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MARQUETTE LAW SCHOOL — FIFTY YEARS OF SERVICE IN THE MIDDLE WEST

REYNOLDS C. SEITZ*

MARQUETTE LAW SCHOOL, a member of the Association of American Law Schools and approved by the American Bar Association, will celebrate its Fiftieth Anniversary in 1958.

In 1908 Marquette University absorbed two evening law schools that were operating in Milwaukee and, on September 26 of that year, opened both a day and an evening division law school. In 1924 the University decided to concentrate on its day law school. Since that year no instruction leading to the Bachelor of Laws degree has been offered in the evening.

A primary objective of Marquette Law School is to train students for the legal profession in all its aspects. The intent is to impart a thorough knowledge of practical, fundamental principles. Emphasis is also placed on awakening the future lawyer's interest in the development of the law and the control of judicial agencies. Basic, too, is the endeavor to enable a student to understand legal problems arising out of the economic, political and social life of the nation. The approach is such that the curriculum will offer training of value to both those who will practice law and those who desire law as a background for many vocations. In working to accomplish such goals the effort is constantly to equip men and women for responsible moral leadership.

From the scholarly St. Ignatius, founder of the Society of Jesus, Marquette Law School draws the ideals and spirit which cause it to acknowledge that there is an ideal and objective order of justice based upon the natural law by which human beings are endowed with

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certain inalienable God-given rights and obligations. Each student is required to take two courses in Jurisprudence. In one course freshmen are exposed to the general principles of the relationship of the positive law to the natural law. In another course instruction is offered seniors in



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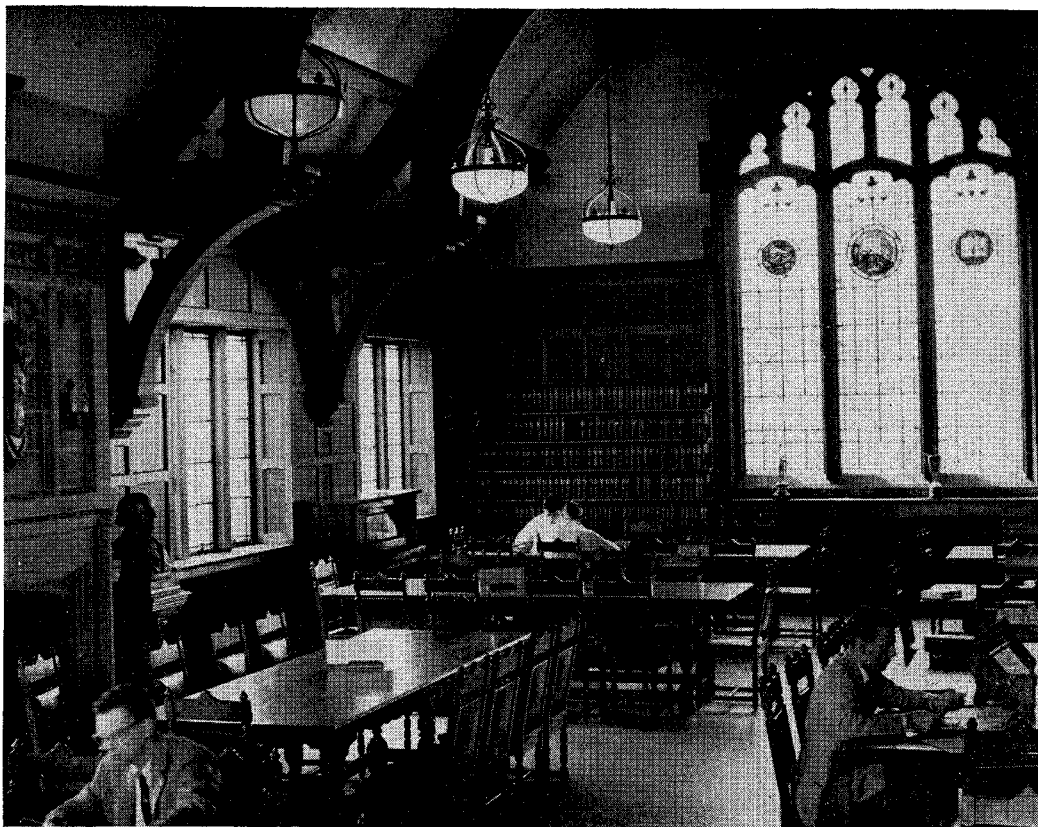
detailed and specific application of natural law principles to the various legal areas. A faculty composed of men who acknowledge the existence of the natural law frequently evaluate problems in the light of such law.

