This year marks the Centennial of the University of Chicago. This is a great event in the history of our University and, indeed, in the history of American education. It is also a great event in the history of our Law School, for the single most distinctive feature of the University of Chicago Law School is that it is, in every sense, a university school of law.

Although the Law School did not open its doors until a decade after the University, it was an essential part of President William Rainey Harper's original plan for the University, and it was the product of the same innovative spirit that so profoundly shaped the founding of the University itself. As early as 1892, Harper expressed the view that the University's Law School should turn out graduates who would assume major positions of responsibility in society. As one of Harper's advisers explained, "It should be the object of the University of Chicago to give such students a training that will enable them to become leaders of the bar and ornaments of the bench, inspiring teachers, scientific writers and wise reformers, rather than to produce the greatest possible output of eager youths, quick to pick up professional technicalities and careless of aught beyond professional emolument." The object was to create a new kind of law school, professional in purpose but with a broader outlook than was then prevalent in American legal education. The aspirations of the new school were set by Harper's vision of legal education in a university setting: "A University School of Law is far more than a training institute for admission to the bar. It implies a scientific knowledge of law and of legal and juristic methods. But these are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy—the whole field of man as a social being."

Building on this conception, the initial curriculum of the Law School included not only such standard offerings as torts, agency, property, pleading and persons, but also such innovative courses as international law, Roman law, legal ethics, principles of legislation and comparative jurisprudence. In the years since, Harper's philosophy has remained a guiding light of the Law School. It is evident in a series of important developments in legal education and legal thought in which the Law School has played a central role, including the growth of administrative law, legislation and comparative law as recognized fields of legal study, the introduction of economics and accounting into the curriculum, the extension of legal research from a narrow concern with the rules of law to empirically oriented investigations of the legal system, and the appointment of members of the law faculty from disciplines outside the law.
Among the many significant events one might note in tracing the Law School’s commitment to Harper’s vision are Professor Ernst Freund’s publication of *Cases on Administrative Law* in 1911; the addition to the curriculum of courses on accounting and comparative law in 1928; the appointment of philosopher Mortimer Adler to the law faculty in 1931; Professor Henry Simons’ introduction of economic theory to the law faculty in 1933; the appointment of economist Aaron Director to the law faculty in 1948; the creation of the Comparative Law Research Center in 1949; the establishment of a program in Law and the Behavior Sciences in 1952; the publication of the first issue of the *Journal of Law and Economics* in 1958; the publication of *The American Jury* by Harry Kalven and Hans Zeisel in 1965; the establishment of the Center for Studies in Criminal Justice in 1965; the publication of the first issue of *The Journal of Legal Studies* in 1971; the publication of the first issue of *Crime and Justice* in 1979; the founding of the Legal History Program in 1982; the creation of the Law and Government Program in 1987; the appointment of political scientist Stephen Holmes to the law faculty in 1988; and the establishment of the Center for the Study of Constitutional and Legal Change in Eastern Europe in 1990.

This commitment to be a true university law school remains a central part of the Law School’s mission to this day. The D’Angelo Law Library is the only major law school library that is fully integrated into its broader university library system—a fact that causes endless consternation among those regulators who strive tirelessly to make all law schools fit the same model. Courses in the Law School are taught regularly by professors from other schools and departments within the University, including Gerry Rosenberg of the Department of Political Science, Paul Meier of Statistics, Margaret Rosenheim and Evelyn Brodkin of the School of Social Service Administration, and Sidney Davidson, Katherine Schipper and Dennis Carlton of the Graduate School of Business, to name just a few. Moreover, although the Law School curriculum remains centered on such core subjects as torts, property, criminal law, procedure, evidence, constitutional law and corporations, the Law School also has numerous offerings designed, in Harper’s words, to provide our students with “a clear comprehension of the historic forces of which [legal rules] are the product, and of the social environment with which they are in living contact.” These include such courses and seminars as courts as political institutions, law and science, contemporary legal theory, English legal history, workshop in legal theory, workshop in law and economics, history of the jury, Japanese law, jurisprudence, social welfare policies, women and the law, Blackstone’s Commentaries, history of criminal justice, the European Court of Justice, legal aspects of the Arab-Israeli conflict, the legislative process, Roman law, accounting, financial statement analysis, constitutionalism and individual rights in post-Communist Poland and Central Europe, law of the European Community, law and the mental health system, American law and the rhetoric of race, economic analysis of law, feminist approaches to legal issues, history of American law, and law and literature.

Under long-standing Law School policy, law students are also encouraged to take up to two courses in other parts of the University for credit in the Law School. Last year, almost 100 students exercised this option and further enhanced their understanding of “the whole field of man as a social being” by enrolling in such courses as education policy, youth gang policy, corporate finance, human developmental biology, cognition and politics, housing policy, managerial accounting, investment, and race relations. Finally, for those students willing to devote more than three years to an interdisciplinary graduate education, the Law School offers joint degree programs with the Department of History, the Graduate School of Business, the Committee on International Relations, the Department of Economics and the Irving B. Harris Graduate School of Public Policy Studies.

This is, indeed, a true “University School of Law.” For all of us associated with the University of Chicago Law School, the University’s Centennial is a joyous cause for celebration.

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