THE FIRST 100 YEARS

THE CENTENNIAL HISTORY OF LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW

Written by

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LOYOLA UNIVERSITY CHICAGO

SCHOOL of LAW

A proud heritage...an ambitious future
Introduction

This book is not truly a history of Loyola’s law school. The real history of the school is the people—the women and men who, as students and faculty and graduates, give life to the law school community. Their stories—individual, personal, unique—are not conveyed in this volume. They exist in the anecdotes, even the legends, that get told and retold whenever and wherever those individuals gather to reminisce about their days at the law school.

This book, I expect, will trigger recollections and bring back memories of the ever-exciting and ever-challenging life at the school. It will, I hope, draw the law school community even closer together.

The law school’s story over the past century is engaging, filled with interesting and significant people, events, activities, and adventures. All of us in the law school community have been a part of that story and have contributed to its fascinating mosaic. We all look forward to helping take the law school into its next century.

Thomas M. Haney
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On a cold day in 1906, five remarkable Chicago lawyers took the initiative to propose to Loyola’s predecessor, St. Ignatius College, that it establish a law department—thus setting in motion the process that led to the creation of what today is Loyola University Chicago School of Law.

Those five lawyers—William Dillon, Michael V. Kannally, Judge Marcus Kavanagh, Patrick H. O’Donnell, and Howard O. Sprogle—wrote to Henry J. Dumbach, S.J., president of St. Ignatius College, on January 13 to urge the creation of the law school. In part, that letter stated:

We, the undersigned, after considerable reflection on the matter, beg leave to request you and the trustees of St. Ignatius College, to consider the advisability of opening a law department in connection with St. Ignatius College.

We are of the opinion that a law school, conducted under the auspices of a Catholic college or university, and situated in Chicago, the great metropolis of the middle west, would succeed.

The undersigned desire to offer their services in the organization of the proposed law school, in case you wish to accept them. Whatever we can do, we shall do cheerfully and willingly, in the hope that a law school worthy of the city, and worthy of St. Ignatius College, may be established in the City of Chicago.

The letter emphasizes at least two themes that run through the entire history of Loyola’s law school: the placing of the law school under Catholic patronage and the school’s location in Chicago, “the great metropolis of the middle west.” Certainly the student body would not be composed exclusively of Catholics; in fact, not all of the men involved in the founding and initial operation of the school were Catholic. But the Catholic identity of the school was a paramount concern to the founders.

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A school born of persistence

The administration of St. Ignatius College was soon persuaded that a law school would fit nicely into its expansion plans. Alumni of the college expressed great enthusiasm for the idea at their annual banquet in 1906, when the proposal was first publicly disclosed.

The five founders had written in their original letter: “We would beg leave to suggest that steps be taken immediately to organize the school, as it is very desirable to open it next Fall, and several months of painstaking work will be necessary to secure the faculty, to advertise the school properly, and to make all necessary arrangements, so that the school may be successful from the very beginning.” Unfortunately, approval did not come in time to permit classes to begin in the fall of 1906, as the Dillon group had hoped.

The alumni of the college lobbied intensively for the proposal to form a Department of Law. These graduates were convinced, prophetically, that the law school would be the first of a number of “graduate schools in the…learned professions” to be established at St. Ignatius College.

By early 1907, these efforts had begun to bear fruit. Dillon, Arnold D. McMahon, and Judge Edward F. Dunne (the former mayor of Chicago and later governor of Illinois), among others, met at the college to make plans for the new school.

On May 18, 1908, the organization of the school was completed at “an informal dinner” hosted by the St. Ignatius faculty at Vogelsang’s, a popular German restaurant at Madison and LaSalle streets in downtown Chicago. The new president

Alexander Burrowes, S.J., the president of St. Ignatius College who enthusiastically oversaw the opening of the law school.
doors open at loop location

Classes began on Monday, September 14, 1908. The school was located in a building known as the Ashland Block at Clark and Randolph streets in Chicago’s Loop. This was a prestigious address for many lawyers of the day, including Dean Dillon, Kavanagh, and O’Donnell. The building, designed by the influential Chicago architecture firm of Burnham and Root, was located across the street from the Cook County Courthouse and City Hall. The law school occupied nearly all of the 12th floor of that building.

A key purpose of establishing the school was to fill a gap in Chicago legal education for working people—a goal that continued throughout the school’s history. As McMahon wrote:

"It will be the aim of the Lincoln College of Law to afford to those who must support themselves while preparing for the profession an opportunity to obtain a thorough training in all branches of the law. To this end it has been determined to hold the class sessions in the evening from 6:30 to 9:00 p.m. The classes will be conducted by men actively engaged in the profession, who have been chosen with great care from the leading practitioners of the Chicago bar."

So the law school began its existence solely as an evening school, with a mostly adjunct faculty drawn from the practicing bar.

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Chicago in 1900 was a bustling, vibrant city, with a diverse population settling into enclaves scattered throughout the city. Indeed, it was the fastest growing city in America the last three decades of the 19th century and into the 20th, and the second city to reach a population of 1.6 million (giving rise to the nickname “the Second City”). The population explosion was fueled by immigration, primarily from Europe from the end of the Civil War until the end of World War I, and the later migration of blacks from the South, mainly beginning in 1910.

Meanwhile, the city’s legal community in the early 20th century was a picture of order slowly emerging out of chaos. For decades, unlicensed men had been representing clients as attorneys, many with little formal education. Even though women were admitted to the state bar in 1872, the number of women in the profession remained very small.

Shortly before the close of the 19th century, the state adopted a rule mandating that new attorneys be admitted to practice only after three years of secondary education and successful completion of a written examination. Despite these new requirements, the number of attorneys practicing in Chicago continued to rise rapidly, exceeding 4,000 by 1900 and nearly 5,000 just three years later.

Law schools, like the lawyers, were essentially unregulated at that time. A large number of law schools, mostly unaffiliated with any academic institution, sprouted up, but the quality they offered varied greatly. Many in the legal profession were rightly concerned about the services that their graduates could offer to an unsuspecting public. Other lawyers, however, based their opposition to new law schools on a dislike of working-class and/or ethnic individuals entering the legal profession.

Chicago was thus ripe for a new Jesuit-affiliated law school focused on an urban population.

Founding fathers distinguished in range of activities

The five men whose tenacity and vision established Loyola’s School of Law brought a diverse range of experiences and interests to the new venture. In addition to succeeding at the private- and public-sector practice of law and on the bench, members of this group had turned their hands at various times to journalism, ranching, and the military, among other endeavors.

The first dean, William Dillon, was American-born but had been taken back to his parents’ Ireland, where he became a barrister in both Ireland and England. He returned to the land of his birth as a young man. After several years in Colorado, where he lived on a ranch and later practiced law, he moved to Chicago. At the invitation of the Catholic Archbishop of Chicago, he became the editor of a local Catholic newspaper, The New World, a position that he held for eight years before returning to the full-time practice of law and then the deanship at Loyola.

Patrick H. O’Donnell, a graduate of Georgetown, was admitted to the bar in 1895. He was a practicing lawyer, “one of the most widely known and eloquent members of the Chicago bar.” He was said to have been one of the first to advocate the establishment of a Department of Law by
William Dillon was memorialized by the Chicago Bar Record as a "fearless and courageous advocate, a sound logician, a learned lawyer, a genial personality" and "always a tireless student of history and government, as well as the law…known widely as a master of Latin and Greek, a profound scholar."

St. Ignatius College and that he "worked earnestly and persistently to make the school a success." He recruited others, including his partner Marcus Kavanagh, to join him in promoting the proposed law school.

Judge Marcus Kavanagh had been born in Des Moines, Iowa in 1859 and held an LLB degree from Iowa State University. He practiced in Des Moines, where he was elected twice as city attorney (the first time at age 21) and later served for three years as a district judge in the state courts. He moved to Chicago in 1889 and practiced law in the firm that became Gibbons, Kavanagh & O’Donnell. In 1898 he was appointed to fill a vacancy on the Superior Court and was later reelected to that office several times; he served on that court for 37 years, until the end of 1935. During the Spanish-American War, Kavanagh enlisted and was elected colonel of the 7th Illinois Volunteer Infantry (National Guard). In 1923, he was appointed by the American Bar Association (ABA), with two other lawyers, to make a study and report on European legal procedure. He was later invited to address a committee of the British House of Commons, which was considering the abolition of capital punishment.

Michael V. Kannally, an 1894 graduate of St. Ignatius College, was admitted to the bar in 1910 and became a member of the law firm of Burton & Kannally. It was said that he "contributed much valuable aid and [gave] largely of his time in the formation and organization" of the proposed law school.

Howard O. Sprogle had been born in Franklin, Pennsylvania, in 1855. He was a member of the first class at St. Ignatius College in 1878 and studied law at the University of Pennsylvania. He practiced law in Colorado (for three years as assistant district attorney in Denver) and Virginia. He came to Chicago by 1890, where he was an assistant state’s attorney of Cook County from 1896 to 1903. In 1907 he became an attorney for the Civil Service Commission, a position he held for most of the rest of his life. In his earlier life, he had also been a journalist with the Philadelphia Press and later with the Chicago Evening Post. He died in Chicago in 1917.
"The class sessions of the Law Department are held in the evening... thus making it possible for young men employed in law offices to unite THE ADVANTAGES OF A REGULAR, SCIENTIFIC COURSE IN THE LAW under experienced instructors with the practical training afforded by their daily work."

—Early Loyola law school catalog
Thirty students, all men, enrolled for the first session of the new law school in the fall of 1908. Some of these students had been given advanced standing, having begun their study of law at other institutions. Regular courses were scheduled from Monday through Thursday evenings.

A complete curriculum from the beginning

Since some of the students had been enrolled with advanced standing, a full curriculum had to be provided from the start. The school did not have the luxury of phasing in upper-level courses as first-year students moved into their second year.

The entire curriculum was required. There were no elective courses in law in the early years.

The first-year curriculum consisted of nine courses. The four most fundamental courses were Contracts, Torts, Crimes and Criminal Procedure, and Constitutional Law. (Interestingly, these courses extended over different durations, from 10–14 weeks each.) The other five first-year courses were Agency, Property, Bailments and Carriers, Persons and Domestic Relations, and Sales of Personalty.

The upper-level curriculum contained most basic law courses, with some unusual (in modern terms) additions such as Abstracts and Conveyancing, and Guaranty and Suretyship. Third-year students were to take a "lecture course" in Legal Ethics—a topic that has remained central to Loyola’s mission—for a total of eight hours, as well as a review course for "approximately (sic) 70 hours."

Central to the curriculum was a solid grounding in practice skills. The Practice Court program, described on page 27, was designed to provide all students with experience in a litigation-oriented practice of law. Thus the law school’s focus on advocacy was a key component of the curriculum from its earliest days.

The second annual dinner of the law school in 1910 (continued on page 21)
From the very beginning of the new Lincoln College of Law, there was an optional course outside the regular mix, one that was highly unusual for law schools of that era: Logic, Philosophy, and Sociology, taught by Edward J. Gleeson, S.J.

The course was designed for “college graduates, advanced and special students and professional gentlemen,” although “other gentlemen, though not college graduates nor law students, are admitted to the class if their tastes and previous attainments qualify them to profit by it.” Father Gleeson offered his course on Friday evening, and a majority of the early law students elected to take it, thus committing themselves to classes for five nights a week.

The course was fundamentally a philosophy class with an admixture of sociology—all from a distinctly Catholic perspective. For example, the 1909–10 catalog mentions “Properties [of marriage]: Unity and Indissolubility; hence divorce impossible by human authority” and “Civil authority in the abstract from God; hence the absurdity of the Social Contract of Rousseau.”

The teaching of the course was later assumed by Frederic J. Siedenburg, S.J., who still later was joined by Patrick A. Mullens, S.J., the University-appointed regent of the Department of Law. The course shifted into a two-year sequence, with sections on issues such as “the woman problem,” which included “[W]oman’s place in society—Suffrage and reform. Woman in industry and domestic service.” There were also lectures on moral philosophy and on legal ethics. The course disappeared from the law school catalog in the early 1920s.

After the formation of the University, the Lincoln College of Law became the Department of Law of Loyola.

Contracts and Agency in the first-year curriculum, as well as Damages in the second-year curriculum, for a total of as many as 10 hours a week; he was also the teacher of the review course for third-year students. His mix of courses, like that of Dean Dillon, changed over the years.

### The Monday evening lectures

The Monday evening lectures were a fixed part of the law school’s program in the early years. A regular schedule of the lectures was published at the beginning of each term. The school attracted very prominent members of the bar and bench to lecture on a variety of subjects, supplementing the students’ regular classroom education.

During the school’s first year, the winter/spring 1909 lecture program included presentations by Justice Orrin N. Carter of the Illinois Supreme Court on the jury system; Chief Judge Harry Olson of the Municipal Court on civil and criminal practice in that court and on preparation for trial in criminal cases; and Edward F. Dunne, the former mayor of the City of Chicago (and later governor of the State of Illinois) who had been involved in the school’s founding, on habeas corpus.

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Advantages of part-time legal education at Loyola

The officially articulated aim of the law school was “to give its students a thorough training, both theoretical and practical, in all branches of the law.” The 1909–10 Bulletin of the Department of Law describes the specific “advantages” of enrollment there: the evening hours enabled “young men” employed in law offices, as well as those “engaged in clerical and commercial positions,” to attend law school while continuing their current occupations; and the downtown location in Chicago (“the commercial and financial center of the West”) offered job opportunities, proximity to local and federal courts, and access to various libraries.

In addition, the Bulletin bragged, “The Department enjoys...the distinction of being the only evening law school in Chicago maintained and supported by a University. Members of the learned profession...are continually pointing out the desirability of having professional schools placed under the control of literary [sic] institutions....Worthy young men, whose circumstances do not permit them to give the entire day to the study of law, may here secure their professional training and receive their law degrees from a University of recognized standing.”
"The location of the [Law] Department in CHICAGO, THE COMMERCIAL AND FINANCIAL CENTER OF THE WEST, presents opportunities which are unequaled elsewhere."

—Early law school catalog
The students in the new law school may have been eager for their study of law, but it appears that not all of them exhibited the same degree of commitment. It soon became necessary to remind the students that the Practice Court was “a regular course of the Department” and that “regular and punctual attendance...is a prerequisite to graduation.” Strict attendance records were kept by the clerk of the court, and students missing without an excused absence would be charged with a demerit. Students were also reminded that “courtesy demands that they remain for the lectures delivered on Monday evenings; the lecturers are men of eminence in the profession and their kindness in aiding students should be reciprocated.”

Professor McMahon issued a statement that he “regret[ted] very much that he is obliged” to remind the students not to congregate in the halls of the building: the college leased only its specific rooms and shared the hallways with other tenants only for ingress and egress.

Complaint has been made by tenants and janitors that students run, shout and act in a boisterous and unbecoming manner in the halls, and even litter them after they have been cleaned; while the Secretary believes that all students of the College are gentlemen, and would not intentionally be guilty of such misbehavior, he can enter no denial of the charges so long as they continue to loiter in the hall....I sincerely hope that it will not be necessary to post another notice of this character....While it is not desired or intended to make any threats, because they are entirely unnecessary, or to be unduly severe in the treatment of the students, it is only fair to notify them that the College will summarily dismiss any student who persistsently ignores its rules or whose misconduct tends to bring criticism on the student body.

Students will be students, even when they are studying law, but having fun need not distract them from their serious academic pursuits. There is no record of any students being “summarily dismiss[ed]” from the school for infractions of the rules.

Developments in the first decade

The law school soon moved from the 12th to the sixth floor of the Ashland Block to accommodate the growing number of students. The catalog refers to “a commodious and quiet suite” for the school. By the second year of the school’s operation, student enrollment had grown to 60, and by 1911 it was 95.

Since many of the original students had entered with advanced standing, the first graduates of the new law school received their law degrees in 1910. When the school’s enrollment jumped to 115 for the 1914 class, Henry S. Spalding, S.J., the university-appointed regent for the
law school, helped the school expand into even larger quarters on the sixth floor of the Ashland Block.

