related, "daughters of Necessity. . . . Lachesis singing of the past, Clotho of the present, Atropos of the future." Perhaps I can qualify as a descendant of Atropos, for I have been instructed by my fellows on the staff, from whom I dutifully take my orders, to sing of the future. But I am in trouble: My singing is off-key, and as to the future I see only "through a glass, darkly." Surely, though, I can claim to be a creature of Necessity.



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As thus conceived, my assignment is to spin the thread of destiny for our Law School, but as I spin I shall talk, not sing, about the future. And lest my story be viewed as one wholly imaginative, I shall start from the known past of the School as related by Professor Goble, and from the present, and from these premises venture into the future.

The Law School did not come into being, as did Minerva spring from the brain of Jupiter, "mature, and in complete armour." The idea of establishing a law school as a division of the University of Illinois was conceived, with the blessing of Governor John Peter Altgeld, by President Andrew S. Draper. It was a puny institution and its growth in educational and economic resources, during the first years of its existence, came haltingly. We must not, however, speak disparagingly of this period. From the very beginning of the School, its staff sought to keep abreast in teaching and scholarship of the best standards of that time. In its adherence to that course the School has never faltered, and as the years moved on, it developed more rapidly in resources, in the expansion of its educational program, and in the gaining of self-respect. It is difficult to determine at what time in the School's evolution it reached the status of one of the nation's ranking law schools. This came about gradually with the growth in number and distinction of its staff, the imaginative expansion of its educational program, the increasing number and professional standing of its alumni, and the advancing maturity and professional proficiency of its student body. Thus, recognition came to the School and with recognition of its standing came respect for its educational stature.

This is a mere resumé of discernible facts in the history of the Law School. But our perspective would be unduly confined if mention were not made of other factors. The Law School is an integral part of the University of Illinois—a university which in the past has had to devote much of its energies and resources to allaying recurring attacks of growing pains, but which, notwithstanding, is exhibiting increasing signs, now in this department and again in another, of eminence in teaching and research. The University is a state university located in and drawing support from one of the greatest industrial and agricultural states of the Union. These are facts and what is even more significant, these are potentials with which we should reckon as we look into the future.

Here are the source materials with which to spin the thread of destiny. And as I spin, what does the thread reveal about the future of the Law School?

We can foresee a future for legal education in which the law schools of America by virtue of the strategic posi-

tion they occupy in relation to the profession and the law, will perform services of increasing value to the profession and to society. I speak of developments which our Law School has envisioned and as to some of which it already has done pioneering work, though our programs in these areas are still imperfect and our view of the goals is yet unclear.

What are the ends of legal education? In describing them I should mention first our immediate task—that of preparing students for the practice of law. A law school staff must, indeed, devote its attention to the development of its professional courses. It is the responsibility of a law school to prepare its students for the tasks of the profession—to instruct them in the learning of the law and to train them, insofar as a school can, in the skills of the craft. But a law school has wider responsibilities. It should inculcate its students with an understanding of the function of law in the social order and in relation thereto, with an understanding of the role of the profession. A law school should endeavor to inspire consciousness in its students of the highest traditions of the profession and of the profession's responsibilities for the rational development of the law in its substance and in its administration. This, the schools are attempting to do and some are doing it well. Even so, I venture to say, the schools have not yet caught a full vision of the vast potentialities for service that lie within their grasp.

What are these potentials? And what implications do they have for our Law School? Here once more we must return to the known past and the known present and with the materials they provide, seek to unveil the future. The American people subscribe to the idea that ours is a government of law. In the fitful evolution of ideas about government, the concept of the rule of law projects the most promising environment for maturing and developing human freedom and welfare. But this idea presupposes a legal order that governs well. Here we encounter a difficulty of far-reaching import. It is a known fact that we are not keeping our legal house in order; we have permitted the machinery of justice to become clogged. "True justice," stressed Judge Peck of New York recently, "is timely justice. The figures measuring trial delay in city courts across the country proclaim that justice has ceased to be timely." Legal procedures should be conceived as devices for eliciting the truth, but too often we have permitted them to become ends in themselves, culminating in legalistic skirmishes and undue delays in the administration of justice. Clearly, a simplification of our procedures and of our judicial structure is indicated.