In carrying out its objectives, Marquette Law School is inspired by the courageous pioneering spirit of Pere Marquette, the Jesuit missionary and explorer in whose honor the University was named. Adopting a forward looking approach, the faculty keeps constantly in mind that educational methods cannot remain static. Curriculum

content is consistently under review. Developments in the law are recognized through course content or the introduction of new courses. Techniques of instruction are evaluated. Attention is centered on keeping a proper balance between the so-called "case method" and the study of problems and statute analysis. So, too, is balance maintained between the teaching of procedural and substantive law. Curriculum thinking recognizes the need for adequate emphasis on trial and appellate practice, evidence and administrative procedure. An Appellate Case Club and a skillfully worked out Moot Court Trial program insure that every student receives intensive and realistic practice in presentation of briefs and arguments to an appellate court and in submission of evidence to a trial judge and jury. Each year Marquette Law School participates in the National Moot Court Competition.

In the academic year 1956-57 the law school introduced into the curriculum a program intended to re-emphasize to students that they are preparing to enter a true and great profession. Monthly lectures were given to seniors by outstanding members of the Milwaukee Bar. In order to insure the proper atmosphere for free questioning and interchange of opinion the lectures were presented in connection with noon luncheons. Informal discussion followed the main presentation. A unique feature of the endeavor was the presence of the entire lecture panel at each meeting. The effort to foster professional ideals is supplementary to the endeavor of the faculty. The thinking is that successful and respected leaders in the profession can convincingly help to re-emphasize the advice of law teachers.

Recognition that the student must learn



The reading room in the Marquette Law School Library offers an atmosphere conducive to legal research.

how to face problems, how to deal with new materials, how to get to the bottom of a subject with which he has had little previous contact motivated the introduction in 1955 of the Legal Problems Course. Each student in the second semester of the junior year works as an individual on specifically assigned legal problems under the very close supervision of a faculty member or a carefully selected competent practitioner. Problem solution calls for intensive research. Solutions are reported through a memorandum which must meet standards demanded in actual practice.

There is no formal course instruction. Individual conferences are frequently scheduled. An important objective of the course is to make possible the much needed opportunity for individualized attention under competent supervision.

Planning does not stop with efforts at curriculum and instruction improvement. In recent years particularly, emphasis has been placed on realistically raising academic standards. Marquette feels a deep responsibility to the legal profession to protect the public from the man or woman of inferior ability. The Law School Admis-

sion Test, prepared by the Educational Testing Service, is used to help with the selection of qualified students. Admission procedures probe deeply into pre-legal scholastic background and character. The ninety semester hour three-year course of study is designed to require the rigorous attention of every student.

Marquette Law School receives valuable assistance in its constantly pioneering effort to keep educationally up to date. In 1955 a Law School Advisory Board was appointed. Composed of sixteen leaders in the legal profession, the Board joins with the Board of Directors of the Marquette Law Alumni Association in giving advice to the Dean and the faculty. In the Spring of 1957 a Student Advisory Board was appointed to enable the Dean to review informally with responsible student members of the various classes, problems of interest to the whole student body and faculty. To insure that functions of the Board will never conflict with those of the active Student Bar Association, a member of the Student Bar sits as one of the Board.

Eighty-five per cent of the instruction in the law school is given by a well-trained, competent faculty of full-time law teachers. Instruction by the full-time faculty is supplemented by a part-time group of seven men. No member of the part-time faculty teaches more than one course in a semester.

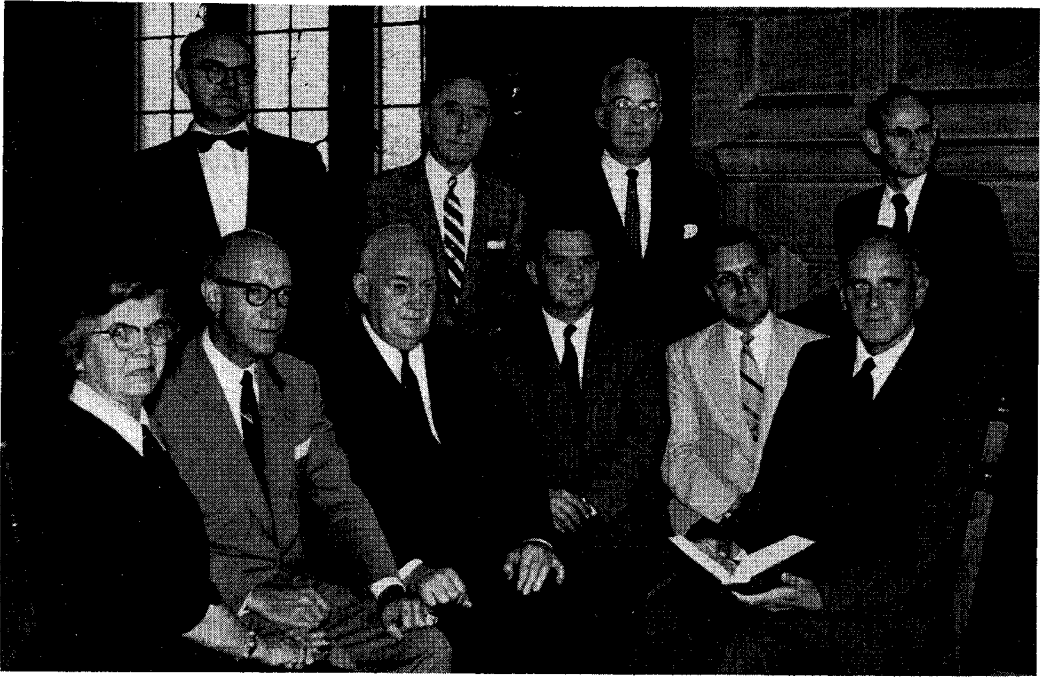
The law school is adequately housed in a separate brick building at the very east end of the Marquette campus at the corner of Wisconsin Avenue and North Eleventh Street in Milwaukee. Because the law school is within easy walking distance of city, state and federal courts, students have an opportunity for visitation.