Dean Dillon retired in 1916 and returned to Colorado. Arnold Damen McMahon, who had been involved in the formation of the school and had served as its secretary and registrar since it opened in 1908, was appointed acting dean by the president of the University, John B. Furay, S.J. Named for Arnold Damen, S.J., the founder of St. Ignatius College, where he got his undergraduate degree, McMahon had received his law degree from the Union College of Law. He was later named dean, a position that he held until 1925.

World War I and the end of the first decade

The school remained open during World War I, although enrollment fell off sharply. At the June 1918 graduation, two of the 16 graduates were footnoted as being “in service.” The class roster for 1918–19 indicates that about a third of the enrolled students were also in service. There were only 11 graduates in 1919, although the “in service” designation was dropped.

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When the 1920s opened, the law school was regaining enrollment after World War I. The decade saw a remarkable transformation of the school: the establishment of a day division, an expanded full-time faculty, new facilities, a graduate studies program, and significant diversity in the student body. These developments were inspired by Frederic J. Siedenburg, S.J., who was appointed regent of the school by the University president in 1921.

A full-time day division with a three-year course of study was established in 1921, and the evening division course was expanded to four years. The “morning school” met five days a week from 9 a.m. to noon, with three successive one-hour classes each day. The “evening school” continued to meet four nights a week for a total of 10 class hours.

The law school was changed in the 1920s by a significant diversification of the student body. For the first time, the law school was positioned to embrace gender and ethnic diversity. Women were admitted, as were students from minority groups.

It took some time before the law school achieved the number of graduates that it had prior to World War I. In 1923, 16 LLB degrees were awarded, the same as in 1916. The number of law degrees thereafter rose steadily for several years, reaching 52 in 1928. In subsequent years the number was lower, probably a result of the Depression as well as intensified faculty scrutiny of student achievement and a willingness to dismiss students who were not performing well academically. By 1930, the law school was awarding degrees not only at a commencement in June but also in August and February; the mid-year graduation continued until the school closed for World War II.

In 1924 the law school began to award two different law degrees: the Juris Doctor (JD) and the Bachelor of Laws (LLB). The former was awarded to those graduates who already held an undergraduate degree, whereas the latter was given to those who entered law school after the requisite number of years in college without having received a degree.
In 1923 and again in 1925, additional rooms were acquired in the Ashland Block as the student body increased. By then, the school controlled five large classrooms, five executive offices, and a completely equipped law library of some 6,000 volumes.

In 1924, the law school was admitted to membership in the Association of American Law Schools (AALS).

In 1925, the ABA placed Loyola’s law school on its list of approved law schools. The ABA had begun to approve law schools only in 1923, following the adoption of Standards for Legal Education by the ABA in 1921. Those standards included a minimum of two years of study in a college before entrance to law school and a three-year program of full-time law study leading to the law degree. Loyola had adopted those requirements.

One perennially contentious issue for the ABA was the status of “mixed” or dual-division law schools—those that offered both full-time and part-time legal education. The ABA had legitimate concerns about the quality of some evening law schools, although many of its members demonstrated an elitist idea that would preclude from law school those individuals who needed to hold full-time employment. These ABA discussions continued to implicate Loyola and other Jesuit law schools. The first list of approved law schools in 1923 included 39 schools, all of which were full-time single-division schools. In 1924, six additional law schools were approved; of this group, three were part of Catholic universities (all Jesuit sponsored): Creighton, Georgetown, and St. Louis. The 1925 list comprised 14 additional law schools. In this group were five more Catholic institutions, including two with Jesuit affiliations: Loyola University of Chicago and Marquette.

By the spring of 1926, the ABA and AALS had been able to sort out their differing approaches to the supervision of law schools, and in that year they produced a list of 62 law schools, all of which met the standards of both organizations. Of that group, 56 were “high-entrance, full-time” schools, and six were “mixed” schools with separate full-time and part-time divisions; among the latter was Loyola. At that time, there were 108 additional law schools in the United States that did not appear on that combined list.

By the early part of the decade Loyola had three full-time faculty members in addition to Dean Arnold D. McMahon: John V. McCormick, Francis J. Rooney, and Sherman Steele. These men were to devote a major part of their professional lives to Loyola. Professor McCormick would serve as dean from 1925–37 and later return as a part-time teacher until the mid-1960s; Professor Rooney would remain at Loyola into the mid-1950s, serving as assistant dean and as law librarian and keeping the school operating through most of World War II.

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War II; and Professor Steele taught until the school closed for World War II, publishing a casebook on equity jurisprudence in 1927.

In 1925, the Law School Alumni Association began as a separate unit of the University’s general alumni association. It was organized to provide a structure to link Loyola’s law graduates to each other and to the law school.

Dean McMahon resigned to enter the practice of law and was replaced in 1925 by Professor McCormick. McCormick, a graduate of the University of Wisconsin with a JD degree from the University of Chicago, was in the private practice of law until he joined the faculty in 1924.

A few years later, Dean McCormick recruited John Cushing Fitzgerald, a recent graduate of Harvard Law School, to join the full-time faculty of the law school. Professor Fitzgerald would turn out to be a pivotal figure in the subsequent history of the law school, spanning 30 years in which he became dean and led the school through the turmoil of World War II and into the modern era.

In the 1926–27 school year, the law school moved out of its original home in the Ashland Block, relocating to 28 North Franklin Street, where it shared the building with Loyola’s downtown Liberal Arts and Social Service schools, the Graduate School, and the School of Commerce. The law school used the facility every morning and several nights a week.

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The law school began its life with only two full-time faculty members, Dean William Dillon (who himself kept his hand in legal practice) and Professor Arnold McMahon. The rest of the faculty consisted of adjunct professors, originally designated “lecturers.” These practitioners, both lawyers and judges, taught the great bulk of the courses offered; it was not until the 1920s that another full-time faculty member was hired. At no time in the law school’s history has it been without part-time faculty. Some adjuncts maintain an unusually long-term relationship with the school. One of the most notable of the latter was Joseph F. Elward (LLB ’15), who taught Property from 1917–43, when the school began closing for World War II. Minutes of faculty meetings through the 1920s and ’30s consistently record his presence and his active involvement in school affairs.

Adjunct faculty continue to be a vital part of the law school, and their loyalty is exemplified in the person of William X. Elward (JD ’93)—the grandson of Joseph F. Elward—who has taught Evidence and Trial Practice at the law school since shortly after his graduation. In 2008, William X. Elward was honored with Loyola’s St. Robert Bellarmine Award.
In the same year, the law school began admitting lawyers to a graduate program leading to a Master of Laws (LLM) degree. Most of the students who enrolled held law degrees from Chicago-area law schools, including Notre Dame. The law school also awarded a Juris Utriusque Doctor (JUD) degree, a classical doctoral degree; the curriculum included courses in Roman and international law.

The graduate students offered Loyola a distinct opportunity for diversity; the degree recipients included a number of women and minorities. In 1927 and 1928, the first two years of the program, the law school awarded 10 LLM degrees each, with three JUD degrees also awarded in 1927. The number of LLM recipients dwindled thereafter, again probably due to the Depression. In 1933, only one was awarded, and that was the last. It would be more than a half a century until the law school again offered a graduate degree in law.

Assessing student achievement

Student achievement became a significant subject of discussion in this era. It was no longer sufficient to offer a program to students with full-time employment elsewhere who were looking to improve their circumstances. The ABA and the AALS had begun their efforts to improve the state of legal education, and the bar examiners in the states began to play an active role in ensuring the quality of lawyers who served the public.

In the early years of the century, a college degree was not a prerequisite for admission to most law schools, and Loyola was no exception. Students were chosen on their perceived ability to complete the program successfully. Encouraged by Father Siedenburg, the faculty endeavored to improve the quality of the law school’s program and its students. Admissions standards were strengthened in the early 1920s by requiring that entering students complete two years of college study prior to entering law school. Later, in the fall of 1936, that requirement would be raised to three years.

As early as 1927, an African American woman had received a degree from the law school. Edith S. Sampson was the first woman to earn a graduate degree at Loyola, and she was said to have been the first African American woman in the country to earn an LLM.

Sampson went on to other pioneering achievements. In 1947 she was appointed assistant state’s attorney in Cook County. Two years later, on a world tour with 26 prominent Americans, she was asked in India whether Negroes had equal rights in this country; her reply, “I would rather be a Negro in America than a citizen in any other land,” was said to have earned the praise of Supreme Court Justice William O. Douglas. As a result of this tour, President Truman appointed her as an alternate U.S. delegate to the United Nations (U.N.) in 1950, making her the first African American to officially represent the United States at the U.N. Under President Eisenhower, she was a member of the U.S. Commission for UNESCO. In 1961 and 1962, she became the first African American representative to NATO.

When Sampson was elected an associate judge of the Municipal Court of Cook County in 1962, she was said to be the first African American woman in the country to be elected judge. In 1966, she became an associate judge of the Circuit Court of Cook County, where she sat until she retired in 1978. She passed away in 1979.
Throughout the 1920s and ’30s, the faculty devoted most of its meetings to discussing individual applicants and students. Members of the part-time faculty usually joined these deliberations, given the limited number of full-time teachers. At the monthly meetings, either at the law school or at a Loop restaurant, the faculty pored over applicant and student files, continually assessing candidates’ and students’ progress and likelihood of graduation. The faculty did not hesitate to reject applicants or dismiss students who were not considered able.

At the same time, the faculty began to recognize those students who had distinguished themselves in their courses. In 1933, some recipients of both the JD and LLB degrees began to receive their degrees cum laude, denoting the achievement of at least a cumulative average of 90 or above, whereas an average of only 77 was normally required for graduation.

A changing curriculum

When McCormick assumed the deanship in 1925, the curriculum changed immediately. For first-year, full-time students, some of the basic courses were retained: Contracts, Torts, Criminal Law (known as Crimes until then), et al. Some previous courses disappeared completely (Elementary Law and Logic and Public Speaking, for example), and another moved into the upper-level curriculum. In their place were Real

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Property, Personal Property, and Common-Law Pleading. The upper-level curriculum was enriched with a variety of new courses, including Labor Law, Mortgages, Rights in Land, Future Interests, Quasi-Contracts, and others.

Dean McCormick also expanded the opportunities available for law students to acquire their legal education. He began a Summer School program in 1926. He also instituted law classes in the afternoon in 1927, as well as those in the morning and evening; this was another part-time program providing an alternative schedule for students.

While law school tuition had originally been $75 a year, it began the 1920s at $100 for the evening program; the new day program tuition was $140 a year. By 1925, tuition was $180 for the “morning school” and $130 for the evening. This gradually increased even further so that, by 1929, tuition was $240 for the day program and $180 for the evening.

This same tuition continued throughout the 1930s, despite the Depression, and lasted until the law school closed for World War II. Enrollment in the school peaked in the early 1930s. Aside from students in the graduate program, there were 319 students enrolled in 1931–32. By 1939–40, that number had dropped to 177. At least part of the decline was attributed to the three-year college requirement which had been adopted in 1935, as well as to the greater scrutiny of applicants and enrolled students that the faculty applied during this period.

In those days, students’ religious affiliations were asked on the school’s questionnaire, and the results were tabulated. In 1931, for example, 74 percent of the students were Catholic, 18 percent were Protestant, and 8 percent were Jewish. By 1940, those percentages were 67 percent, 30 percent, and 3 percent, respectively.

Students at this time developed both academic and social activities to enhance their formal legal education. In the mid-’30s, they began writing “Current Case Comments,” student notes on recent cases of significance. These “Comments,” as well as articles of broader scope, were published in the Law Corner section of Loyola Quarterly, a University publication. This provided students with the opportunity to research and publish legal commentary, and it provided practicing lawyers with information on recent judicial decisions. In 1936, a Student Legal Publications Board was formed to oversee these publications. “The Thirteen Club of Loyola” was an informal organization founded by 13 law students in 1922. In 1925, that organization became the Joseph McKenna Senate of Delta Theta Phi legal fraternity, which had been founded in 1913. A decade later, Phi Alpha Delta legal fraternity appeared at Loyola. This national organization, evolving from its predecessor Lambda Epsilon, had been founded in 1902. The Daniel Webster Chapter of the fraternity was organized at the Chicago College of Law, but in 1934–35 that chapter was transferred as a unit to Loyola.

A “Junior Bar Association” was established at Loyola in 1929 as a unit of the Illinois State Bar Association. In 1932 it was reorganized to be the Student Bar Association (SBA). For a while, there was also a Student Council at the law school, sharing student government responsibilities with the Junior Bar Association. The SBA soon became the sole student governing body and has continued to be so to the present day.

Professor Sherman Steele

The Thirteen Club of Loyola

First Foray into Health Law

Prefiguring the law school’s modern specializations in health law and trial practice, the school offered a special course in Medical Jurisprudence in 1937. The course was taught by William C. Woodward, a physician, member of the Illinois bar, and executive secretary of the American Medical Association’s bureau of legal medicine and legislation. Woodward’s course covered an introduction to anatomy, physiology, and pathology and discussed a broad range of medical topics. The importance of these subjects for lawyers was stressed in the promotional marketing:

Personal injuries, diseases, sexual acts, and defective mental states, real and feigned, are more important in their legal relations today than ever before... More than ever before, it is necessary for the lawyer to have some understanding of medical and surgical matters so as to be able accurately to evaluate his client’s statement of his case, to arrange his medical evidence in a way that will bring the best results, and to catch instantly the drift of the expert evidence given by his own witnesses and by those for the other side so as to be able to lead it on or to combat.
Fitzgerald becomes dean, addresses challenges

McCormick stepped down as dean in 1937 when he was elected a judge of the Municipal Court. He was replaced by Professor Fitzgerald, said to be the youngest law dean in the country at age 34. McCormick was later elected to the Illinois Appellate Court, although he continued to teach part-time at the law school for decades.

Also in 1937, the full-time faculty was expanded with two new hires, bringing the total number to seven, supported by a number of part-time teachers. Both of the new hires were recent alumni of the law school: John Cornelius Hayes (JD ’37) and John J. Waldron (JD ’32). They would both eventually serve long careers at the law school and influence generations of law students.

The Illinois State Board of Law Examiners had begun to release bar applicants’ results on the bar examination to their law schools only in 1934. For the first time, schools had a factual basis for assessing their graduates’ performance. They thus had to begin to concern themselves directly with their own success in providing an appropriate legal education.

In 1937 the State Board released a tabulation of the cumulative results of the bar exam from July 1934 to March 1937. Loyola’s results were disappointing. Dean Fitzgerald
The law school’s diversity in the 1920s and ’30s is reflected in Chung-Yi Miao (JD ’27) (top), Kyu Hong Chyun (JD ’35, bottom left), and Venancio Frando (LLM ’28).

passed these figures on to Samuel K. Wilson, S.J., the University president. Wilson, in a somber reply, urged the law school to better control its applicants (“weed out undesirables” before they were admitted) and to improve its curriculum and teaching. He made his expectations clear: “I am sure that you will proceed to this vigorously and that within a year or two the results will be evident.”

Dean Fitzgerald and his faculty colleagues determined to transform the law school, building on the attention to academic quality they had pursued in recent years. They emphasized the history and the tradition of the legal profession. As was written about them for the law school’s Diamond Jubilee in 1984, “both by classroom teaching and personal example, they gave life and meaning to the social, moral and ethical values implicated in the practice of the law.”

The ABA’s focus on dual-division schools had not disappeared. In 1937, Dean Fitzgerald, who took a vigorous stance in defending Loyola and similarly situated dual-division schools, attended the annual ABA convention in Kansas City, Missouri. The chairman of the ABA Section of Legal Education had noted that year that he found night school particularly troubling. He “doubted that even a fine night school could produce the same results as full-time day school because of the lack of contact with its students and it would have, therefore, little influence on their professional pride and ethical standards. Part-time students also had the distractions of families, jobs, and finances.” The ABA’s ostensible concern about the quality of legal services provided to the public belied its continued elitism since, during the Great Depression, “jobs and finances” were indeed of great concern to many aspiring lawyers.

Dean Fitzgerald later noted that “urban evening law schools” were again (or still) in the sights of the organization. The problem, Fitzgerald told Wilson, “has not been settled,” and the “attitude of the [ABA] on this point is not clear.” He warned: “If the legal profession gives way to the pressure to limit the number of those engaged in the practice of Law the ‘urban evening law schools’ will very probably be the first point of attack.”