Our substantive law, too, urgently demands attention. In the rapidly changing economic, social, and political scene, the law has grown like Topsy. In consequence our substantive law has become a vast area of confusion, consisting of an ever-increasing number of judicial decisions and a mounting mass of statutory and administrative law. A basic need of our time is to bring order out of this chaos—to establish the law on the firm foundation of a system. But who is to perform this monumental task? Obviously it is a task never-ending—one that would require of those who undertake it much industry, high scholarship, and great devotion to public service. It is this prospect that has prompted discerning judges and lawyers to advocate the establishment of a ministry of justice. "The duty must be cast on some man or group of men," said Justice Cardozo, "to watch the law in action, observe the manner of its functioning, and report the changes needed when function is deranged." Who is to perform this task? The challenge, issued by some of the leaders of our profession, is that the law schools accept this responsibility.

And what a magnificent prospect this challenge holds for the schools! It recognizes implicitly that legal scholarship centers today in the law schools and that they are in a position to equip themselves for this great task. The school that accepts it should ordinarily view the undertaking as one encompassing only the laws of the state in which it is located. The legal system of a state should be looked upon as an operational unit. The personnel of the ministry should not be restricted to the staff of the school. A ministry of justice should be made up of dedicated men from the bench and bar and from the teaching profession. Groups so constituted are the best working teams. The law school should be the center from which programs of law revision and improvement are generated. Under this conception the school would furnish the environment for these undertakings, provide scholarship for them, and give unity, continuity, and comprehensiveness to them.

This is the thread of destiny for our Law School. The prospect is one of constructive service to the profession and the public. The members of our staff have already envisioned this prospect and some of their research is being directed toward that goal. Here lies the opportunity to bring their research to a rewarding fruition. It is a call to assume a significant role in shaping the path of the law toward what the law ought to be—toward making the law a living instrument of justice. The task is an onerous one but if undertaken and executed with fidelity, no finer service than this can men perform for their fellow-men.

Albert J. Harno

Program

UNIVERSITY OF ILLINOIS
COLLEGE OF LAW
BUILDING DEDICATION PROGRAM
APRIL 11-14, 1956

**WEDNESDAY, SEVENTH ANNUAL COLLEGE OF LAW
APRIL 11, 1956 RECOGNITION BANQUET**

Ballroom of the Illini Union 6:30 p.m.
Sponsored by the Junior Bar Association in honor of
student achievement during the current academic year.

**THURSDAY, COLLOQUIUM
APRIL 12, 1956 THE ADVOCATE AT MID-CENTURY**

Auditorium of the Law Building 10:15 a.m.-4:45 p.m.

Morning Session: Welcome

Albert J. Harno
Dean of the College of Law

Greetings

The Honorable William G. Stratton
Governor of the State of Illinois

THE ADVOCATE AS A COUNSELLOR

Thurman Arnold, Esquire
Arnold, Fortas and Porter, Washington, D.C.

THE ADVOCATE IN THE TRIAL COURT

The Honorable Joseph C. Hutcheson, Jr.
Chief Judge of the United States Court of Appeals,
Fifth Circuit





Afternoon Session: **THE ADVOCATE BEFORE ADMINISTRATIVE AGENCIES**

Justin Miller, Esquire
McClean, Salisbury, Petty and McClean (of Counsel),
Los Angeles

THE ADVOCATE AS A LAWMAKER

The Advocate in the Reviewing Courts
The Honorable Walter V. Schaefer
Justice of the Supreme Court of Illinois

The Advocate's Role in Legislation
The Honorable William L. Springer
Member of Congress

COLLEGE OF LAW ALUMNI DINNER

Champaign Country Club 6:30 p.m.
Sponsored by the College of Law Alumni Association
in honor of retired and retiring members of the law
faculty.

FRIDAY, **COLLOQUIUM**
APRIL 13, 1956 **LAW AND SOCIETY**

Auditorium of the Law Building 9:30 a.m.-3:15 p.m.