Housed within the law school building is an excellent research library which very

adequately meets the needs of law students and faculty. Yearly acquisitions have brought the total volume of books to the point where a library addition will probably have to be made by the end of the next five years.

In the past the law school has had somewhat of a problem in providing fully adequate housing for resident students. With the opening in the Fall of 1957 of the completely new Walter Schroeder Residence Hall for men, a major step has been taken to afford good housing for law students. A group of rooms have been set aside for the use of law school registrants who come from without the Milwaukee area.

Marquette Law School has been most conscious of a responsibility to serve the Bar and the community in which it is located. During the last four years increased emphasis has been placed upon a Continuing Legal Education program. Each semester several courses offer attorneys and others professionally qualified an opportunity to supplement their previous training and daily experience with study in specialized fields. As an example the following subjects have been presented: Casualty Claims, Insurance, Workmen's Compensation, Estate Planning, Personal Injury Workshop, Medical Aspects of Claims, Trade Names and Trademarks, Multiple Taxation of Interstate Sales, Patent Law, Accounting for Lawyers and Corporation Workshop. Most of the Continuing Legal Education program has been presented in the late afternoon and early evening. One most successful endeavor in the field of Trade Regulations and the Robinson-Patman Act was carried on throughout the year in one day a week sessions which met from eight to ten o'clock in the morn-



Marquette University Law School Faculty. From left to right, front row: Agnes Kendergan, Librarian, Honorable Herbert Steffes, Honorable Francis Swietlik, Professor Ray Aiken, Professor James Ghiardi, Dean Reynolds Seitz. From left to right, rear row: Professor Leo Leary, Professor Francis Darnieder, Harold Hallows, Professor Calvin Corman. Not pictured are Kenneth Luce, Nathanael Lemke, Thomas Davitt, S.J. and James Orford, S.J.

ing. This program had particular appeal to house counsel.

From time to time the law school brings to the campus lecturers of outstanding reputation in the legal field. The Spring Law Banquet, held each year to honor the senior class, always furnishes the occasion for bringing such an individual to the law school. A particularly fine example of the law school's effort to serve the profession and community was the program devoted to "Problems of the Fifth Amendment in Modern Times" which was presented in late 1955. Three individuals of national renown representing different viewpoints spoke before an audience of 1500 people.

Of unusual significance was the part of the discussion devoted to the moral aspect of fifth amendment problems.

The Marquette Law Review has served the profession for forty-one years. Published four times a year the magazine carries articles written by leaders of the Bench and Bar. Each leading article discusses at length a significant legal problem. An important part of the Review presents qualified student comment and analysis of recent important cases. Work on the Review is done under competent faculty supervision.

During the year 1958 Marquette Law School plans to celebrate properly the completion of its first fifty years of service. The

law school has already begun to think of the role which it should play during the second half-century of its operations. In so thinking it is guided by the persuasive appeal of Edward J. Drummond, S.J., Academic Vice President of Marquette. Speaking in 1956 at the opening ceremonies of the year-long celebration of the Seventy-Fifth Anniversary of Marquette University, Father Drummond said: "A university's first concern is with truth. Not that a university believes knowledge of itself will make men good; rather a university's commitment to develop and communicate what is known is the specific sign distinguishing its work and marking it off. Why this concern and commitment? Because knowledge benefits man, because it is better than ignorance. More than that, because the work

of a university properly done assists man to see more clearly that which is good, choose it more freely and avoid being fooled in choosing something less than reality.

"Marquette University, as she steadily and eagerly pursues the whole truth, can help all its members — those inside the university as well as the communities it serves — to know and to be free. This is a great thing not only because it aids them to know and thus to maintain their freedom, the greatest human good, but because in assisting them to see reality steadily the university is ultimately aiding them to see and to accept freely the greatest good, the *Summum Bonum* which is God."

The Marquette University Law School has indeed a continuing vital role to play in the "pursuit of truth to make men free."