Back at home, Dean Fitzgerald continued his efforts to insure that Loyola’s academic program was as sound as possible and that its graduates were completely prepared to enter the practice as competent and ethical professionals. At the beginning of the 1938–39 school year, he was able to tell the University president that recent results on the Illinois bar examination were encouraging and that the faculty unanimously believed that the entering day division class that fall was “far superior in quality” to those of recent years. Over the next two years, Loyola graduates’ performance on the bar examination did increase substantially.
One problem Dean Fitzgerald was not able to resolve successfully was that of the law school’s facilities. The quarters in the Franklin Street building were inadequate. As early as July 1935, the law school’s regent, John P. Noonan, S.J., referred to this matter in a letter to the University president saying that “our physical set-up is very nearly the worst of all the Association [of American Law Schools] in the country.” Some improvements were made to the existing building for the law school, but no broader steps were taken. In early 1939, Fitzgerald made a plea to the University to rent space for the law school on the vacant third floor of the Morton Building at Washington and Wells streets. Even though the space was bargained down to 75 cents a square foot, the total annual expense for the space would be close to $15,000. As a result, the Board of Trustees rejected the proposal, and the law school continued to operate in its existing facilities.

The dawn of a new era

Hoping to prove the merits of a dual-division school to the ABA and driven by personal conviction, Dean Fitzgerald and his faculty adopted a rigorous curriculum, no longer local in focus, designed to assure that every Loyola law graduate would be prepared to practice with distinction in any jurisdiction “where the Anglo-American system of law is in effect.”

They instituted a comprehensive examination system that proved to be extremely demanding of the students. Each June, full-time students undertook more than 30 hours of examinations covering all of their course work for the year, and they received a single, comprehensive grade for that year. The system worked well; in time, as was noted for the school’s 75th anniversary, “the legal community came to recognize that a Loyola law degree really did mean something special.”

The new emphasis on student achievement prompted the law school to promote and recognize student scholarship. In 1938, two graduation awards were established. One, named the Chief Justice Roger G. Taney Scholarship Award, recognized the graduating senior who had achieved the highest cumulative average in the day division. The other, named the Chief Justice Edward D. White Scholarship Award, recognized the graduating senior who had achieved the highest cumulative average in the evening division. In 1940, the law school established the Judge John V. McCormick Scholarship Award, presented to the graduating senior who had attained the highest average in the day division during his or her first year.

The system of comprehensive exams was established in 1939. Unfortunately, it had little opportunity to mature into a Loyola tradition at that time. Storm clouds were already developing over Europe. The coming conflict was to have a profound impact on the law school.
The Brandeis Law Club Competition

From the start, Loyola committed itself to giving students both a solid academic grounding in the law and the opportunity to acquire practice skills—a tradition that continues today. The Practice Court, providing both trial and appellate experience for the students, had been an integral part of the law school from its founding.

In 1933, Professor (later Dean) John C. Fitzgerald, with the assistance of that year’s senior class, organized the Brandeis Law Club Competition to give students direct experience in researching, writing, and arguing appellate cases. In order to make the project as practical as possible, the administration of the program was turned over to the students themselves.

The competition was named after Justice Louis D. Brandeis of the U.S. Supreme Court, who had authorized the use of his name.

The program evolved over the next few years. In its final phase, a small group of students were organized into law clubs in their first year. Participation in the clubs continued for the students’ full law school education. Each club had a name—the Blackstone Club, the Butler Club, the Cardozo Club, the Frederic R. de Young Club, the Holmes Club, the Lord Holt Club, the Lord Reading Club, the Sherman Steele Club (named after the faculty member), and the Wilson Club.

Students competed within their own club initially, then eventually against other clubs. The final two clubs each year competed against each other at the final senior argument and were eligible to represent Loyola in the Illinois Moot Court Competition the following year (and later in the nationwide competition sponsored by the ABA).

Arguments took place throughout the first semester, with the final round of the competition in the spring. The judges of the competition were judges of the Illinois Supreme and Appellate Courts in the final round, as well as other judges and lawyers in all the preliminary rounds.

Reflecting mores of the times, the contemporary brochure from the competition’s final round, describing the program, speaks of the “men” who serve on the Brandeis board to supervise it and of the “men” in the various clubs. Yet Evelyn C. McIntyre was one of the two students on the winning Sherman Steele Club in 1935–36, and one of the students on the 1938–39 winning team was Eva M. Charles. So, even if not reflected in the official language of the time, women could and did participate fully in the program.

The success of McIntyre and Charles was all the more remarkable because of their partners. McIntyre’s partner was Ulysses Keys, one of the few African American students at that time. Charles’s partner was William Lamey, who would join the faculty and later become the dean of the law school.
Even before Pearl Harbor, the specter of another world war was looming large for the United States. Anti-war sentiments were prevalent in this country, and the popular press made European events seem far away. But public opinion began to acknowledge the serious nature of the conflicts in Europe and to swing toward this country’s taking steps to endure a foreign war. Congress passed the Selective Training and Service Act, which became law on September 16, 1940—establishing the country’s first peacetime draft. Men aged 21–35 were obliged to register; they might be called up for active duty for 12 months of training and service.

The new conscription law engendered considerable discussion at the law school in the 1940–41 school year. The overwhelming majority of Loyola’s law students, like those at other schools, were still male. By the end of that school year, Dean John C. Fitzgerald reported to the faculty that, at a meeting of some 20 law school deans with the president of the AALS, “the consensus of opinion was that law school enrollment would drop 50 percent and that there would be almost no incoming freshmen.”

Dean Fitzgerald also reported that the Illinois Selective Service Board had recommended to local boards that they defer all law students graduating in June 1941 until after the bar examination in September and that all senior law students of the Class of 1942 be deferred until after the March 1942 bar examination.

At the start of the 1941–42 school year, however, the impact of the war had become clear: total enrollment had fallen over 26 percent (from 152 to 112), and first-year enrollment had declined 31.5 percent (from 54 to 37). At another meeting two days later, the faculty agreed to study a proposal to forward the faculty’s copies of advance sheets, preliminary versions of significant judicial decisions, to Loyola’s graduates in military service to help maintain their legal knowledge in preparation for the eventual completion of their legal education.

The attack on Pearl Harbor on December 7, 1941, altered the situation dramatically. In June 1942, Dean Fitzgerald authored a note published in the Loyola Alumni News. In it, he thoughtfully outlined the impact of the war on the law school and carefully made the alumni aware of its implications for the future of the school:

Law, in a sense, is a substitute for war and this is reflected in the sharply diminishing student enrollment in the law schools of the United States....War will very probably reduce enrollment to a point where continuation of such support will not be justified when considered in relation to the few students to be benefitted thereby.

Dean John C. Fitzgerald: “The Law School will not...reduce standards in a futile attempt to blind itself to the fact that prospective law students are in an age bracket now relied upon by the Nation in its struggle for existence; it is a policy ultimately leads to the suspension of the Law School...it will be, in the midst of a world revolution, a mild sacrifice to principle.” (continued on page 52)
The Law School faculty and the University are determined not to deviate from those academic standards which are necessary to maintain the value of a Loyola Law degree.... If this policy ultimately leads to the suspension of the Law School for the duration of the war, it will be, in the midst of a world revolution, a mild sacrifice to principle.

The admission of new students was stopped after Pearl Harbor, but classes continued for those who were already enrolled. Faculty as well as students left to contribute to the war effort. Dean Fitzgerald became a member of the attorney general’s Alien Enemy Hearing Board as early as December 1941.

No new students were admitted for 1942 or thereafter. Professor Francis J. Rooney assumed responsibility for a large portion of the classroom teaching for the few students who remained. When those students graduated in June 1944, the law school suspended its operation, with no assurance that it would ever reopen.

The war in Europe ended in May 1945, the war in the Pacific not until August. As the war wound down, Dean Fitzgerald immediately began an effort to revive the law school. Disappointed that the school would not operate in the 1945–46 year, he wrote to James T. Hussey, S.J., the president of Loyola, on September 28, 1945:

Although little damage may have resulted from not reopening the school this September, not to reopen in February or at least to announce in the near future that classes will resume next September, would be subject to but one interpretation...Unnecessary delay from V-J Day on will be, of course, progressively damaging.

Fitzgerald went on to lobby the president not only for the reopening of the school but also for its appropriate funding, presumably recalling the inadequacy of the Franklin Street facility. He reminded the president of the unique quality of the legal education (continued from page 51)
that Loyola, unlike its competitors, provided: “an insight into those principles of jurisprudence which today are being put to the test on an international scale, principles which they are unlikely to encounter—except by facetious reference—in some of the competing institutions.”

The University acceded to his pleas, and the law school reopened in September 1946.

In the November 1946 Dean’s Report to the Alumni, Fitzgerald, who had resumed the deanship with the reopening of the law school, explicated the reasons for the reactivation of the school:

The most compelling reason for the reopening of the School may be stated very simply. There was persuasive evidence of the worthwhileness of reopening a school whose purpose is to provide a legal education based upon the principles of the natural law. The School has many objectives common to all worthy law schools; it has one objective common to few: to offer to students the opportunity of studying law in an institution whose every activity is guided by the natural law.

The concepts of limited State sovereignty and of inherent personal rights are not mere empty phrases to its faculty and its students. There is, fortunately, increasing recognition of today’s urgent need for law schools so guided…. The School intends by every effort to meet that challenge, for it believes that the ultimate sovereignty of God leads to freedom; that the ultimate sovereignty of man leads to slavery.

These words not only echoed the perennial discussion within the law school community about the purpose of a legal education within a Catholic-oriented university. They also had a particular resonance for an audience that had just survived years of war and sacrifice, brought about by totalitarian governments which extolled the sovereignty of a leader over moral principles. The enormity of the Holocaust was beginning to be fully comprehended as evidence from the death camps surfaced (and the horrors of the Soviet system were yet to be appreciated). Dean Fitzgerald’s words presumably had a powerful impact on their readers.
The school realizes that by recognition and application of the natural law to the positive civil law, human society can approach the ideal and objective order intended for all human beings. —Dean John C. Fitzgerald

John Cushing Fitzgerald was a remarkable man who shaped the destiny of Loyola’s law school throughout the middle of the 20th century. Born in Boston and educated at Boston College (AB ’25) and Harvard (LLB ’28), Fitzgerald was recruited to the Loyola law school faculty in 1929. He was to remain there for 30 years until he left in 1959 to become the deputy court administrator for Cook County, a position to which he was appointed by the Illinois Supreme Court. He served as dean from 1937–59, including leading the school during the tumultuous years of World War II.

During his tenure, he vigorously struggled to secure appropriate financing for the law school from the University, to continue to raise the academic quality of the program and the qualifications and achievements of the student body, and to defend dual-division law schools (those with both day and evening divisions) within the ABA.

In 1959, Dean Fitzgerald took a two-year leave of absence to be the deputy court administrator for Cook County; he resigned as dean and faculty member two years later. He remained in public service, becoming director of the Administrative Office of Illinois Courts in 1964. Later that year he was elected to the Circuit Court, a position he held until he retired in 1976. He passed away in 1991.
The law school reopened in September 1946, with great promise and expectation.

Initially students were admitted into only the first and second years of the day division, and into the first year of the evening division. This arrangement allowed for a more limited faculty and curriculum, a necessity given the short notice that Dean John C. Fitzgerald had for reestablishing the school. As those classes later advanced, the faculty and curriculum were expanded.

Through the efforts of Dean Fitzgerald, the prewar faculty was mostly reconstituted. Professors John C. Hayes, Francis J. Rooney, and John J. Waldron returned immediately. Sherman Steele had died during the war. Only James Howell chose not to return, electing to stay in practice. William L. Lamey (JD ’39) joined the faculty for the first time. Some of the part-time faculty, such as John A. Zvetina (JD ’24), also returned to teaching.

The law school was given a new home on the ninth floor in the Tower Court building at Michigan Avenue and Pearson Street, which had been constructed in 1927 for the Illinois Women’s Athletic Club. The building later became the home of the Illinois Club for Catholic Women (ICCW) but had been taken over by the Navy during the war. Frank J. Lewis, a local businessman, acquired the building, now renamed Lewis Towers, and gave the first nine floors of it to Loyola University, with the ICCW remaining on the upper floors.

In moving out of the Loop, the law school surrendered its easy access to law offices and the courts, but left behind the inadequate facilities in the Franklin Street building. At that time, Michigan Avenue was not the premier shopping street it was later to become, but the area was home to a few notable structures such as the historic Water Tower and not far from the wealthy area known as the Gold Coast.

(continued on page 61)
Plea for more resources

Throughout the period of the school’s revival, Dean Fitzgerald was continually concerned with the University providing sufficient resources. His prewar experience of the inadequate facilities in the Franklin Street building fueled his desire to avoid that situation now, although he acknowledged that, for several years before the war, the law school had run at a deficit, which the University had had to bear.

He pleaded his case to James T. Hussey, S.J., the University president, in a long letter in September 1945. His first argument concerned the students who chose to enroll: “Are they not entitled to what they seek: a sound preparation for a professional life; a preparation known to the community to be sound so that the doors of opportunity are—on the basis of the reputation of the school—opened gladly to them.... ”

His second argument raised the specter that professional regulatory bodies would increasingly focus in the direction of the quality of law schools and not on mere statistics. “A university today does not have an absolutely free choice between... a dynamic school, adequately equipped, happily founded on the unqualified moral support of its university, intimately aware of competitive needs... and, on the other hand, a lackadaisical enterprise casually complying with minimum standards of adequacy.”

Operations of the revived law school

Beginning its second life in 1946 with a limited faculty and a limited curriculum, the law school was inspected that fall by the AALS, which later commented on the high teaching load of the faculty: the average teacher taught almost 11 class hours a week; the “recommended load” was eight hours a week. Dean Fitzgerald noted this to the president of the University in his annual report in June 1947, making a clear but not explicit request for additional faculty positions.

The dean lamented in his report that the facilities in Lewis Towers were adequate “but naked.” He indicated his intention to raise funds from the alumni for decorations both religious and law-related: “May we not symbolize the legal traditions of ‘Bologna,
**THE POSTWAR CLASSES**

It is difficult, more than 60 years later, to appreciate the pent-up enthusiasm that men and women who had served in World War II brought back for civilian life. They sought to return to family and loved ones and to reestablish themselves in society. To many, the G.I. Bill offered the opportunity to pursue a career in law.

Loyola's newly reborn law school welcomed this group, many of whom had started their legal education before the war intervened. They threw themselves into their studies and, when they graduated, into the practice of law. The immediate postwar classes produced a remarkable number of graduates who excelled in their endeavors and who remained loyal to their law school throughout their careers.

In mentioning some of the graduates of that era, it is important to articulate that these individuals are representative of a much larger group of successful professionals. It is only the limitations of space that prevent mention here of even more of them.

**BERNARD J. BEAZLEY (LLB '40)** dropped out of high school to enlist in the Army. After the war, eager to finish his education but without a college degree, he applied to Loyola law school and was admitted. He eventually became general counsel and senior vice president of Dentsply International, and is a nationally known lawyer. Corboy was the first personal injury lawyer of younger lawyers who have gone on to become leading practitioners. He was awarded the law school’s Medal of Excellence in 1967.

**DONALD L. HOLLOWELL (JD '51)** was one of the preeminent civil rights lawyers in the South. He attended Lane College in Jackson, Tennessee, where he was class president and starting quarterback on the football team. During World War II, he rose to the rank of captain in a segregated army. After the war, Hollowell returned to college, graduated magna cum laude, and earned his Loyola JD. He moved to Atlanta, where he became a participant in the civil rights movement and was involved in two major cases in Georgia: the integration of Atlanta’s public schools and the integration of the University of Georgia. President Lyndon B. Johnson appointed Hollowell the first regional director of the new Equal Employment Opportunity Commission, where he remained for almost 20 years. In 1992, he gave the Dr. Martin Luther King, Jr. Lecture at the law school, speaking on “King and the Lawyers.” In that year, the Black Law Students Association launched an annual dinner for all African American alumni of the law school at which an award named in Hollowell’s honor is presented to a graduate. Hollowell was honored by the school with the Norman C. Amaker Award of Excellence in 2003. He passed away in 2004 at age 87.

