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### Living the Law at Georgia

Alton Brooks Parker  
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Lucas House, which will serve as the dining hall of the Lumpkin Law School, and below, Milledge Hall at the University of Georgia.

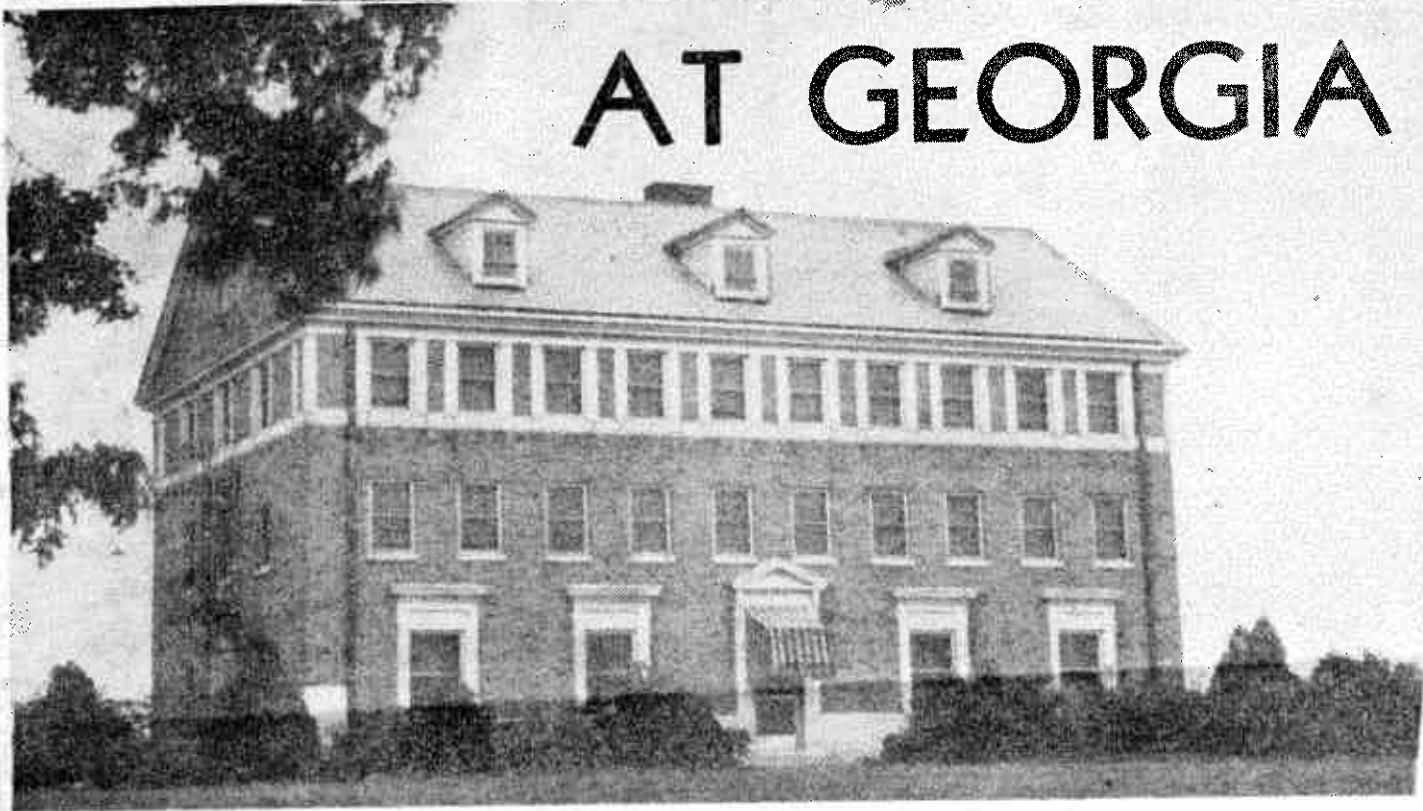


J. Alton Hosch,  
dean of  
the Lumpkin  
Law School.



# LIVING THE LAW

# AT GEORGIA



By Alton Brooks Parker

SHADES of Old England with her Inns of Court are reflected in the announcement by Dean J. Alton Hosch that the School of Law of the University of Georgia will, beginning this fall, function as a unit within itself. That is, it is to have its own dormitory and its own dining hall, which, as Dean Hosch expresses it, will afford the student the opportunity to study law, eat law and sleep law.