Morning Session: **LAW AND SOCIAL CHANGE IN A DEMOCRATIC SOCIETY**

The Honorable Charles E. Wyzanski, Jr.
Judge of the United States District Court, Boston
The Honorable Roger J. Traynor
Justice of the Supreme Court of California

Denis W. Brogan
Professor of Political Science, Cambridge University,
England (George A. Miller Visiting Professor of Po-
litical Science, University of Illinois)

Afternoon Session: **THE ROLE OF THE LAW SCHOOL IN A DEMOCRATIC SOCIETY**

The Honorable Herbert F. Goodrich
Judge of the United States Court of Appeals, Third
Circuit

LAW AND THE GROWTH OF INTERNATIONAL SOCIETY

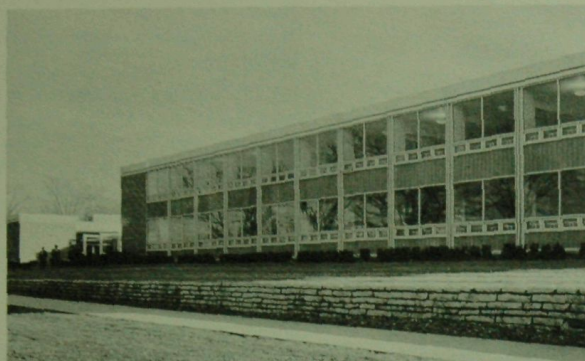
Alf Ross
Professor of Law, University of Copenhagen, Denmark
(George A. Miller Visiting Professor of Law, Univer-
sity of Illinois)

**FINAL ARGUMENTS IN THE FREDERICK GREEN MOOT
COURT COMPETITION**

Auditorium of the Law Building 4:00 p.m.
Before the Justices of the Supreme Court of Illinois

DINNER FOR DELEGATES OF LAW SCHOOLS

Illini Union 6:30 p.m.
Speaker: A. James Casner
Professor of Law, Harvard Law School



SATURDAY, APRIL 14, 1956 **THE CONVOCATION**

University Auditorium 10:00 a.m.

David Dodds Henry, President of the University,
Presiding

Anthem

The University Choir
Professor Paul Young, Director

Invocation

The Reverend James R. Hine
McKinley Foundation

Welcome

The President

Greetings

The Alumni of the College

James G. Thomas, Esquire
President of the Alumni Association of the College

The Organized Bar

Thomas S. Edmonds, Esquire
President, Illinois State Bar Association
E. Smythe Gambrell, Esquire
President, American Bar Association

The Law Schools

Professor Maurice T. Van Hecke
University of North Carolina
President, Association of American Law Schools

The Judiciary

The Honorable Harry B. Hershey
Chief Justice of the Supreme Court of Illinois

The People of the State of Illinois

The Honorable John William Chapman
Lieutenant Governor

Introduction of the Chief Justice of the United States

Albert J. Harno
Dean of the College of Law

Convocation Address

The Honorable Earl Warren
Chief Justice of the United States

The Conferring of Honorary Degrees

For the Degree of Doctor of Laws:

The Honorable Earl Warren
Chief Justice of the United States

The Honorable Walter C. Lindley
Judge of the United States Court of Appeals,
Seventh Circuit

THE DEDICATION

12:15 p.m.

Procession to the Law Building

Presentation of the Building

The Honorable Herbert B. Megran
President of the Board of Trustees

Acceptance of the Building

Albert J. Harno
Dean of the College of Law

Benediction

The Reverend James R. Hine
McKinley Foundation





The Honorable Earl Warren
Chief Justice of the United States

*"The business of a law school is not sufficiently described
when you merely say that it is to teach law, or to make lawyers.
It is to teach law in the grand manner, and to make great lawyers."*

OLIVER WENDELL HOLMES, JR.



THE SUPREME COURT OF ILLINOIS *Moline* *Paris* *Peoria*
Ray I. Klingbiel, George W. Bristow, Joseph E. Daily, Chief Justice Harry
B. Hershey, Walter V. Schaefer, Ralph L. Maxwell, Charles H. Davis. (left to right)