**HENRY J. HYDE (JD ’49)** served in the Navy during World War II after earning an undergraduate degree from Georgetown University, where he played basketball on a 1943 Final Four team. He began his political career in 1967 when he was elected to the Illinois House of Representatives, where he served as Republican majority leader. From 1975–2007, he represented the northwest suburbs of Chicago in the U.S. House of Representatives, chairing the House Judiciary Committee and the House International Relations Committee. The former role placed him in the spotlight as he served as the lead House “manager” during the impeachment of President Clinton. Hyde received the law school’s Medal of Excellence in 1974. He also received the Presidential Medal of Freedom, the nation’s highest civilian honor. He passed away in 2007.

**HOWARD T. MARKET (LLB cum laude ’40)** served in the U.S. Army Air Forces during World War II as a test pilot, then as a lieutenant colonel in the new U.S. Air Force Reserve. He earned his undergraduate and law degrees at Loyola in an accelerated program.


**FRANK J. MCGARR (BA ’42, LLB ’50)** served on a destroyer in the Navy’s Pacific Fleet after earning his Loyola undergraduate degree. After the war, he taught English at Loyola while earning his law degree; he also served as administrative assistant to Loyola’s president until 1952. He joined the U.S. attorney’s office in Chicago in 1954, while he was teaching part-time at the law school. He served as first assistant U.S. attorney from 1955–58 and later as first assistant Illinois attorney general until he was appointed to the District Court in 1970. McGarr became chief judge of that court in 1981, later serving as senior judge. During his career, he was twice elected chairman of the Chicago Crime Commission and president of the Chicago chapter of the Federal Bar Association. He received the law school’s Medal of Excellence in 1964.
Paris, and Salamanca’ on our walls as well as impart them in the classrooms?”

Dean Fitzgerald noted the difficulty for the first-year students in “the absence of upperclassmen, from whom, under normal conditions, entering students learn proper attitudes, methods, and habits of work.” This problem would of course be rectified as additional classes were enrolled.

Dean Fitzgerald made one prediction in his report that turned out to be not quite accurate, although it presaged a development in legal education that Loyola would later embrace. He wrote: “[O]ne of the changes [in course content and teaching methodology] will be the termination of the traditional casebook system after the second year of work and the substitution therefor of a third year consisting principally of clinical and seminar work.” He was prophetic, since he was writing well before law schools began to experiment with legal clinics in the 1960s.

The initial class in 1946 was composed primarily of veterans who were returning to civilian life and their careers after the interruptions of the war. To accommodate this group, the law school offered an accelerated year-round program that made it possible for them to graduate in two years. Thus the first postwar class received their degrees in September 1948. It was not until 1950 that the largest graduating classes were again those in June.

Balancing academics with real-world experience

Dean Fitzgerald argued skillfully and ably to the University president in March 1946 that there was a great value in allowing faculty to consult in appropriate areas of law for limited periods of time. This would not be a reversion to a mainly part-time faculty; on the contrary, since the teacher’s “dominant interest and substantially all of his working time [would] be devoted to strictly law school activity...[It] moves us in the direction of improving full-time teaching activity.” (Underlining appears in original letter.) Dean Fitzgerald argued correctly: “Effective law school teaching today requires more than mere familiarity with available written materials; it requires some degree of continuing contact with law-operation.” Eloquently he concluded: “In brief, one of the major purposes of the development is to drag a legal cadaver into a law classroom...”

Tuition at the reopened school was set at $300 a year for the day school and $225 for the evening.

By the second year of the school’s operation, with the first student class moving into upper-level courses, James M. Forkins and James B. O’Shaughnessy joined the full-time faculty. Additional prewar part-time teachers such as former dean John V. McCormick also returned as their courses reentered the curriculum.
laboratory." Dean Fitzgerald was consistent in his desire for academic rigor with an appropriate measure of real-life exposure.

The faculty slowly expanded as the enrollment grew. By the late 1940s, Anne Leonard became the first woman to serve on the full-time faculty. With degrees from the University of Chicago, she was initially hired as a "special lecturer" on legal writing. Professor Leonard soon joined the regular full-time faculty, where she remained until 1955, teaching first-year courses in Legal Research and Public Law. In 1958, another woman, Mary Jane Lynch (later Mrs. John V. Coleman), joined the part-time faculty, also teaching Legal Research; she taught through the early 1960s, at which time women disappeared from the faculty list for the time being.

Consistent with the law school’s tradition of placing emphasis on advocacy skills, a “Litigation Clinic” was established. The clinic was not a facility with live clients but rather a program of simulations providing students with experience in pretrial, motion, and trial practice. The clinic’s program culminated each year in a day-long mock trial. The clinic was conducted by Professor O’Shaughnessy, an experienced trial lawyer. Each year students were chosen to serve as “commissioners,” organizing the litigation program.

At the same time, the school also sponsored an annual intraschool moot court competition for appellate advocacy skills. This was a successor to the prewar Brandeis Competition, without the Law Clubs. The competition was organized by students serving as “commissioners” each year. Winning students represented Loyola in the National Moot Court Competition. Professor O’Shaughnessy was also the advisor for this activity; he was later succeeded by Professor Forkins.

The experiment in giving students a comprehensive exam at the end of the school year, which had begun before World War II, was revived. The law school took pride in this rather unique method of evaluating students’ learning. Students did not take exams in their year-long courses throughout the regular school year, and did not receive credit for those courses. Credit and grades were based solely on the
single comprehensive exam, which covered the year’s work in the courses taken.

The result of all these efforts was the school’s well-deserved reputation for a strong legal education, as a result of the faculty’s dedication and rigorous academic standards.

Rebuilding student life

The law school moved quickly to reestablish student life as it had been before the war. By January of 1947, the Student Bar Association (SBA) had been reactivated. In 1954 the SBA established a publication for students called *Res Ipsa Loquitur*, a weekly one-page mimeographed newsheet. The paper ended its run during the 1959–60 school year.

While the “Current Case Comments” section of the *Loyola Quarterly* was not revived after the war, another vehicle for student legal commentary was established. In February 1949, Loyola law students began editing the “Recent Decisions” section of the *Illinois Bar Journal*. This academic activity continued for two decades. Professor Hayes was the faculty advisor for the students in this endeavor.

The academic graduation awards that had been instituted prior to the war were again awarded. In the meantime, a new graduation award, the Thomas L. Owens Scholarship Award, had been established to recognize the student who attained the highest average in the day division during the second year.

Dean Fitzgerald missed no opportunity to articulate his philosophy of law and Loyola’s legal education. In a story in March 1951 profiling the law school, he was cited as saying: “The school realizes that by recognition and application of the natural law to the positive civil law, human society can approach the ideal and objective order intended for all human beings.”

New law school building

The facilities in Lewis Towers, which Dean Fitzgerald in 1947 called “adequate,” proved to be considerably less so, particularly as the school’s enrollment increased. Within less than a decade, that home for the law school proved to be “wholly too small and inadequate,” in the words of Martin J. McNally (JD ’26), who had been president of the Law Alumni Association in 1952–53 and who became the general chairman of a campaign to raise funds for a new building. The ninth floor could not house the library and classrooms that the law school and its students needed, and the rest of the building was thoroughly occupied.

The University had recently acquired the five-story Career Institute building at 41 East Pearson Street. The building, then five years old, had housed several educational operations. James Hussey, S.J., the University
president, offered to turn the building over to the law school if the law alumni could raise $250,000 toward the building’s cost before the school’s 50th anniversary in 1958. The alumni committed themselves to do so and undertook a pledge drive to raise the promised funds. As a result, the law school was able to move into the building in 1954–55. Chicago’s new mayor, Richard J. Daley, attended the formal dedication of the building in October 1955.

In addition to classrooms and offices, there was a greatly expanded Law Library located on the third floor of the building, with additional shelving and storage on the lower level. Other law school facilities occupied other parts of the building, although the University itself maintained some areas for uses not related to the law school. There was no courtroom at first, despite the school’s continuing emphasis on advocacy training, which remained an integral part of the curriculum. In 1958, a courtroom was constructed, dedicated to Thomas D. Nash (LLB ’09).

Leadership in transition

In 1959, Dean Fitzgerald took a two-year leave of absence to become the deputy court administrator for Cook County, a newly created position. John Cornelius Hayes, who had joined the full-time faculty soon after receiving his JD cum laude from Loyola in 1937, became acting dean during Dean Fitzgerald’s leave of absence. In 1961, when Fitzgerald decided to step down from the deanship and from the faculty, Hayes became dean. Active in Catholic organizations throughout his life, Hayes was elected president of the National Council of Catholic Men in 1959. Hayes resigned the deanship in 1967 to return to full-time teaching. Throughout his long career of teaching at Loyola, he taught primarily Property, Wills, and Negotiable Instruments. In 1972, he was appointed to the Illinois Appellate Court, ironically filling the vacancy caused by the retirement of former dean McCormick.

Jurisprudence and Jesuits

Just as a course in Logic, Philosophy, and Sociology had been made available to law students at the very start of the school in 1908 to acquaint them with broader themes in the study of the law, after the war the law school moved to reinstate a comparable course. The law school took advantage of being part of a Jesuit university to have the course taught by a Jesuit priest.

By 1952, however, the course became a regular part of the curriculum when Professor Paul A. Wiede, S.J., a member of the University’s political science department, was hired to teach it. He taught this course at the law school until 1957. Jurisprudence was later taught by William J. Kenoway, S.J., a leading advocate in postwar America for civil justice and desegregation, and Robert C. Hartnett, S.J.
William L. Lamey’s legacy to Loyola is THE MANY HUNDREDS OF LAWYERS HE HELPED TO EDUCATE. He was a great teacher and had great respect for his students."

In 1967, Professor William L. Lamey became dean when Hayes resigned. Lamey, a 1939 graduate of Loyola’s law school, had been recruited to the faculty from private practice when the law school reopened in 1946 after World War II. He taught many courses in his long career at Loyola, including Torts, Sales, and Criminal Law, with Commercial Law being his specialty; he was one of the first to teach a course on the Uniform Commercial Code. He resigned the deanship in 1970 to return to full-time teaching.

Becoming a modern law school

During the Hayes and Lamey deanships in the 1960s, the law school began to develop many of its modern characteristics. In recognition that an undergraduate degree was now required for admission, Loyola, in common with other law schools in the country, decided to award only the JD, abandoning the LLB degree entirely.

The elective curriculum expanded, reflecting the increased complexity of the law and the beginnings of specialization in legal practice. As the students took advantage of these elective courses, it became more difficult to continue the comprehensive exam system, which was soon abandoned in favor of exams in individual courses.

At the same time, a number of new cocurricular activities, including various moot court competitions, became available. The most significant of these opportunities was the birth of the Loyola Law Journal in 1969, the first academic publication edited exclusively by Loyola law students. Professor Richard A. Michael, who had joined the full-time faculty in 1967, shepherded the founding of this journal and served as its faculty advisor for many years.

In addition to this academic journal, students undertook to produce informal publications of news and commentary. The Loyola Law Times, established in 1960, lasted for about a decade. In the 1967–68 school year, a newspaper called Blackacre made its first appearance. It lasted only one year,
but it was to be revived in 1971. For a few years in the late 1960s there was also a newspaper by and for evening students, called *Lex Nocturnalis*.

Loyola’s Daniel Webster Chapter of Phi Alpha Delta was revived in the mid-1950s and continued to function at Loyola. For a brief while at the end of the 1960s, a chapter of a legal sorority, Kappa Beta Pi, reappeared at Loyola; it had been established at the law school in the 1920s. For several years at the end of the ‘60s and into the ‘70s, there was an organization of Loyola Law Wives, organized by the spouses of male students. Despite the fact that the elective curriculum and cocurricular activities were expanding, the enrollment of the school actually declined somewhat during the early part of this decade. This decline was probably a product of the low birth rates of the Depression years, as well perhaps as the national shift in emphasis from subjects like law to the sciences, induced by the Soviet Union’s Sputnik in 1957. By the end of
For over half a century, Professor Richard A. Michael, affectionately known as “the RAM,” has been one of the most charismatic teachers at the law school.

He entered Loyola’s undergraduate college in the fall of 1951, graduating in 1955. Three years later he received his JD magna cum laude from the law school, graduating first in his class. Before joining the full-time faculty in 1967, Professor Michael taught law at the University of Illinois and Loyola of New Orleans and was chief of the Appellate Division of the Office of the Attorney General of Illinois. While a faculty member, he served as general counsel for Loyola and its hospital for four years.

At the law school, he taught—and continues to teach—Civil Procedure, as well as a number of other courses.

While known as an excellent and caring teacher, it is not really Professor Michael’s classroom performance for which he is best remembered by generations of Loyola law graduates. His booming voice and his well-known witticisms became part of law school legend. It is a distinct sign of genuine affection for him that he has been portrayed in the Student Bar Association’s annual talent show over the years. Perhaps the most memorable of such performances of the RAM was by John J. Cullerton (JD ’74), who for years (even after his graduation) limned Professor Michael, playing opposite Lorna Propes (JD ’75) as Dean Nina S. Appel.

In 1982, Professor Michael was awarded the Francis J. Rooney/St. Thomas More Award by the law school. In 2005 he was named the Catholic Lawyer of the Year by the Catholic Lawyers Guild of Chicago.

In the 1960s, however, applications began to increase rapidly as the Baby Boom generation began to reach law school age. In an abrupt transition, overcapacity in legal education became undercapacity, and admissions work was transformed from recruiting to winnowing.

With the increasing demand for legal education came greater student demand for higher levels of service within the law school. To accommodate the larger numbers of students, the full-time faculty numbers grew from six to 13 during the decade, assisted by part-time teachers, former deans, professors emeriti, and others. The size of the Law Library and the staff grew accordingly. The law school began a Placement Service to assist its students with finding legal positions.

The consequence of these developments was greatly increased pressure on the limited space available to the school in the 41 East Pearson Street building—an unfortunate legacy for the next dean.
In 1970, Professor Charles R. Purcell (JD ’56), who had served as assistant dean under Dean John C. Hayes and later as associate dean at the University of Missouri-Kansas City law school, was chosen as dean of the law school when Dean William L. Lamey stepped down. He inherited a school that was poised on the edge of significant growth and development, with all the problems associated with those rapid changes.

In the first half of the ’70s, Dean Purcell added a number of new full-time faculty, while at the same time broadening its composition. While graduates of Loyola were still welcomed to the faculty, he also began to search for faculty nationally, traveling around the country to recruit prospective teachers.

He also returned women to the faculty, after their brief appearance in prior decades. Jean Appleman joined the faculty and taught subjects such as Insurance Law for several years. In 1973, Dean Purcell hired Nina S. Appel to teach Torts, Evidence, and Administrative Law; she was later to become the first woman dean of the institution.

Student enrollment continued to increase significantly through the early 1970s. The entering class in 1969 was more than double that of the prior year, and that trend accelerated in the early years of the next decade. For the first time, the entering class was divided into two sections for its classes.

One of the most remarkable phenomena of the early 1970s was the large influx of women. The law school had accepted women as law students from the early 1920s, and women enrolled in significant numbers for the next decade or so. When the law school was reborn after World War II, there were few women in the immediate postwar classes as the school struggled to satisfy the pent-up demand from men returning from years of military service. As women began to demand and assume new roles in society in the late 1960s, the enrollment of women in law schools began to increase. Loyola experienced this trend in the early 1970s. (See the separate story, page 82.)

By 1970, tuition had risen to $1,500 a year for the day division and $1,100 for the evening division.

(continued on page 83)
Outgrowing the facilities

As a result of the surging enrollment, the building at 41 East Pearson Street became increasingly inadequate. The law school had gradually increased its presence in that building, as the University attempted to accommodate law school needs by moving the offices and classes of other University units to different quarters on the campus, but those modest efforts did little to address the fundamental problems.

The Law Library expanded on the third floor and then also to the basement of the building, since the upper floors had not been constructed to bear the weight of too many additional books. The weight concern and the limited space resulted in a slow growth of the collection and had a negative impact on its use. The one elevator in the building was slow and inadequate. Students and faculty spent much time walking downstairs to the basement to do research and study, returning frequently to classrooms and offices on upper floors.