Heretofore the law student, the same as the academic student, has, at the toll of the ancient chapel bell, come running from the four corners of Athens—either from a campus dormitory, fraternity house, private home, or a hotel. But no more. Now a court crier, in the form of a proctor, will stalk the halls in the early morning hours and, trumpeting with his hands, will give the shout:

"Hear ye! Hear ye! Be it known to all and sundry, court at the Lumpkin School of Law is now ready to begin session. Hear ye! Hear ye!"

Acquisition by the Law School of Milledge Hall and Lucas House, two buildings which have for years functioned as a unit on the campus, has made this new plan possible. Milledge Hall, a modern fire-proof building of three stories and facing the famous War Memorial Hall, offers superior accommodations, and, at the same time places the student within a minute's walk of the gymnasium, tennis courts and other recreational facilities. Lucas House, a magnificent Colonial type home of great charm, is only a few steps away. Milledge Hall will serve as the dormitory, with Lucas House as the dining hall. Also in Lucas, upstairs, there is additional room for twelve students. The dining hall is equipped like a select tea-room and will be under the care of an expert dietitian.

The spacious living room of Milledge Hall will be equipped as a library. Although the library will not in any way detract from the main library in the law building, it will include a set of Georgia Reports, a set of Georgia Appeals Reports, digests, treatises and other volumes which the student needs daily for reference. This will give the student the opportunity to be at all hours associated with the Georgia cases which are assigned daily as collateral reading.

Dean Hosch compares the new set-up with the old English Inns of Court, which carries us back to the latter days of the thirteenth century when these Inns first

took flower. It was then that things were moving fast and our forefathers were vexed with civil strife. King Edward I ruled with a firm hand. Foreign trade was increasing with the Lombards, and the Flemings introduced new methods of business. Men eagerly sought the King's justice. The king's justices sat at Westminster. Other justices of assize he sent out into the provinces, and to further the scope of administering justice he appointed learned laymen as serjeants, serjeants at legem, but there were not enough of these. Younger pleaders were needed to assist them in court and outside on matters of routine. They were men who could hope to become serjeants themselves in due time. The king commanded his judges to select at their discretion promising students who should attend his courts and have exclusive right of audience there. They should constitute themselves into regular permanent societies with something like the common life and discipline of a guild, something like the systematic teaching and discussion of a university, and who in turn would be presented to the king's judges to be approved and licensed.

These were the Inns of Court. Learned justices of the day visited these Inns, talked with the students, ate with them, lectured to them, and joined in their discussions. These Inns soon came to give England her lawyers.

"IT IS something like this for which we are striving," Dean Hosch pointed out. "When our lecturers and judges visit the school, they may also dine, talk and discuss with the student, and advise him on what is taking place in the courts and of the development in various fields of law."

Each year the school is honored by a number of distinguished lawyers and judges who come to lecture on phases of the law in which they may be particularly interested. Last year there came Senator Walter F. George, who lectured on the Constitution of the United States; Harrison Jones, executive vice president of the Coca-Cola Company, a distinguished lawyer and an alumnus of the university; Graham Wright, also a prominent attorney of Rome, Ga., and secretary of the State Board of Bar Examiners; Daniel H. Redfern, of Miami, Fla., noted authority on wills and administration of estates; Halton Lovejoy, prominent lawyer and statesman of LaGrange, and Edward E. Conroy, special agent in charge of the Federal Bureau of Investigation, U. S. Department of Justice.

This year's calendar boasts such names

as E. Konlz Bennett, of Waycross, son of John Bennett and one of the state's most prominent young attorneys; S. Price Gilbert, of Atlanta, recently resigned from the State Supreme Court; Archibald B. Lovett, of Savannah, ex-president of the Georgia Bar Association; Alexander W. Smith, Jr., of Atlanta, another past president of the Georgia Bar Association; A. O. B. Sparks, prominent lawyer of Macon, and Homer Sutton, of Clarkesville, member of the State Court of Appeals.

THE SCHOOL OF LAW at the University of Georgia was founded in 1869 by three distinguished Georgia lawyers—Joseph Henry Lumpkin, first Chief Justice of the Supreme Court of Georgia, for whom the school is named; William Hope Hull and Thomas R. R. Cobb. The school has produced many outstanding men, and in recent years has made remarkable progress towards its goal of giving the finest type of legal education available. In recognition of this fact it is now regarded as one of the better schools of the nation, and its graduates are eligible to take the bar examination in any of the several states. It offers a thorough knowledge of the Anglo-American system of common law and familiarizes the student with statutory law with which he will be called upon to deal. Great emphasis is placed on teaching the student how to make a practical application of the legal principles as he learns them, and work is carried on in the practice courts under conditions made as nearly as possible like those prevailing in the courts of the state.