Taylorville *LaSalle* *Rockford* *Rockford*



David Dodds Henry
President of the University

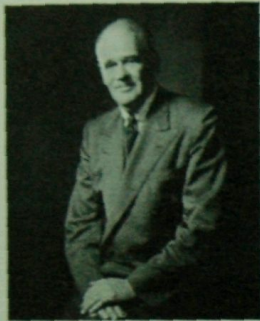
Faculty



Albert J. Harno
Dean of the College of Law



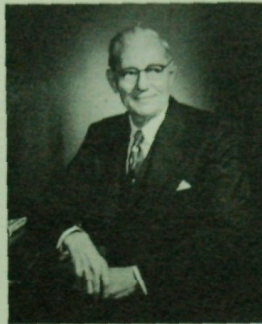
THE FACULTY OF THE COLLEGE OF LAW *First row* — Russell N. Sullivan, Edward W. Cleary, Merrill I. Schnebly, Walter L. Summers, Dean Albert J. Harno, George W. Goble, Harold W. Holt, Kenneth S. Carlston, James G. Thomas. *Second row* — Victor J. Stone, William D. Warren, Charles H. Bowman, J. Nelson Young, Rubin G. Cohn, John E. Cribbet, George T. Frampton, William M. Lewers, Alf Ross. (left to right)



William Everett Britton



Walter Lee Summers



George Washington Goble



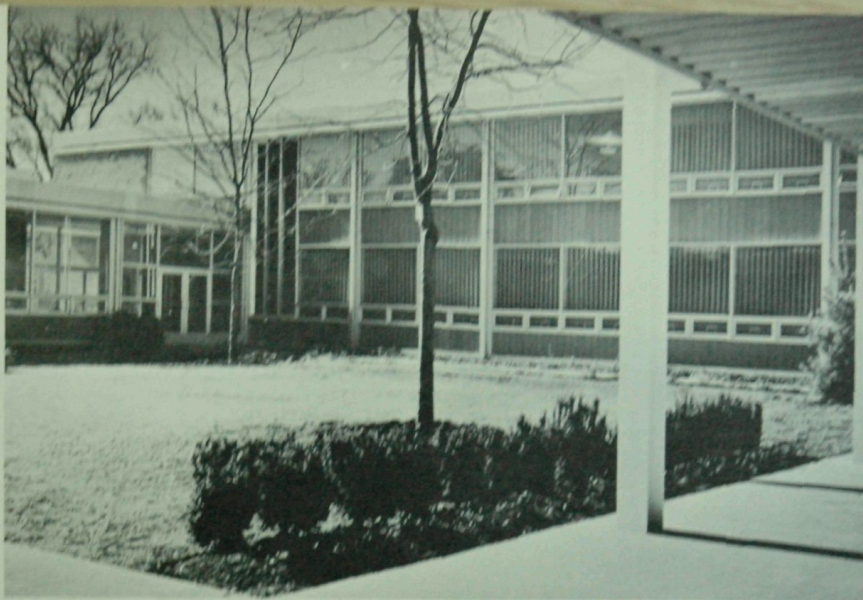
George Bates Weisiger



Merrill Isaac Schnebly

Retiring
Faculty

Those members of the faculty who have served longest together are Professors Summers, Harno, Goble, Britton, Weisiger, Schnebly, and Holt. For twenty-six consecutive years these seven men were colleagues. Their average length of service is thirty-two years and these long tenures have given the law school a remarkable degree of stability and continuity. Dean Harno has been the effective leader of this group and much of the school's advance has been realized because of his skill as an administrator, his success in setting an example of fruitful scholarship, and his clear conception of the place of legal education in America. In scholarly productivity, the school has attained high rank among the law schools of the country. Faculty members have written or edited many books which have become widely recognized and have enhanced the reputation of the law school and the University. In addition, the faculty have contributed dozens of authoritative articles to the leading magazines of the country and have assisted in the drafting of numerous codes and statutes.



THE LAW BUILDING

The new air-conditioned home of the College of Law is contemporary in design and contains every facility necessary for the operation of a modern law school. Although a single building, it is divided both structurally and functionally into two distinct sections. The classroom portion, which is L-shaped to enclose a courtyard, consists of one story and a basement. Its long walls to the south, east, and north are of brick and enclose five attractive classrooms, an auditorium and a courtroom, all of which are windowless, and a student lounge and large smoking corridor whose exterior walls are glass. In the basement are the locker rooms, mechanical equipment, and storage areas.