By 1973 student protests became more vigorous. The University appeared to be unresponsive to the increasingly vocal protests of the students and the private entreaties of the law school administration. This ferment culminated in highly publicized public demonstrations. (See the separate story, page 88.)

In response to these actions, Loyola President Raymond C. Baumhart, S.J., appointed a Committee for the Future of the Law School in 1974, which began to meet the following year. Professors Appel, Richard Michael, and Lawrence Kalevitch represented the law faculty’s interests on this committee, which also included a number of law school alumni such as Frank M. Covey Jr. (JD ’57), Frank D. Morrissey (JD ’58), and F. Vern Lahart (JD ’51), as well as a law student, Timothy M. Sullivan (JD ’75). The committee was charged with studying and reporting on the current and projected state of legal education in the United States and therefore on the need for new facilities for the law school.

The Committee for the Future of the Law School met for three years and eventually made its recommendation that the law school needed a new building.

Students in the Law Library in the mid-1970s

The Women of ’74

Nationwide, women started applying to law schools in great numbers by the early 1970s, a result of the heightened awareness of the opportunities that were becoming available to women.

Women had been part of Loyola’s student body since the early 1920s, although their numbers dwindled later, probably a consequence of the Great Depression and then World War II. When the law school reopened after the war, the overwhelming number of students were men, eager to finish their education after having served in the military and aided by the G.I. Bill. Even then women were not excluded or completely absent.

With the class that began in the fall of 1971, the number of students sharply escalated, and the percentage of women among them also increased significantly. That trend has continued to the present time, with women constituting a majority of the entering class in recent years.

That entering 1971 class, which graduated in 1974, included women who went on to achieve success in legal practice, on the bench, and in other endeavors. Among this group are two women whose achievements are distinctive.

Susan Sher was a partner at Mayer, Brown and Platt and later associate general counsel and director of labor and litigation for the University of Chicago. In 1989 she joined the city’s legal department, where she was appointed corporation counsel by Mayor Richard M. Daley in 1993, the first woman to hold that position. She was recently vice president for legal and governmental affairs and general counsel for the University of Chicago Medical Center until she was named a White House associate counsel to President Barack Obama.

Laurel G. Bellows is a principal at Bellows and Bellows. In 1992 she became president of the Chicago Bar Association, only the second woman to hold that position. She also served as president of the National Conference of Bar Presidents, and then as the chair of the House of Delegates of the ABA from 2006–08. The ABA’s Commission on Women in the Profession awarded her the Margaret Brent Women Lawyers of Achievement Award in 2001 for her work in law and for paving the way for other women lawyers.

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Some in the law school community perceived the committee as an opportunity for the University to defer any significant change in law school facilities. The members of the committee, however, took their task most seriously. Chaired by John F. Langdon, the University vice president for administration, the committee members worked for several years. They examined the future of legal education in the United States, the availability of competing law schools, the optimum enrollment for Loyola’s law school, and the physical facilities that would be needed for the size and type of law school envisioned.

In the meantime, the law school continued to struggle with the 41 East Pearson Street building, which by then was given exclusively for law school use and was remodeled for its needs. The University also constructed larger and better-configured classrooms for the law school in Marquette Center, an adjoining University building east of the law school at the southwest corner of Pearson and Rush streets. Students and faculty were able to access that building.
for the new classrooms through a newly constructed lower-level passage from 41 East Pearson Street.

**Development of the curriculum**

Throughout this turmoil, Dean Purcell deftly administered the growth of law school courses and programs. A number of new courses were added to the curriculum, reflecting the increasing specialization occurring in legal practice. Among the new offerings was the Trial Practice Program, initially offered by Professor Leroy J. Tornquist. (See the separate story, page 99.)

During this time, seniors became able to earn academic credit and gain practical experience by externing in public agency offices, under supervision, pursuant to Illinois Supreme Court Rule 711. Loyola was said to be the first law school in the city to offer students this opportunity.

**Dean Murdock takes the reins**

In 1975, Dean Purcell stepped down from the deanship to resume full-time teaching and was replaced by Charles W. “Bud” Murdock (JD ’63), who was then on the law school faculty at Notre Dame. Before too long, he asked Professor Appel to be his associate dean.
One of the most dramatic incidents in the law school’s first century took place in the spring of 1974. Students had become increasingly strident in their protests to the law school administration about the inadequate facilities in 41 East Pearson Street. The 1973–74 school year was marked by public protests as well as public and private meetings with the dean.

Finally, near the end of that year, five students, acting on behalf of the student body, drew up a complaint charging the University with breach of contract, violation of the Universities Act (prohibiting colleges and universities from advertising facilities not actually available), consumer fraud, and unjust enrichment. The students who were ready to be plaintiffs in a legal action included John J. Cullerton (JD ’74) and Robert T. McAllister (JD ’74), outgoing president and secretary, respectively, of the Student Bar Association, and representatives of the law school’s three classes.

What triggered headlines was the students’ retaining of Philip H. Corboy (JD ’49), one of the leading trial lawyers in the city, who had been awarded the law school’s Medal of Excellence in 1967. Corboy agreed to handle the case on behalf of the students.

At the end of April, Loyola President Raymond C. Baumhart, S.J., issued a statement about the future of the law school. Dean Charles Purcell also signed the statement, as did the University vice president and dean of faculties. Father Baumhart stated: “The time for small plans and annual reviews is over. Loyola must make a thorough review of the situation and follow that with a comprehensive commitment for the future.” Baumhart explained, however, that alternatives were few and mostly expensive; he said, “The construction of a new building in the vicinity of the present one, whether as a library or an entirely new Law School, would require resources that at present cannot be foreseen.” He indicated that the matter would be considered by the University’s Board of Trustees at its June 15 meeting.

The students and Corboy decided not to file the suit until that meeting. Neither the president’s statement nor the potential plaintiffs’ decision to withhold legal action temporarily was sufficient to satisfy many law students. About 30 law students picketed the offices of the president in Lewis Towers, later moving the protest to the law school building. The image of student pickets caught the attention of the local press.

Subsequent to the trustees’ meeting, Baumhart appointed a “blue ribbon” committee to investigate the actual needs of the law school in light of the projected future of legal education in the country. The committee’s eventual report led to the law school getting—for the first time—its own building, specially designed for its specific needs.

Under Dean Murdock, the law faculty grew appreciably, and with even greater diversity. In 1976 the law school hired its first African American teacher when Norman C. Amaker joined the full-time faculty (see the separate story, page 91). In 1981 Murdock hired George Anastaplo, the prominent constitutional scholar and philosopher who had been denied admission to the Illinois bar because of his refusal to answer questions about his political affiliations, and who had argued his own case before the U.S. Supreme Court.

Dean Murdock also recruited a significant number of women to the faculty, most of whom would remain at Loyola for successive decades.

One of Dean Murdock’s most lasting achievements came in 1979 when he hired a relatively recent graduate, James J. Faught (JD ’76), as assistant dean. Faught has remained with the law school for more than 30 years, currently serving as associate dean for administration. No student, teacher, or staff member who has passed through Loyola in the past three decades has not gotten to know Associate Dean Faught as the person to whom they can take their problems for a responsive hearing.

Another of Dean Murdock’s most significant appointments was the selection of Professor Francis R. “Bob” Doyle as the law librarian. The law school’s long-serving librarian, Alfred V. Kulys, retired in 1978 after 12 years in that position. Under Professor Doyle, the Law Library grew in its collection, its staff, and its services for the students.
During Murdock’s deanship, the curriculum continued to develop dramatically, adding a remarkable range of new courses and seminars. For the first time, courses such as Law and Medicine and Juvenile Law appeared; those particular courses presaged the later expansion of those areas of law into complete curricula and distinct programs. Dean Murdock supported the experiment of a summer program at the University’s campus in Rome, Italy, which was destined to become a permanent and significant part of the curriculum. (See the separate story, page 96.)

During the Murdock years, tuition rose from $2,380 (full time) and $1,785 (part time) in 1976–77 to $5,600 and $4,200, respectively, in 1983 as the country dealt with double-digit inflation and oil shortages.

Law school gets its own building

The Committee for the Future of the Law School produced its final report in 1977. Having carefully scrutinized many options, the committee unanimously recommended that the University construct a new building for the law school. This “would result in a self-contained law school which could be designed from its origin to meet the needs of the law school for the indefinite future...”

After some reluctance, the University’s Board of Trustees accepted the committee’s recommendation. The University acquired land at the southeast corner of State and Pearson streets, then a rather marginal neighborhood. The prominent architectural firm of Graham, Anderson, Probst & White was hired to design the new building. Dean Murdock was active in pursuing all aspects of the construction project. Ground was broken in June 1978, and the structure was topped out in December of that year. Construction continued through 1979.

Foster McGaw, founder of the American Hospital Supply Corporation, gave $1 million anonymously to the funding campaign for the building, which cost about $5 million. In return, McGaw asked that the new building be named for James F. Maguire, S.J., who had been president of the University of Chicago.

Professor C. Paul Rogers taught at the law school from 1977–81.

Professor Norman C. Amaker, a significant figure in the civil rights movement, joined the law faculty in 1976, and taught until his untimely death in January 2000. He taught courses in Civil Rights, Civil Procedure, Federal Jurisdiction, and Constitutional Law. He was the author of Civil Liberties and Civil Rights (revised edition, 1967) and the widely read Civil Rights and the Reagan Administration (1988), as well as several law review articles. Having earned his BA degree cum laude in 1956 from Amherst and his JD degree in 1959 at Columbia, Amaker was hired by Thurgood Marshall (later to be Justice of the U.S. Supreme Court) to work for the National Association for the Advancement of Colored People (NAACP) Legal Defense & Educational Fund. He spent a decade there, serving both as staff attorney and as first assistant counsel.

During the civil rights movement in the 1960s, Professor Amaker was a lawyer for the plaintiffs in numerous civil rights cases challenging racial discrimination in public schools, public accommodations, jury selection, voting, capital punishment, and employment. He represented thousands of protest demonstrators across the South, including the late Dr. Martin Luther King Jr., in Birmingham and Selma, Alabama, and he argued scores of cases before federal and state trial and appellate courts, including the U.S. Supreme Court. As a footnote to history, Professor Amaker served as the brave courier who brought out to the world Dr. King’s famous essay on law and justice, “Letter from a Birmingham Jail.”

Professor Amaker never failed to honor the memory of Dr. King, with whom he shared a birthday (January 15). Amaker was instrumental in establishing the law school’s annual Dr. Martin Luther King, Jr. Lecture Series in 1986, the year that Dr. King’s birthday became a national holiday. Amaker delivered the first lecture in that series, “Martin Luther King, The Law, and Lawyers.” In 1993, he again delivered the King lecture, presenting “If Martin Luther King, Jr. Were Alive...What Would Martin Say?” In 2001, Professor Drew S. Days III, former solicitor general of the United States and a personal colleague, used the King lecture to deliver a memorial service for Professor Amaker. After his death, Amaker was honored by the City of Chicago: Mayor Richard M. Daley proclaimed January 15, 2001, to be Norman C. Amaker Day. The House of Representatives of the State of Illinois issued a proclamation on his behalf.
University from 1955–70 and who remained its chancellor.

Maguire Hall was sufficiently completed by the end of 1979. Over the Christmas break, the 80,000 volumes of the Law Library were moved into the new structure. The first classes were held there in January 1980, and the administration and faculty moved in during February. The final phases of construction continued for a while thereafter. The building was formally dedicated in May 1980.

For the first time in its history, the law school was the sole occupant of a structure that had been planned and constructed for the specific needs of its educational mission and which housed all of its operations—classrooms, offices, Law Library, student study areas, and the like, with the sole exception of its legal clinic. The 60,000 square feet was more than double the space available in the previous law school building. The courtroom, with its state-of-the-art facilities and equipment, was named the Robert J. Corboy Courtroom, thanks to the generosity of Philip H. Corboy (JD ’49). The 125-seat auditorium was named for William T. O’Donnell.

Despite the euphoria that greeted the new building, it was generally recognized that budget constraints had resulted in a building that would be sufficient for the law school for only a limited time. Dean Murdock made clear to the University his intention to maintain the total number of students at about 600, down from the recent 650–700, rather than raising enrollment to help finance the new building.

Student activities blossom

Opportunities for students to acquire training in professional skills had been a hallmark of the law school from its start and had continued, in various forms, throughout the school’s history. The first-year legal writing experience was explicitly divided into two semesters focusing on different skills—legal research in the fall and appellate moot court in the spring. The current
In 1980, Maguire Hall became the law school’s fifth home—the first building constructed specifically to house the law school.

“Impossible dreams fulfilled! A cliche to be sure, but also an enduring theme of inspiration to all but the most cynical. The story of the Loyola School of Law is of this genre. Its plot is familiar: born to an environment long on spiritual values, but short on material goods, beset by crisis upon crisis, THE AMBITIOUS SCHOOL perseveres and, in the end, it triumphs over all adversity.”

—Brochure of the Diamond Jubilee, May 1, 1984

In 1945, Maguire Hall became the law school’s fifth home—the first building constructed specifically to house the law school.
SUMMER PROGRAM IN ROME

By the early 1980s, a few law schools, recognizing the importance of lawyers being able to handle the increasingly multinational interests of their clients, had begun offering summer programs of legal study abroad to expose their students to other legal systems.

Professors Thomas M. Haney and Anne-Marie Rhodes suggested that the law school participate in this academic development by utilizing the University’s campus in Rome. Loyola had opened that campus in 1962 and had used it for more than two decades to educate U.S. undergraduates during the regular school year. That campus was empty during the summers, except for occasional groups that rented its facilities.

After overcoming some initial reluctance on the part of the University, Professors Haney and Rhodes secured approval to offer a program of law courses at the Rome campus in June of 1983. A small group of 22 students and four faculty members ventured to Rome in June. Professors Allen E. Shoenberger and William Braithwaite joined Haney and Rhodes on the Rome faculty that summer. The students included eight from Loyola and the rest from other law schools across the United States and Canada.

The students took classes in a variety of international and comparative law subjects. In addition, the students and faculty took tours of Italian legal facilities in Rome, as well as programs highlighting Italian art and culture. The group traveled to Florence, Assisi, and Venice on the weekends.

That initial program proved to be highly successful and, under the direction of Assistant Dean Jean Gasparito (JD ’74), the program continues today. As it enters its 27th year, the program takes pride in the more than 1,200 students who have benefited from it. Student demand for study abroad, with the benefits of the newly expanded role of women in the school, the winners of the competition that year were two women: Patricia Kuenh (JD ’78) and Elizabeth Pendzieh (JD ’78).

Throughout the 1970s, new interschool competitions appeared regularly, and Loyola chose to participate in many, including those that tested professional skills other than the traditional appellate advocacy. The ABA sponsored a national Client Counseling Competition; Loyola began to participate in this in 1973–74, when it hosted the regional round. A National Mock Trial Competition began in 1975–76, and Loyola competed in this from the start. All of these competitions provided Loyola students with the incentive and the opportunity to develop skills that they would need in the practice of law.

They allowed Loyola students to engage format of the intraschool competition, the Appellate Advocacy Competition, began in the 1976–77 school year. As proof of the student from other law schools in a professional activity, and they afforded them the opportunity to travel to other parts of the country, thus exposing them to a broader perspective on the legal profession.

In 1971, Blackacre, the student newspaper that had appeared briefly in the late 1960s, was revived. Within a few years, it had become the established vehicle for student opinion. Throughout its long run, it was often a newspaper of actual news for the law school community, although in other years it was primarily a humorous and critical commentary on the school, and it even briefly exhibited an academic bent—all depending on the vision of its editors that year. Blackacre succeeded in lasting more than 30 years. It was not revived after the

COMMUNITY LAW CENTER BECOMES FIRST LEGAL CLINIC

The clinical legal education movement began in the 1960s encouraged law schools to establish legal clinics, both to enable students to acquire lawyering skills under the supervision of clinical faculty and to provide legal services for the poor.