Also, the school is housed in one of the most beautiful buildings in the southeast, complete in every detail. Made possible by the generosity of the friends and alumni of the University, it was completed in 1932 and named Harold Hirsch Hall in honor of Harold Hirsch, of Atlanta, a brilliant lawyer and devoted alumnus of the University. On the ground floor are the courtroom, smoking and lounging room. On the main floor there are three large lecture rooms, administrative offices and private offices for the professors. On the top floor is the Alexander C. King Library, named for Alexander C. King, who was an eminent lawyer, solicitor-general of the United States under President Wilson, and later a judge of the United States Circuit Court of Appeals for the Fifth Circuit. Mrs. Alice M. King, widow of the late judge, has contributed generously to the establishment of a library in memory of her distinguished husband. The library has a reading room which will accommodate one hundred and twenty-five students

and a stack room with a capacity of forty-five thousand volumes. There are also private reading rooms for members of the faculty and students.

The Library contains at present approximately fifteen thousand volumes, and is being added to continuously. Many of these books are gifts of friends and alumni.

The school operates under the case method of instruction. This system is interesting, in that devotees of the old school of teaching law are still in revolt against this method and continue to eye it with some apprehension, but the system has now been adopted by all leading law schools of the nation.

The case system, however, is not new. It dates back to 1870, when it was first tried out at Harvard. It was introduced there by Christopher Columbus Langdell, a former student and librarian at the institution. In 1869, Langdell, through the strength and influence of Harvard's new president, Charles William Eliot, who remembered him from his college days, and had been impressed with his views on the study and teaching of law, was elected to the Dane professorship of law in the Harvard Law School.

"Law," Langdell said (and it was a new contention in those days), "is a science. Considered as such, it consists of certain principles and doctrines, and to have such mastery of these as to be able to apply them with constant facility and certainty to the ever-tangled skein of human affairs is what constitutes the true lawyer."

DURING the first year in his new position, Langdell began a series of lectures on what he called the case system. By the end of the year he had succeeded in influencing the authorities to give this strange new application a trial, and when the next fall term opened, the advance sheets of his first casebook, "Langdell's Cases on Contracts," were ready for use. This early collection of cases covered a few cases on the law of contracts. All important English cases on each topic were reported in chronological order, followed by American and Scotch cases, which in turn were followed by an index.

The innovation caused a storm of disapproval, from the other members of the faculty, the students, and also from the prominent members of the bench and bar. They held that the purpose of a law school was to teach the law, not to argue about and dissect a case that was probably wrong anyway!

But the system did not die. The older professors, pensioned off, went their separate ways. Younger men, in sympathy with Langdell and Eliot, were called to take their places. More casebooks began to appear. Soon the case system penetrated to the field of Torts, then to Pleading, and finally to all phases of the law.

Langdell's influence was now felt throughout the United States. In 1928, it reached the University of Georgia.

What happened last fall when the Dean first met his class on Contracts is a typical scene re-enacted every fall when the first-year class meets for the first time:

The Dean walked in. He scanned a sea of puzzled faces. He called the roll. Then, after going down the list once more, he called out:

"Mr. Wright," the Dean said to young Graham Wright, of Rome, Ga., "will you state the facts in the case of Cooke vs. Oxley." (An old English case reported in the King's Bench, May 14, 1790.)

Young Wright did his best with the facts of the case.

"Now, Mr. Baxter," the Dean said to Harry Baxter, of Ashburn, Ga., "will you give the plaintiff's argument?"

Baxter did what he could of the plaintiff's argument.

"Mr. Covington," the Dean said to Dean Covington, also of Rome, "do you agree?"

BUT BEFORE young Covington could answer, from the rear there rose an antagonistic voice, crying for argument:

"I don't like that. The plaintiff didn't have a case."

The Dean smiled. A lawyer was born.

One sees immediately that this method of instruction tends to develop more readily in the student the faculty to analyze a legal problem and to think it out in legal terms. To further this method, practical instruction in the preparation and trial of cases is given in a practice court, which is carried out under the direction of an active practitioner with conditions made as nearly as possible like those prevailing in the courts of this state.

The student body of the law school is organized into four clubs, with five student organizations. Each club is presided over by a chief justice who is a member of the senior class. Cases are assigned to members of the first and second year classes for argument. The arguments are conducted before some member of the senior class, or before some professor or practicing attorney who may be invited by the club to sit as judge. After a decision is rendered there is an open discussion of the legal principles involved in the case. These discussions frequently give a student insight into a legal problem which he could not get so readily in any other way.