The library-research portion of the building has two floors and a basement. It houses the library reading room and stacks, the administrative offices of the College, the faculty offices, seminar rooms, student conference rooms, and offices for the Law Forum. The main reading room of the library extends two stories in height and is a cheerful, well-lighted room. Since the library is operated on the open-stack basis, study islands are located within the stack area and may be used by all law students. Fifty-two carrels are available for assignment to the student editors of the Law Forum and to the students who have special research projects. The faculty offices are located adjacent to the stacks, and they are readily accessible to students or visitors. The basement containing book stacks is a part of the library and affords substantial capacity for library growth.





COLLEGE OF LAW

COLLEGE OF LAW FACULTY 1897-1956

GEORGE ENOS GARDNER 1897-1898	EDWARD WILLIAM HOPE 1921-1922
CHARLES CHURCHILL PICKETT 1897-1906	FRANCIS SAMUEL PHILBRICK 1922-1928
WILLIAM LINCOLN DREW 1898-1904	ELLIOTT EVANS CHEATHAM 1924-1926
CHARLES WESLEY TOOKE 1898-1901	GEORGE BATES WEISIGER 1924-1955
THOMAS WELBURN HUGHES 1898-1910	OLIVER LE ROY MC CASKILL 1926-1946
JAMES BROWN SCOTT (Dean) 1899-1903	SVEINBJORN JOHNSON 1927-1944
FRANK HAMILTON HOLMES 1901-1903	MERRILL ISAAC SCHNEBLY 1928-1956
ELLIOTT JUDD NORTHRUP 1902-1910	LON LUVUOIS FULLER 1928-1931
WILLIAM CULLEN DENNIS 1902-1904	HAROLD WRIGHT HOLT 1928-
OLIVER ALBERT HARKER (Dean 1903-1916, 1920-1921) 1903-1926	ANDREW JAMES CASNER 1929-1930, 1936-1938
FREDERICK GREEN 1904-1936, 1938-1939	FREDERIC LEE KIRGIS 1931-1932
GEORGE LUTHER CLARK 1904-1909	MYRES SMITH MC DOUGAL 1931-1934
ALLEN E. ROGERS 1906-1907	ABE LAWRENCE HOFFMAN 1934-1935
DUDLEY ODELL MC GOVNEY 1907-1908	VICTOR EUGENE FERRALL 1935-1943
BARRY GILBERT 1907-1909, 1916-1917	RUSSELL NEIL SULLIVAN 1939-
TERENCE BYRNE COSGROVE 1908-1910	ALFRED FLETCHER CONARD 1946-1954
WILLIAM GREEN HALE 1909-1911, 1912-1920	JESSE NELSON YOUNG 1946-
EDWARD HARRIS DECKER 1909-1919	EDWARD WAITE CLEARY 1946-
JOHN NORTON POMEROY, JR. 1910-1924	KENNETH SMITH CARLSTON 1946-
EDWARD SAMPSON THURSTON 1910-1911	JAMES GLADWYN THOMAS 1947-
I. MAURICE WORMSER 1911-1913	JOHN EDWARD CRIBBET 1947-
CHESTER GARFIELD VERNIER 1911-1916	HAROLD MARSH, JR. 1949-1950
ROBERT LLEWELLYN HENRY 1911-1912	RUBIN GOODMAN COHN 1949-
WARREN HOBART PILLSBURY 1913-1914	RICHARD JOSEPH FALETTI 1950-1955
CHARLES ERNEST CARPENTER 1914-1918	CHARLES HENRY BOWMAN 1950-
HENRY WINTHROPE BALLANTINE (Dean) 1916-1920	RALPH FREDERICK LESEMANN (Legal Counsel of the University) 1951-
WILLIAM EVERETT BRITTON 1919-1921, 1924-1954	GEORGE THOMAS FRAMPTON 1954-
BURKE SHARTEL 1919-1920	WILLIAM DAVID WARREN 1954-
WALTER LEE SUMMERS 1920-1956	VICTOR JEROME STONE 1955-
HENRY CRAIG JONES (Dean) 1921-1922	WILLIAM MC INTYRE LEWERS 1955-
ALBERT JAMES HARNO (Dean 1922-) 1921-	ALF NIELS CHRISTIAN ROSS (Visiting Professor) 1956
GEORGE WASHINGTON GOBLE 1921-1956	

ACKNOWLEDGMENT

The faculty of the College of Law acknowledges the generous assistance of alumni and friends in helping to make possible the activities of dedication week.

sity) 1951.

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