At Loyola, Professor Diane Geraghty urged the law school to consider establishing such a clinic and actively sought funding to bring this about. Dean Charles “Bud” Murdock supported this effort, and in 1980 the Department of Education provided the initial funding for the law school to open a clinic. In January 1981 the Loyola University Community Law Center (LUCLC) opened its doors in a storefront on North Broadway, near Loyola’s Lake Shore Campus. Two recent law school graduates, Joann Wasmn (JD ’78) and David R. Hambourg (JD ’80), served as the supervising attorneys.

By 1982, the University agreed to fund the clinic. Professor Henry Rose was hired as a full-time member of the faculty to direct LUCLC. The clinic relocated to space on North Sheridan Road across from the Lake Shore Campus. Another law school alumnus, Susan K. Burzawa (JD ’83), was hired to supervise law students who assisted clients with unemployment insurance cases; Burzawa had been one of LUCLC’s first students while in law school.

In 1984, LUCLC relocated to the fifth floor of the Catholic Charities building at LaSalle and Superior streets, a location more accessible not only to law students but also to potential clients.

In 1987 Professor Theresa Ceko was hired to supervise students in family law cases. She later became the director of LUCLC when Professor Rose moved from the clinical faculty to the classroom. Other clinical faculty members were hired from time to time to serve the growing numbers of law students who wanted to participate.

In January 1996, LUCLC moved into Maguire Hall, occupying part of the second floor. For the first time, clinical legal education was physically incorporated into the main law school facility. The clinic moved to 25 East Pearson Street in 2005 with the rest of the law school and remains an integral part of Loyola’s educational process. Loyola increasingly embraced the benefits offered by clinical legal education, and LUCLC is now one of five clinics available to its law students.

Students in the first summer Rome program visited Assisi with Professor Anne-Marie Rhodes (standing, fourth from left). The winners of the first intraschool moot competition when it was revived in 1977 were Patricia Kuenh (left) and Elizabeth Pendzieh (both JD ’78). A panel of judges for the intraschool moot competition included (from left) Justice Mary Ann McMorrow (LLB ’53), Judge Paul Flannery, Judge Dom Rozit, Michael Shabat (JD ’72), and Joan S. Cherry (JD ’74). with students from other law schools in a professional activity, and they afforded them the opportunity to travel to other parts of the country, thus exposing them to a broader perspective on the legal profession.

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Professor Henry Rose

The winners of the first intraschool moot competition when it was revived in 1977 were Patricia Kuenh (left) and Elizabeth Pendzieh (both JD ’78).
Taking Loyola Law to the Streets

One of the most innovative programs begun in this period was the law school's participation in the Street Law program. Under the leadership of Professor Cynthia A. Kelly, Loyola became one of the few law schools in the country to engage law students in teaching law to high school students. With the cooperation of volunteer teachers in public and private high schools, Loyola law students organize and teach weekly classes that focus on U.S. constitutional structures, individual rights, and legal processes. The law students participate in a seminar at the law school where they discuss both issues of substantive law and teaching methodologies. The purpose of the program is not only to provide a perspective on the legal system for high school students at a time in their lives when they are becoming part of the civic community, it is also to challenge law students in their legal education by testing whether they have a sufficient understanding of the legal system and whether they can communicate their knowledge to an audience of eager young people.

During the spring semester, the law students often assist the high school students in conducting a mock trial as a part of a citywide competition. The competition is held at the Daley Center, with judges of the Circuit Court of Cook County presiding over the trial and providing feedback to high school participants.

A recent development in the Street Law program, both nationally and at Loyola, is an emphasis on Street Law structures, individual rights, and legal processes. The law school faculty traditionally took an active role in admitting new law students in order to ensure that the school was enrolling students who would be able to complete the academic program successfully and be competent and ethical professionals. In the 1920s and '30s, the faculty had served as a committee of the whole for this function, devoting its faculty meetings to reviewing applications for admission. By the 1970s or earlier, this faculty role was entrusted to a committee. The process was supervised for many years by Mary Boland on a relatively informal basis; by the end of Murdock's deanship, the growing emphasis on student services had moved the function further.

Emphasis on student services

The dramatic expansion of enrollment during the 1970s compelled the law school to professionalize its administrative functions further. The law school faculty traditionally took an active role in admitting new law students in order to ensure that the school was enrolling students who would be able to complete the academic program successfully and be competent and ethical professionals. In the 1920s and '30s, the faculty had served as a committee of the whole for this function, devoting its faculty meetings to reviewing applications for admission. By the 1970s or earlier, this faculty role was entrusted to a committee. The process was supervised for many years by Mary Boland on a relatively informal basis; by the end of Murdock's deanship, the growing emphasis on student services had moved the function further. The modern Test Practice Program took shape in the 1970s when Professor Leroy J. Tornquist adopted the techniques pioneered by the National Institute for Trial Advocacy (NITA) into the education of law students. This groundbreaking effort was soon continued and developed by Professor James P. Carey, who remains today as the director of trial practice. He assembled a team of dedicated and highly skilled adjunct teachers from among the best litigators in the city. Those efforts were recognized in 1982 when Loyola was awarded the prestigious Emil Gumpert Award by the American College of Trial Lawyers for an outstanding program in trial advocacy. Today, a large number of law schools have followed Loyola's lead in using the NITA methodology for teaching their law students.

One demonstration of the success of the program's efforts has been its student teams in the National Mock Trial Competition, sponsored since 1976 by the Texas Young Lawyers Association. By the competition's second year and for seven consecutive years thereafter, at least one Loyola team won the regional round and competed in the national round in Texas. In four of those eight years, both teams from the Midwest region were from Loyola. A Loyola team composed of Matthew S. Miller, Jeffrey A. Soble, and Robert D. Sweeney (all JD '96) won the national competition in Houston in March 1996—a remarkable feat, given that Texas judges are not always comfortable with the litigation styles of Northern competitors.

Loyola incorporated advocacy training into its curriculum from the very beginning of the law school, with the Practice Court program in the early years, the Brandeis Law Championship in the 1930s, and the Litigation Clinic in the 1950s. Today, its students are among the best in the country in terms of litigation styles.

A Legacy of Training Top Litigators

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Loyola continues to participate in this competition and many others. Its teams have won such national mock trial competitions as the Cathy Bennett National Criminal Trial Competition (2004) and the William W. Daniel National Mock Trial Competition (2000 and 2003).
Loyola students prepare to march in Chicago’s St. Patrick’s Day parade in 1979.
Loyola has always emphasized to its students the importance of public service and the public interest. These goals of its educational mission were successfully illustrated in the Operation Greylord investigation in the early 1980s, in which several graduates of the law school played key roles.

When Sullivan stepped down as the U.S. Attorney in 1981, he was replaced by another Loyola graduate, Dan K. Webb (JD ’70), who vigorously proceeded with the matter. The probe was revealed by a local newspaper before the investigation was complete, but enough evidence had been gathered to result in the indictment of 17 judges, 48 lawyers, and a dozen other officials.

Hake was awarded the law school’s St. Robert Bellarmine Award in 1987 for his courageous efforts. Sullivan and Webb, among the top litigators in the United States, have also been the recipients of law school awards: Sullivan was given the Medal of Excellence, and Webb received the St. Robert Bellarmine Award.

End of an era

Confirmation of the law school’s efforts to provide the best possible legal education for its well-qualified students was contained in a book, The Making of a Public Profession, published in 1981, which evaluated legal education based on an extensive study. The authors, Frances Zemans and Victor Rosenblum, found that Loyola law students were quite distinctive from those at other law schools. They wrote:

The average Loyola graduate is significantly more likely to report instilling respect for the judicial process as a goal of the law school attended than are graduates of any other school. In addition, on two other goals, preparation for the bar examination and providing the theoretical basis of the law, Loyola graduates stand alone: they are significantly different from both the other “local” law schools and from all others. We think that Loyola holds a unique place among Chicago’s “local” law schools and that this is reflected in the responses of its graduates...Loyola graduates are more likely to have selected Loyola for reasons of prestige than graduates of other non-national law schools in Chicago. Whether those who select Loyola differ from those who select other local law schools, or Loyola offers a different program, or a combination of both, Loyola is a special case.

Marianne Deagle, the Office of Career Services remains a vital resource for students.

Loyola has always emphasized to its students the importance of public service and the public interest. These goals of its educational mission were successfully illustrated in the Operation Greylord investigation in the early 1980s, in which several graduates of the law school played key roles.

Under Thomas P. Sullivan (LLB ’52), who at that time was the U.S. Attorney for the Northern District of Illinois, the FBI began a probe of allegations of widespread corruption in the Circuit Court of Cook County. Fortuitously, Terrence J. Hake (JD ’77), at that time a young lawyer, came forward because of his perception of corruption in the system. He offered to cooperate undercover with the investigation, at personal expense to his professional reputation.

By 1976, the law school had a full-time director of placement, Clara E. Coleman. In earlier years, the law school provided placement information to students, if at all, through a designated faculty member or an administrator. During Coleman’s first year, at least 25 law firms, accounting firms, and government agencies came to the law school to conduct on-campus interviews. Over time, the name of this function would change to “career services” rather than “placement,” to emphasize that, while the law school would provide assistance, information, and guidance, the primary responsibility for students’ careers was their own. Under the later direction of Susan VanderHeide (JD ’86), Carol Brown, Kathryn Gardner, Paul Lisnek, Jody Greenspan, and the current

admitted; a number of successful alumni had been the beneficiaries of that discretion.

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192 THE FIRST 100 YEARS
In 1983, Associate Dean Nina S. Appel was named dean by the president of the University, Raymond C. Baumhart, S.J. She became the first woman dean in the law school’s history and provided dynamic leadership for the law school for the ensuing two decades. During her term, she oversaw development in the faculty, the establishment of specialized centers and institutes, significant curriculum expansion, a renewed vibrancy in student life, enhancement of student services, and a deepened commitment to professionalism.

Throughout her deanship, Appel insured that the law school remained true to its traditional strengths—concern for the individual student, a legal education available to as many qualified applicants as possible, the primacy of professionalism and personal integrity—while at the same time propelling Loyola into a secure position in the national legal education community.

Dean Appel made Loyola’s law school a significant part of the national legal education process. At the time of her appointment as dean, she was one of the few women deans in the country, and her more than 20 years in that position secured her a role as one of the longest-serving deans.

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Dean Appel asked Professor Thomas M. Haney to serve as her associate dean with responsibility for the faculty and curriculum, and retained Assistant (later Associate) Dean James J. Faught with responsibility for student-related and administrative matters.

A changing faculty

During Dean Appel’s term, the number of full-time faculty increased moderately in keeping with University exigencies. The process of identifying potential teachers was further professionalized, with nationwide programs.
searches becoming the norm. As the curriculum deepened into emerging areas of law, the number of part-time teachers increased accordingly. Continuing Loyola’s tradition of integrating the part-time faculty into the life of the law school became an established practice during this time.

Legal writing and research had long been an essential part of the first-year curriculum, but it was difficult to teach skills-oriented courses to large groups of students. As enrollments soared in the 1970s, it had become necessary to turn increasingly to part-time faculty who could teach smaller sections. One of Appel’s first acts as dean was to hire a full-time director of writing programs to oversee and coordinate the various sections of the writing and research program.

### Law and Literature

The Jesuit philosophy of education centers on educating the whole person. Consistent with that ethic, the law school has periodically endeavored to offer its students a broader perspective. The elective course on Logic, Philosophy, and Sociology in the very early days of the school was one example of this endeavor.

A focus on law and literature was exceptionally rare when, in 1955, Charles Strubbe Jr. offered a program of "Great Books in Law" for law students. Discussions initially focused on works of Plato, Aristotle, Aquinas, and Machiavelli, later covering a broader list of readings from Thomas More to Mark Twain.

In the late 1980s, Professor Alice Perlin and Ellen O’Gallagher, manager of law school operations, organized a new version of a Great Books Program, at first primarily for first-year students. Students and faculty met in small groups to discuss what insights great works of literature might have for lawyers dealing with the human condition.

Perlin and O’Gallagher secured a University grant in 1990 to introduce the Law and Literature Lecture, now an annual event. Judge Richard A. Posner of the Seventh Circuit delivered the first such lecture; subsequent speakers included noted author Garry Wills and alumna Professor Deborah L. Threedy (JD ’90).

In 1991 Morton Adler (fourth from left), who developed the Great Books Program, gave one of the first Law and Literature lectures. With him are Ellen O’Gallagher (second from left) and Professor Alice Perlin (fifth from left) with student administrators of the Great Books Program: Mark Myhra, Roy Amatore, and Thomas V. LaPrade (all JD ’91).

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Professor Cynthia Ho developed an extensive program in intellectual property.
A Leading Voice for Children and the Law

Although Loyola offered a course on Juvenile Law, taught by Professor Thomas Lockyear, as early as the 1970s, it was Professor Diane Geraghty who developed the area during the next decade. When alumnus Jeffrey D. Jacobs (JD '74) offered to partner with Dean Nina S. Appel to establish a program that would directly benefit children, Geraghty provided the vision of using legal education to improve the quality of representation for children and strengthen the institutions that serve them. Their collaboration led to the creation of the Civitas ChildLaw Center in 1993. Geraghty became the center’s director, a position she continues to hold.

Loyola pioneered a model three-year sequenced curriculum that offers students an opportunity to develop the substantive knowledge, skills, and professional values essential to the effective representation of child clients. Loyola’s childlaw curriculum is the most extensive of those available at any law school, and it is supported by one of the most extensive library collections available to legal scholars. The program has incorporated a multidisciplinary perspective, bringing together a variety of professionals who impact children’s welfare.

Since 1993, hundreds of Loyola’s graduates have received specialized training in childlaw. More than 100 of those graduates, ChildLaw Fellows, have committed themselves to legal careers dedicated to advancing the well-being of children and families.

In subsequent years, the center’s initiatives have grown to include many related activities such as the Civitas ChildLaw Clinic; the annual Children’s Summer Institute in connection with other professional schools at Loyola; the Children’s Legal Rights Journal; the ChildLaw Policy Institute, directed by Professor Anita M. Weinberg (JD ’86); the International Children’s Rights Initiative; and the Law and Education Institute, under Associate Dean Michael J. Kaufman.

The Appel Years: 1983 to 2004

Professor Diane Geraghty holds a press conference to inaugurate the Civitas ChildLaw Center in 1993. Behind her are Jeffrey D. Jacobs (JD ’74) and Dean Nina S. Appel. (continued from page 106)

Professor Patrick M. McFadden joined the faculty in 1984 and taught for nearly 20 years.

(continued on page 110)
from the beginning of the school, focused its efforts on classroom teaching. This emphasis on educating individual students, consistent with the Jesuit philosophy of concern for the individual, has produced the close student-faculty relationships that continue to characterize the school today and are responsible for much of the loyalty that the alumni demonstrate for the school. The faculty has always published in academic and professional journals, and has traditionally contributed to the bar and society by professional activities. During Dean Appel’s tenure, the faculty began to balance more evenly its commitment to the three areas of teaching, scholarship, and service, as the law school endeavored to be more recognized on the national scene.

Centers and specialized programs expand

One of the most significant and enduring characteristics of Appel’s deanship was the creation of institutes and centers to focus resources and attention on developing areas of law. Through her personal initiative and leadership, she pioneered the programs in health law and child-related law that brought Loyola into the national spotlight. (See the separate stories, pages 107 and 108.)

In the 1990s, with the assistance of Professor Jane H. Locke and others, the law school received undistributed funds from the settlement of a class action antitrust case that enabled it to establish the Institute for Consumer Antitrust Studies. The institute’s mission, as its name implies, was to be not merely a think-tank on antitrust issues, but an academic institution with consumer interests as its primary focus. Professor Spencer Weber Waller was hired in 2000 to be the director of the institute. Under his leadership, the center has become a leading institution in antitrust scholarship and development, and has become a key player in the national debate on consumer protection policy.

Building on Loyola’s traditional emphasis on advocacy skills training and on the long success of its Trial Practice Program, the law school established the Center for Advocacy in recent years to bring together all the programs and activities in this area.

