hundred and thirty. The Gothic style of the original quadrangles mingles with the work of such modern architects as Frank Lloyd Wright, Eero Saarinen, Edward Durrell Stone, and Ludwig Mies van der Rohe. The Laird Bell Law Quadrangle, designed by Eero Saarinen and completed in 1960, is a striking feature of the newer part of the campus growing along the south side of the Midway.

The City of Chicago and the University have grown together, enriched each other, and shared common resources and challenges. Students at the University soon become familiar with the city's distinguished cultural resources: the Chicago Symphony, the Art Institute, the Lyric Opera, the theaters, galleries, museums, and concert halls. The University is an important focus of intellectual life for the city, and a continuing program of concerts, lectures, exhibits, conferences, and other attractions draws visitors to the campus from the entire metropolitan region. University scholars of many kinds make constant use of the city's resources. At the same time, many of these same scholars are employed in solving some of the city's most fundamental problems and are sought as authorities and leaders in a variety of civic enterprises.

THE LAW SCHOOL

A school of law and jurisprudence was contemplated in the original plan for the University of Chicago. It was President Harper's view that the school should be more than a training institution for admission to the bar. An education in law, he said, "implies a scientific knowledge of law and of legal and juristic methods. 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."

President Harper's plan was approved by the Trustees in 1902, and the Law School was opened in October of that year. The cornerstone for the first law building, made possible by a gift from John D. Rockefeller, was laid by President Theodore Roosevelt on April 2, 1903. The goal of the School, as stated in the first Announcements, was "to afford adequate preparation for the practice of law as a profession in any jurisdiction in which the common law prevails, and to cultivate and encourage the scientific study of systematic and comparative jurisprudence, legal history, and principles of legislation."

Harper's broad view of legal education and the aims of the first faculty have animated the program and spirit of the Law School down to the present day. In its professional curriculum the School seeks to impart the systematic knowledge of traditional and modern fields of the law and the intellectual discipline that are a necessary foundation for the practice of law with distinction. At the same time it recognizes that professional education in the law must train men for diverse and
unpredictable roles as lawyers, not only in the practice of law but as public serv-
ants, civic leaders, in business life, and as teachers and scholars. Accordingly, it
places a high value on intellectual breadth in legal studies, including knowledge of
the history, principles, and purposes of legal institutions and the operation of these
institutions in the modern world. The School has adhered to Harper’s conviction
that it was not to be an institution that had a merely nominal connection with the
University and was not to be separated either by location or by spirit from the
University at large. The conviction is reflected in diverse ways: in the variety of
courses and seminars taught, in the membership on the faculty of professional econ-
omists and other social scientists, the participation of scholars from other branches
of the University in the instructional program, in its research interests, and in the
active interest which students in the Law School take in the life of the University.
Thus, while the School has a strong professional emphasis, maintaining close ties
with the practicing bar, the bench, and institutions concerned with law reform, it
remains an organic part of the University, embodying the spirit and purpose of
University life and, in turn, contributing to that life.

The usual, although not exclusive, form of instruction in the Law School is the
case method. Emphasis is also placed on individual instruction through a tutorial
program in the first year and through seminars and supervised independent study
in the second and third years. The program of the first year is prescribed and pro-
vides all students with a common foundation in the basic legal subjects. The pro-
gram of the second and third years is elective. The total student body numbers about
450, including approximately 25 graduate students each year, and is deliberately
kept rather small to maximize the opportunities for close contact with the faculty
and for individual or small-class study in the second and third years.

PREPARATION FOR LAW STUDY

The Law School does not require that applicants for admission present college
credit in any specified subjects. An excellent general education is thought more
important for the student of law than specialized study in fields closely related to the
law. Ideally such an education should include some study of history and of the social
sciences, while not neglecting literature, philosophy, or other humane fields. It
should serve to develop the capacity for logical precision; demonstrated competence
in mathematics or the physical sciences is to be valued for this among other reasons.
Increasingly a mastery of some foreign language is useful in the study of law as the
ability to learn about other legal systems becomes more important to our society.
But, just as there are many different roads to the acquisition of an inquiring,
disciplined, cultivated mind, so there are different ways in which a student may
acquire a valuable foundation for the study of law. Perhaps of greatest importance
is that the student should have acquired habits of precision, fluency, and economy
in speaking and writing.