The Trial Practice Program was significantly enhanced with the support of Philip H. Corboy (JD ’49) in 1996, when the Philip H. Corboy Fellowship Program was established. The program selects 10 outstanding students every year and provides them with an intensive program of advocacy skills training. Corboy Fellows participate in interschool mock trial competitions around the country, the teams win regional and national competitions on a regular basis.

In 2002, Loyola established the Circle of Advocates to bring together attorneys from the city, primarily Loyola law graduates, who serve as mentors for law students in the advocacy program, host lectures, and establish scholarships for students planning careers in advocacy.

An outstanding new two-story courtroom has recently opened in the law school’s enhanced facilities in the 25 East Pearson Street building. This courtroom will herald the second century of Loyola’s preeminence in advocacy training.
Professor James P. Carey, the long-serving director of the Trial Practice Program, demonstrates trial techniques to Desiree R. Furman (JD '05, right, with paper) and other students observing and participating.
leadership, the institute has established itself as an independent, nonpartisan academic center that plays a key role in shaping national and international policy issues.

With the law school receiving national prominence for its specialized programs in health law and child law, Dean Appel undertook to balance these initiatives with renewed emphasis on a major aspect of the law school’s core curriculum: business and tax law. This focus led to the establishment of the Business Law Center, the creation of advanced degree programs in these areas, and the enhancement of the JD curriculum. Under the direction of Professor Christian A. Johnson and later Professor Steven Ramirez, the center (currently known as the Center for Business and Corporate Governance Law) has undertaken an active program, including cooperative ventures with Loyola’s Graduate School of Business.

Having earlier overseen the successful establishment of the Civitas ChildLaw Center to focus attention and research on the legal problems of the nation’s youngest members, Dean Appel turned her attention to an increasingly important segment of U.S. society at the other end of the age range—the elderly. With initial funding from alumnus John P. Goedert (JD ’40), she created the Elder Law Initiative in July 2000. Professor Marguerite Angelari was hired to the full-time clinical faculty to direct the initiative and its clinic.

Concurrent with the creation of these various institutes and centers came a renewed recognition of the central importance to the law school of its Trial Practice Program. In recognition of the role of alternative forms of dispute resolution (ADR) now commonly available, the Center for Advocacy was created to provide a common home and coordinated treatment for the law school’s many activities in all aspects of advocacy—trial, appellate, and...
In 1949, the Student Bar Association presented to the law school a statue of Thomas More, the patron saint of lawyers, which still graces the Law Library. The statue is the work of Chicago sculptor Patricia Watters.

The Law Library has been and remains the heart and soul of legal education, even though its function has changed dramatically in contemporary legal education. From being a collection of books available to students and others, the Law Library has evolved into an interactive resource with a trained professional staff able to assist all users in a digital age.

When the law school first opened in 1908, its catalog extolled the library facilities available in Chicago as “unsurpassed,” adding that the school “has a library suitable for study and research at the disposal of its students.” It was not until the mid-1920s that a separate librarian was listed in the law school catalog.

When the law school reopened after World War II, students struggled for the first month without a law library, which opened later than the rest of the school that year. Professor Francis J. Rooney assumed the title of librarian and held the post through 1955.

When Rooney left that position, Frederic D. Donnelly became the law librarian for the next decade. By 1961, the collection had risen from 27,000 volumes after the war to more than 40,000 volumes. In 1966, Alfred V. Kuly was named law librarian.

Francis R. “Bob” Doyle was hired by Dean Charles W. Murdock to succeed Kuly in 1978. During succeeding years, the library coped with a budget that resulted in the collection failing to keep pace with the growth of legal materials. In the 1980s, however, with the active encouragement of Dean Nina S. Appel and an appropriate allocation of funds from the University, Doyle rebuilt the collection to a level that enabled students, faculty, alumni, and other users to do appropriate research. At the same time, he added professional law librarians to the staff to serve all users better.

During this time, computerized legal research was introduced, and Loyola was in the forefront of this innovation. The law school’s local area network (LAN) was the first in the University, and the Law Library was the University’s first library to move into electronic research. Doyle oversaw the birth of Law School Computing Services, the functions of which continue to expand.

Doyle also oversaw the move of the Law Library out of Maguire Hall in the mid-1990s into new quarters in the then-new University building at 25 East Pearson Street. This move resulted in a great expansion of the library’s seating capacity, as well as space for a larger collection.

When Doyle retired in 2003, Julia Wentz was named director of the Law Library and continues to hold that position.

The Law Library is currently an interactive resource center. Wireless Internet access is available throughout. Even in an era when many legal materials are available online, actual books have by no means disappeared. By 2007, the Law Library’s book collection had grown to more than 400,000 volumes, not including the wealth of information available through the electronic databases to which the library subscribes.

Today the most important function of the Law Library is its service, with its professional staff guiding students, faculty, alumni, and other users in the use of its hard-copy and electronic resources.
ADR. Professor James P. Carey, who has guided the Trial Practice Program for two decades, is the director of the new center.

Graduate degree programs are reborn

Loyola offered a graduate degree program for lawyers, leading to LLM and doctoral degrees, in the 1930s. While this program was not revived when the school reopened following World War II, Dean Appel resurrected the idea in the 1980s in connection with the centers and institutes.

The unique opportunities for JD students in these focused programs offered comparable benefits to lawyers, many of whom did not have access to such specialized curricula when they were in law school. As a result, LLM programs were established in health law, child and family law, and business and corporate governance law. The Institute for Health Law built on its own SJD program for lawyers to create the first doctorate program for nonlawyers, with a Doctor of Law (DLaw) in health law and policy.

As a result of all these graduate degree programs, the law school community now includes not only law students, but also lawyers and professionals who do not intend to become lawyers—allowing for a rich dialogue among professional colleagues.

Hands-on legal education

Formed in 1981, the Community Law Center, under the direction of Professor Theresa C. Ceko for the past decade, provides the law school’s primary clinical experience for law students. As a result of demand for more particularized experience than one clinic could provide, additional clinics with specific focus were created throughout this period.

The Civitas ChildLaw Clinic was established as an offshoot of the Civitas ChildLaw Center. Under the initial direction of Richard T. Cozzola (JD ’80)
and currently under Professor Bruce A. Boyer with the assistance of Professor Stacey E. Platt, students in this clinic undertake the direct representation of children in the legal system.

Dean Appel resolved to provide a nonlitigation clinical experience for law students who were interested in a transactional law practice. With the assistance of the law school’s tax faculty, a Federal Tax Clinic was established in the early 1990s to allow law students to represent clients with tax problems before the Internal Revenue Service and the Federal Tax Court. Graduates like Mary Lou Boksa (JD ’89) and Patrick T. Sheehan (JD ’87) helped establish the clinic on a sound footing. The clinic is currently under the supervision of Professors Michael D. Novy and Daniel P. Pavlik.

Similarly, Professor Joseph L. Stone, a retired business and tax attorney at D’Ancona Pflaum and a former president of the Chicago Bar Association, was hired in 1999 to direct the new Business Law Center Clinic. The clinic focuses on the legal problems of small and/or new business enterprises.

Focusing on the increasing number of senior citizens in our society, many of whom encounter serious legal problems, Dean Appel established an Elder Law Clinic as part of the broader Elder Law Initiative. In this clinic, students perform a variety of roles on behalf of the elderly, from public education to advocacy and litigation, all under the direction of Professor Angelari.

Loyola consequently begins its second century with five separate legal clinics, all of which are devoted to the twofold goals of preparing law students to be effective practitioners and providing legal assistance to persons who could not otherwise afford legal representation.

Outgrowing facilities…again

When it was inaugurated in 1980, Maguire Hall was able to satisfy the law school’s immediate needs, and for the first time it gave the school its own building designed and constructed specifically for its uses. As the various programs of the law school continued to expand, however, the facilities in the building became increasingly inadequate. In the mid-1990s, the Law Library was moved into three floors of the University building at 25 East Pearson Street; the law school was then no longer completely housed in one facility. The two
floors of Maguire Hall that were vacated by the library’s departure were later remodeled into classrooms and offices. The building at 16 East Pearson Street was acquired for the Civitas ChildLaw Center.

By the early 2000s, University President Michael J. Garanzini, S.J., began exploring other space options for the law school to meet its growing needs. The law school moved to floors 13 and 14 of the 25 East Pearson building, which had previously housed the offices of the School of Business Administration; at the same time, the business school took over Maguire Hall. Law classes were held throughout the 25 East Pearson building, in classrooms shared with other schools of the University. That move began as Appel was leaving her deanship and was completed in the summer of 2005. The law school was once again housed in the same building as its Law Library, although its arrangements were at that time temporary, pending completion of a long-term facilities plan.

Students reflect national diversity

An indication of the changing face of legal education is the increasing representation of women. Loyola has been in the forefront of this national trend. An indication of the success of this is that the entering class in fall 1985 was the last in which men outnumbered women.

At the same time, the student body came to exhibit the diversity that parallels that of the nation as a whole. Loyola undertook to diversify its students in all respects—gender, race, ethnicity, religion—by the early 1920s, long before other law schools did so. Now, close to nine decades later, the tradition of welcoming all qualified applicants continues.

One of the most significant changes in legal education, its greatly increased cost, occurred during the 1980s and ’90s. In 1983 tuition was $5,600 a year for the full-time and $4,200 for the part-time division. By the time Appel stepped down in 2004, the tuition was $26,261 and $18,918.
respectively. This unprecedented increase in tuition in two decades reflected inflation in the national economy. Law school tuitions were said to increase faster than the general cost of living fueled in part by the student expectation for professionalized services.

A law school with limited resources like Loyola struggles to provide financial aid for its students, although it can never meet the demand. Students’ indebtedness at graduation skyrocketed accordingly. Dean Appel agonized over the seeming inconsistency of educating students about public service and then seeing those students graduate while burdened with large loans to repay.

The law school has been able to make a modest contribution to this situation with grants to recent graduates who pursue careers in public service. Spearheaded by Professor Henry Rose, the law school in 1998 began the Loan Repayment Assistance Program (LRAP), which, in its 11 years of existence, has awarded over half a million dollars in financial assistance to its graduates.

Student-edited publications thrive

The Loyola Law Journal, the first academic publication of the law school, continues to publish as a multifocus student-edited journal. In the years after its founding, the law school undertook publications devoted to specific areas of law under the initiative of students, faculty, or the administration. As a result, the law school now produces a wide variety of scholarly publications.

The journal currently known as the Consumer Law Review had its origins in 1977–78, when a group of women began publishing the Women’s Law Reporter. In 1986–87 it was replaced by the Loyola Quarterly of Public Issues and the Law and, two years later, that publication was replaced by the Loyola Consumer Law Reporter, the change reflecting a further broadening of focus. The current name was adopted in 1997–98 to signal a deepening of its legal analysis of consumer-related issues.

In 1991–92 the Institute for Health Law began the publication of the Annals of Health Law. Similarly, the Civitas ChildLaw Center undertook the publication of the Children’s Legal Rights Journal for the ABA Center on Children and the Law in 1995–96. In that same year, the Public Interest Law Reporter began to publish.

Students took the initiative to begin to publish an informal journal called the Forum of International Law in 1993–94 to provide a vehicle for student writing in this area of law. A decade later, that informal publication was reintroduced as the Loyola University Chicago International Law Review.
In the mid-’90s, the law school experimented with having its students edit the publications of various national organizations. Graduates who were students at the time will remember The Bar Examiner of the National Conference of Bar Examiners; The Business Lawyer of the ABA Section of Business Law, and The Health Lawyer of the ABA Health Law Forum.

In recent years, several of the academic publications have sponsored annual symposia. These public events bring together scholars and practitioners each year to present papers on one specific topic; those papers are later published in the journals. The Loyola Law Journal has sponsored conferences on law and religion, death and dying, and the separation of powers. The International Law Review has sponsored symposia on the expansion of the European Union, international migration, China, and Africa. The Public Interest Law Reporter has hosted symposia on immigration reform and public education.

Participation in student competitions multiplies

Loyola’s participation in cocurricular activities such as interschool competitions expanded dramatically during these years, and student teams brought back scores of trophies. Loyola’s teams in moot court competitions were successful in repeatedly winning regional and national competitions such as the Chicago Bar Association Competition, the Illinois Appellate Lawyers Competition, the National Juvenile Law Competition, the U.S.–Canada Niagara Cup Competition, and the Wagner Labor Law Competition. (See the separate story on the Thomas Tang Competition.)

As part of the developing trial advocacy program, Loyola’s team competed successfully in a growing number of mock trial competitions. (See the separate story, page 111.)

In recognition of the many professional skills that are needed by lawyers, interschool competitions developed to challenge students in these skills. Loyola continues to participate in the Client Counseling Competition, and began to enter teams in competitions focusing on mediation and negotiation as well. In 2000, Loyola started to compete in the Willens Vis International Arbitration Moot in Vienna, Austria, and in 2004 it began to enter the Vis (East) Moot in Hong Kong, both under the guidance of Professor Margaret Moses.

Student organizations reflect growing variety of interests

Since the 1920s, student-led organizations have constituted an important component of the school’s cocurriculum. As student interests have broadened over the years, the number of such organizations has expanded greatly—now to almost 40.

The Student Bar Association (SBA) remains the umbrella organization representing all students. From its origins in the Junior Bar Association established in 1929, the SBA continues to coordinate student activities and provide social occasions for the law school community. Its annual Hunger Week activities in the fall, capped by the talent (or, as it is billed, the “no talent”) show, and the spring Barristers Ball remain highlights of its programming.

Some student organizations focus on particular areas of law, such as the
International Law Society, Health Law Society, and Intellectual Property Society. Other groups bring together law students from specific backgrounds, such as the Black Law Students Association, Asian Pacific American Law Students Association, and Latino American Law Students Association. Yet other groups provide opportunities based primarily on religious affiliations, such as the Catholic Lawyers Guild, Jewish Law Student Association (Decalogue Society), and Muslim Law Students Association.

One of the most active student groups each year is the Public Interest Law Society (PILS). Its most notable achievement is the annual PILS Auction, which raises funds to support law students in unpaid summer jobs in the public interest area.

The human dimension of legal education
Dean Appel made it a particular focus of her administration to insure that every student was...
acquainted with the complete range of lawyers’ professional responsibility. This concern was reflected not only in the growth and development of the legal clinics but also in a wide variety of activities in public interest.

Loyola was one of five law schools across the country chosen in 1988 by the Young Lawyers Section (YLS) of the ABA to participate in a pilot project to deepen law students’ understanding of professionalism as defined by professional ethics, lawyer competence, professional courtesy, and public service. At the end of that year, Loyola’s assessment was said by the ABA/YLS to have been the best of the five, reflecting the effort and energy that the law school directed to making that program successful.

One of the most notable manifestations of Dean Appel’s concern is the Public Interest Convocation, an annual event begun in 1989 at which lawyers are recognized for their activities in helping the underrepresented, either by full-time public service or by active pro-bono work. All first-year students are required to attend the convocation, to insure that they not only appreciate the problem of the underrepresented in our society but also recognize the various ways in which lawyers can contribute to addressing that problem.

Concurrent with the administration’s focus on public interest, students took the initiative to establish the Public Interest Law Society (PILS) and the Public Interest Law Reporter.

Another student-oriented focus of the administration during this period was the professionalization of services for students. The admissions process was completely restructured in 1984 when Pamela A. Bloomquist was hired as director of law admission. After a quarter of a century, she still fills that role, now as assistant dean of admission and financial aid.

The offices of the Registrar, under Dora M. Jacks since 1992, and Career Services, currently under Marianne Deagle, were also enhanced to ensure that prospective and current students had available to them all of the services that accompany a modern law school. Dean Appel also created the position of coordinator of minority relations to serve the growing numbers of student who reflected diversity in backgrounds. Shawn Mercer-Dixon, a longtime assistant professor, served in that role.

Joseph R. Biden was a U.S. senator when he spoke at Loyola in 2003 as part of a clinical celebration convocation. Greeting him is John C. Gerhard IV (JD ’03), and Kathleen P. Cronin (JD ’00). Barack Obama was a state senator in Illinois when he delivered the law school’s annual Dr. Martin Luther King, Jr. Lecture on January 20, 1999—10 years to the day before he was inaugurated as president of the United States. Speaking with him are students (from left) Presita R. May (JD ’00), Steven E. Skinner (JD ’01), and Kathleen Cronin (JD ’00).
When law, whether domestic or international, mirrors the aspirations of society and captures its imagination, it acquires a moral and political force whose impact can rarely be predicted and often far exceeds the wildest expectations of its particular lawmaker.

— Thomas Buergenthal, 1988
employee of the law school, assumed this role in addition to her other responsibilities; her energy, enthusiasm, and personality have made her a beloved figure in the law school administration for several decades.

Dean Appel also worked with the law librarian, Professor Francis R. “Bob” Doyle, to establish the Law School Computing Services. As computers came to play an increasingly important role in legal education, the need for professional support and assistance became a vital part of law school life.

Originally overseen by Associate Dean Faught, the direct responsibility for student services was later transferred to Assistant Dean Jean M. Gaspardo (JD ’94), who joined the law school administration almost immediately upon her graduation.

Jesuit priests played a role in the life of the law school from its beginnings. In the latter half of the 20th century, some of them with law degrees became members of the full-time faculty: William C. Cunningham, S.J., John J. Kinsella, S.J., and Philip J. Grib, S.J. In 1980, under Dean Charles W. “Bud” Murdock, a Jesuit joined the law school in a new role, that of full-time chaplain. Keith Eisenhut, S.J., became an integral part of the law school community as a counselor, not just for Catholics, but for students, faculty, and staff from all backgrounds. His role became an important component of Loyola’s identity and, when he left three years later, Dean Appel ensured the position was continued. Bro. James Zullo, FSC, and currently Jerry Overbeck, S.J., have continued to make the law school experience more balanced and more humane—another example of Loyola’s concern for the individual.

**Study-abroad programs go global**

The summer program in Rome had proved successful in attracting a large number of students every year, from Loyola and other law schools. Another summer program was
established in 1995 to introduce students to European Union and other continental legal institutions. This program combined visits to these institutions with classes in England, first at Nottingham-Trent University and later at Hertford College, Oxford. In 2008, the European Legal Institutions summer program was converted into a one-week optional add-on to the Rome Program. The law school also experimented with a small summer program in London in 1990 and 1991. Recognizing that not all law students could afford to spend a month overseas in the summer, Dean Appel encouraged faculty and staff to explore other options for study abroad. In January 1989, Associate Dean Faught began a two-week London program, which still continues, for Loyola students with a serious interest in advocacy. In addition to observing trials at the Old Bailey and discussing advocacy styles and techniques with English barristers and judges, the group is able to conduct meetings at the Middle Temple, one of the four traditional Inns of Court, where coincidentally the law school’s first dean, William Dillon, had been called to the Bar.

In 2003, Professors Haney, Platt, and Anne-Marie Rhodes established a close relationship with the law faculty at Universidad Alberto Hurtado, a Jesuit institution in Santiago, Chile. Since then a Comparative Law Seminar offers students the opportunity to travel to Chile over their spring break to conduct research, take tours of courts and other legal institutions, and visit Chile’s famous wine-making region. The cooperative program between Hurtado and Loyola now also includes an annual research week at Loyola each fall by Chilean law students, as well as faculty exchanges. Professor Geraghty has offered students a similar spring break program abroad, focused primarily on child and family law issues. Her seminar has in various years taken students to Tanzania, India, and Thailand, with the 2009 program held in South Africa with Professor Boyer and Assistant Dean Gaspardo.

Relations with the University

During Dean Appel’s term, the University experienced severe financial setbacks. As a result, the law school’s budget shrunk as Loyola struggled to adjust to the changing economic climate. With the active support of and participation by the Board of Governors of the Law Alumni Association, Appel managed to maintain the curriculum, programs, and activities of the school through many difficult years until the University was able to stabilize and reinvigorate itself under its new president, Father Garanzini.

During this period, some of the law school’s most loyal graduates proposed to Dean
The Law Alumni Association was created in 1925, distinguishing itself from the general alumni association of the University. Ever since then, Loyola’s law graduates have been a significant part of the law school community. They have served as adjunct members of the faculty, as guest lecturers in classes and at special events, as coaches and judges of interschool competition teams, as advisors to student organizations, as mentors to students, as consultants to the deans, as benefactors to the school, and in a wide variety of other capacities.

Enrollment in Loyola’s law school is the beginning of a lifelong relationship. Under the leadership of its officers and Board of Governors, the Law Alumni Association has sponsored a number of activities throughout the decades—the annual F. Emmett Morrissey golf and tennis outing, the annual awards lunch, the “Smoker,” and others. These events have provided occasions for graduates to meet and renew their friendships with each other and with the school.

Law Alumni Association

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Appel that the law school prepare a strategic plan to focus the school’s development. These graduates—Bernard J. Beazley (LLB ’50), Katherine S. Janega (JD ’77), and Mitchell J. Wiet (JD ’65)—worked with Appel and the faculty on a multyear project to create such a strategic plan. In addition to the plan, the law school community for the first time adopted a mission statement to articulate the school’s unique role.

Loyola University Chicago School of Law is a student-focused law center inspired by the Jesuit tradition of academic excellence, intellectual openness, and service to others. Our mission is to educate diverse, talented students to be responsible leaders in a rapidly changing, interdependent world, to prepare graduates who will be ethical advocates for justice and the rule of law, and to contribute to a deeper understanding of law and legal institutions through a commitment to research, scholarship and public service. (Adopted by the law faculty, 2002)

The strategic plan helped steer the law school through the last years of its first century and continues to guide its development.

Appel stepped down from the deanship in 2004 to return to full-time teaching. At that time the president of the university, Father Garanzini, gave her the distinctive honor of naming her dean emerita, a position created to mark her enduring role in the life of the law school.
When Dean Nina S. Appel stepped down in 2004, a nationwide search began for her successor. During the year of that search, Professor Diane Geraghty served as the interim dean.

In 2005, Professor David Yellen, formerly the dean of Hofstra Law School, was inaugurated as the 10th dean of Loyola School of Law. He asked Professor Michael J. Kaufman to serve as the associate dean for academic affairs. James Faught continues to serve, now as the associate dean for administration.

Dean Yellen was introduced to the distinctive world of Loyola’s law school community in a unique way: when he became dean, his four immediate predecessors—Deans Charles R. Purcell, Charles W. “Bud” Murdock, and Appel, and Interim Dean Geraghty—were all still part of the full-time faculty!

His deanship has so far been marked by a remarkable number of achievements such as endowed faculty chairs, an increased number of faculty members, and expanded facilities.

Faculty emphasizes research

The faculty had committed itself to a new emphasis on scholarly writing, while preserving the school’s traditional excellence in classroom teaching. This renewed focus on scholarship as well as teaching accelerated under Dean Yellen. Interim Dean Geraghty had appointed Professor Spencer Weber Waller as associate dean for research to encourage and facilitate faculty scholarship. Dean Yellen confirmed that position, now held by Professor Margaret Moses. The result of this has been a significantly increased output of academic publications as well as visibility of the faculty in lectures and other speaking engagements around the country and world.

In addition to the endowed chairs (see the separate story, page 151), a number of younger scholars have been recruited to the full-time faculty in recent years.

(continued on page 143) •
A large number of visiting professors from other law schools and from practice have joined the faculty in recent years for a semester or a full academic year.

From the very start of the law school in 1908, the faculty has been augmented by men and women from the practicing bar and the bench who serve as adjunct faculty members. This continues to be true today. These adjunct faculty, many of whom are Loyola graduates, give their time to share their wisdom and their experience with Loyola law students, enriching the curriculum and the educational process in incalculable ways.

Mary Ann McMorrow (LLB ’53), formerly chief justice of the Illinois Supreme Court, is now distinguished jurist in residence. More recently, Richard A. Devine, the former state’s attorney of Cook County, has joined the faculty as distinguished adjunct faculty.

Continued commitment to public service

The law school’s commitment to public service, vigorously fostered by Dean Appel, has continued to thrive. For the first time, the position of director of public service programs was created to coordinate and encourage all of the school’s various programs and activities in public interest. Mary J. Bird (JD ’87), who serves as the director of the Street Law program, was hired to fill this position.

Study in China added to international program

A new summer abroad program was inaugurated in 2008 at the University’s new facility in Beijing, China. A small group of faculty and students, under the supervision of “Dean Jean” Gaspardo, studied aspects of Chinese law and experienced firsthand one of the fastest-growing economic powers in the world. The students had the opportunity to experience the preparations for the Summer Olympic games there. This program is scheduled to continue in 2009 and hopefully beyond.

Facilities undergoing expansion, remodeling

With the encouragement and support of University President Michael J. Garanzini, S.J., the University building at 25 East Pearson Street, now renamed the Loyola
After almost 30 years on the full-time faculty, Professor Christine Cooper continues to teach half-time at the law school. Laura A. Caldwell (JD ’92), a distinguished scholar in residence at the law school, is the well-reviewed author of several novels and other books. She recently initiated the Life After Innocence project, a practicum for Loyola law students to offer guidance and legal assistance for former prisoners whose convictions were overturned.

Members of one of the law school’s newest student organizations, OUTLaw, attended the annual Lavender Law Conference sponsored by the National Lesbian Gay Bisexual Transgender (LGBT) Bar Association in San Francisco in fall 2008. Pictured (from left) are: Stephen Murphy, Jeremiah Davis, John Litchfield, Rebecca Segal, Clay Rehrig, and Adam Larson.
Law Center, is being completely remodeled for the school. The law school will eventually occupy the sixth through 15th floors for its classrooms, offices, Law Library, and other operations—once again giving it complete control over its own facilities. Construction on the first phase of this project was completed in January 2009. Completion of the programmatic and office phases of the project is scheduled for 2012, with the renovation of the Law Library to follow.

Embracing emerging technology

Emerging technologies continue to challenge legal education. It was under Dean Murdock in the early 1980s that the law school made its first ventures into providing computers for student use in research and writing. Since then, the Law Library has incorporated online databases and Web-based resources into its expanding purview, and electronic research is a fundamental part of the legal research and writing program. Loyola’s law students now consider a laptop to be as necessary in a classroom as a pen for taking notes, and they regularly write their final examinations on those laptops. The Law School Computing Services, under the direction of Michael Lonero, ensures that all aspects of computers in legal education at Loyola operate at maximum efficiency for the benefits of the users.

The Beazley Institute for Health Law and Policy made a breakthrough when it recently began to offer its Master of Jurisprudence in Health Law degree for nonlawyers online. This innovative program allows students around the country (and elsewhere in the world) to take their required and elective courses wherever they are, coming to the law school in person only twice during their two years of study: once midway through for an immersion weekend, and once at the end to present their thesis and attend their commencement.

The entire law school now offers wireless access to the Internet. There are power sources at each seat in all the classrooms and throughout the study areas. The law school (continued from page 143)
is incorporating state-of-the-art technology into the construction of its new facilities, and it anticipates that one day it will confront and address the sharing of law-related information through cell phones, iPods, and other devices not yet invented.

Centennial celebration in full swing

Dean Yellen is presiding over a year-long celebration of the law school’s 100th anniversary. The vision of its founders has enabled the school to endure the tumultuous events of the 20th century and to emerge as a leader in legal education, focused on the future but with keen appreciation of century-long traditions.

The law school’s first hundred years have experienced a remarkable consistency in themes and values, although those themes and values have manifested themselves in various ways, reflecting the different circumstances of each era:

• a Jesuit Catholic law school welcoming persons of all traditions and backgrounds;
• part-time students enjoying access to all that accompanies legal education for full-time students;
• a faculty of full-time members dedicated to teaching and to scholarship, and drawing on the expertise and skills of Chicago’s legal community for its adjunct members;
• a deep and abiding commitment to the values of the legal profession;
• close relationships among all members of the law school community—students, faculty, staff, and graduates.

As the law school community confidently looks forward to the future, it can look back and take great satisfaction in reviewing the panorama of persons, events, activities, and occasions that have made the School of Law of Loyola University Chicago what it is today and what is likely to become in the years ahead.

Annually rated as one of the foremost Illinois lawyers in state and national surveys, Joseph A. Power (JD ’77) is also one of the law school’s most generous benefactors. He has donated a seven-figure gift to establish a “Dean’s Venture Fund” to further strategic priorities. He was awarded the law school’s Medal of Excellence in 2003, and has served as a University trustee since 2004.

Recent additions to the faculty include (clockwise from top left) John Bronstein, Sacha Goupert, Stephanie M. Stern, Michael J. Zimmer, Alexander Tsesis, and Lea Krivinskas Shepard.
Endowed Faculty Chairs Boost Law School Prestige

Thanks to the generosity of its supporters, the law school has in recent years established several distinguished academic chairs in areas of law that are particularly significant for the school. This growth in endowed chairs enhances the law school’s growing reputation in serious academic scholarship.

The Wing-Tat Lee Chair in International and Comparative Law was established by Wing-Tat Lee, a Hong Kong businessman. Professor Gregory Shaffer was named as the inaugural chair in 2006.

A gift from the Helen V. Brach Foundation established the Raymond and Mary Simon Chair in Constitutional Law in honor of Raymond F. Simon (JD ’56). Professor John E. Nowak, the author of the leading casebook in constitutional law and a recognized scholar in the area, was selected as the initial holder of this chair in 2008.

Also in 2008, Bernard J. Beazley (LLB ’50) established the A. Kathleen Beazley Chair in Child Law in honor of his wife. Professor Diane Geraghty was recognized for her national prominence in the area of child law when she was named to this distinguished chair. Beazley has also pledged to establish a Beazley Chair in Health Law. His contributions in this area of law have resulted in the naming of the Beazley Institute for Health Law and Policy.

In early 2009, Barry Sullivan, of Jenner & Block, was named the inaugural holder of the Cooney & Conway Chair in Advocacy, which was established by alumni Kevin J. Conway (JD ’76), Robert J. Cooney (JD ’78), and John D. Cooney (JD ’79). Sullivan is a nationally prominent litigator, scholar, and teacher.

The director of the Business Law Center Clinic, Joseph L. Stone, was recently named the Randy L. and Melvin R. Berlin Clinical Professor of Business Law, thanks to a donation by Randy L. Berlin (JD ’91) and her husband.
Law Graduates in Government Service

The law school has always encouraged its students and graduates to consider careers in public service. The school is therefore proud of the notable achievements of its graduates who serve in municipal government, the Illinois General Assembly and state government, the U.S. Congress, the judiciary, and other key governmental roles. Among those who have held significant elected and appointed service are the following. They are representative of the very many Loyola graduates in governmental positions.

Mary Ann G. McCormor (LLB ‘13, left) was the first woman to serve as the chief justice of the State of Illinois when she was elected to that office in 2002. She was succeeded as chief justice in 2006 by Robert R. Thomas (JD ’81).

Michael J. Madigan (JD ’67) has been the speaker of the Illinois House of Representatives since 1982, except for a brief period of Republican control.

Lisa M. Madigan (JD ’94) has been the attorney general of the State of Illinois since 2002, the first woman to hold that office.

Corinne J. Wood (JD ’79) was the first woman to serve as the lieutenant governor of the State of Illinois when she took office in 1999.

Neil F. Hartigan (JD ’62) was elected lieutenant governor of the State of Illinois in 1972, the youngest person in the nation in that office. In 1982, he was elected Illinois attorney general, and from 2002–04 he served as a judge on the Illinois Appellate Court. He received the President’s Medal of the University from Michael J. Garanzini, S.J. (right), in 2003.

Daniel W. Hynes (JD ’93) is the comptroller of the State of Illinois. He was 30 years old at the time of his election in 1998, making him the youngest elected statewide constitutional officer in Illinois since 1942.

John J. Cullerton (JD ’74) is the current president of the Illinois Senate, having served in the state legislature since 1979.

Lisa M. Madigan (JD ’94) has been the attorney general of the State of Illinois since 2002, the first woman to hold that office.

Philip J. Rock (JD ’94) was first elected to the Illinois Senate in 1972, where he served until 1993. He was elected Senate president for seven terms.

John J. Cullerton (JD ’74) is the current president of the Illinois Senate, having served in the state legislature since 1979.

Corinne J. Wood (JD ’79) was the first woman to serve as the lieutenant governor of the State of Illinois when she took office in 1999.

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