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THE PURPOSE OF THIS BULLETIN

This bulletin is issued for the purpose of aiding those who are trying to decide upon a life-work. In the following pages such information is briefly set forth as it is hoped may help those who have not yet selected a vocation to decide whether or not they want to follow the profession of law, and such further information as may help those who have decided to study law, to choose a law school in which to pursue their legal studies. It is hoped that this bulletin may also prove of value to those who are called upon to give advice on so important a subject as the choice of a profession.

THE PROFESSION OF LAW

OPPORTUNITIES OF THE LEGAL PROFESSION

The opportunities which are open to those who enter the profession of law are undoubtedly more extensive and varied than those offered by any other calling. The most obvious field of labor for the lawyer is in the active practice of the law, consisting of advising clients, and preparing and trying cases. In this field the thoroughly trained and conscientious lawyer may well gain honor and substantial rewards. But it not infrequently happens that one who combines with a legal training an aptitude for business will be called more or less from the active practice of law into the business world to organize, re-organize or manage large banking, mercantile, or public service companies—a field of opportunity for large usefulness.

Of course the judges of our courts, both federal and state, are chosen from the membership of the bar, and though their salaries are not large, the honor attaching to the judicial positions makes them attractive.

However, it is not only in the administration of the law that the lawyer finds occupation; there is a large field of activity for the lawyer in the making of the law. It is natural that the great majority of the law makers should be lawyers, for lawyers best know the shortcomings of any existent system of law and can most scientifically frame the statutes which are required to meet difficulties. The legislator's remuneration is not great, but his opportunities to influence public thought and public action, and to be truly useful to his fellow men are practically unlimited.

The profession of law also offers opportunities to the man who would devote himself to study and research. Much has been written on the law, but much still remains to be written by those qualified by ability and training for legal authorship. Furthermore, law teachers are needed to man the faculties of our law schools, and at present the demand for those fitted by reason of their temperament and scholarship for law teaching is greater than the supply.

DISADVANTAGES OF THE LEGAL PROFESSION

Undoubtedly one of the disadvantages of the law as a profession is the time necessarily consumed in preparing to practice and the further time which may elapse after admission to the bar before a remunerative practice is established. In order to procure an adequate training for the law it is absolutely essential to take the full

elementary and high school courses, followed by a law course of three years; and it is most desirable that one should have had at least two years of college work before entering the law school. Therefore, if a man would be properly prepared for the practice of law, he can hardly expect to be admitted to the bar before he is twenty-two years of age, and many men do not begin practicing until they are considerably older. Moreover, many men feel that valuable training is to be had from clerking for a year or more in offices which have a large and varied business, and during this time they receive very moderate salaries. When one does finally get into practice on his own account, he is likely to find that the competition is sharp and at first his practice grows slowly.

The client's fortune or reputation or even his life often depend upon the skill and fidelity of his attorney, and such responsibility can not be lightly borne by the conscientious lawyer. Besides, when an attorney is engaged in important litigation, he will often find the days too short for the work to be done and night will find him working late at his office or in the most available law library. The spectacular work of the court room is a small part of his labor compared with the long hours of study which must precede it. Sometimes the lawyer is annoyed by discourtesies and sharp practices of opposing counsel, and sometimes unprincipled clients will ask him to do something of which he does not approve, and will make it very difficult for him to refuse. All of these considerations should be weighed by one who is contemplating the study of law.

OBLIGATIONS OF THE LEGAL PROFESSION

The practicing attorney comes into closest relationship with his clients, and his obligations to them are well defined. Towards them he must practice the utmost good faith and in furthering their legitimate interests he must exercise his best diligence. He should never stir up litigation, but should wherever possible play the part of a peacemaker. In the trial of cases, the lawyer's effort should always be to correctly inform the court on matters of fact and of law, and his aim should not be to win at any cost, but to see that substantial justice is done between the parties. The lawyer is also under heavy obligations to the public, although the nature and extent of this obligation is perhaps more difficult of definition. That it is his duty when elected to the judiciary, to dispense justice with scrupulous impartiality is universally recognized.

The lawyer who holds a public office is of course a public leader, but the lawyer who occupies no public office is also one of the leaders of his community in all matters of public interest, and should have a strong sense of the responsibility of such leadership.

Frequently, he can best judge the fitness of candidates for public offices, and is best entitled to pass honest criticism on those who hold public offices, and as a student of law and political institutions, he should be particularly fitted to suggest means for remedying public evils, and advancing the general public welfare.

THE ETHICS OF THE LEGAL PROFESSION

The spirit of criticism is abroad in our time, and this is a wholesome condition. Critics are devoting a good deal of their attention to the legal profession, and this attention in the long run is going to prove good for the public and good for the profession. Of course some injustice is done, but on the other hand the legal profession is being compelled to examine itself; as a result quicker punishment is being meted out to those who abuse their positions as members of the profession, while all of its members are being compelled to live up more strictly to those high ideals which have always guided its leaders.

In some of our states the "duties" of the lawyer are defined by statute. In others, the state bar associations have drawn up rules to govern the conduct of their members. In 1908, the American Bar Association adopted certain "Canons of Professional Ethics" as a general guide to members of the legal profession. (See Vol. XXXIV of the Reports of the American Bar Association, pages 1159 to 1170.) These "Canons" are too long to reprint here, but the preamble is instructive; it reads:

"In America, where the stability of courts and of all Departments of Government rests upon the approval of the people, it is peculiarly essential that the system for establishing and dispensing justice be developed to a high point of efficiency, and so maintained that the public shall have absolute confidence in the integrity and impartiality of its administration. The future of the Republic, to a great extent, depends on our maintenance of justice, pure and unsullied. It can not be so maintained unless the conduct and the motives of the members of our profession are such as to merit the approval of all just men."

The general principles which should govern the lawyer in the practice of his profession and which are elaborated in the "Canons of Ethics" are set forth in a form of oath which is recommended by the American Bar Association for adoption by the proper authorities in all of the states and territories. It is as follows:

"I do solemnly swear:

"I will support the Constitution of the United States, and the constitution of the State of

"I will maintain the respect due to Courts of Justice and judicial officers;

"I will not counsel or maintain any suit or proceeding which shall appear to me to be unjust, nor any defense except such as I believe to be honestly debatable under the law of the land;

"I will employ for the purpose of maintaining the causes confided to me only such means as are consistent with truth and honor, and will never seek to mislead the Judge or Jury by any artifice or false statement of fact or law;

"I will maintain the confidence and preserve inviolate the secrets of my clients, and will accept no compensation in connection with his business except from him or with his knowledge or approval;

"I will abstain from all offensive personality, and advance no fact prejudicial to honor or reputation of a party or witness, unless required by the justice of the cause with which I am charged;

"I will never reject from any consideration personal to myself, the cause of the defenseless or the oppressed, or delay any man's cause for lucre or malice, so help me God."

LEGAL EDUCATION

THE DEVELOPMENT OF LEGAL EDUCATION

The past century brought many changes in the conventional education of lawyers, and these changes have produced the modern law school, which is distinctly an American institution, and upon the chief characteristics of which lawyers and law educators are now generally agreed.

When Chancellor Kent began the study of law in 1781, he was placed in the office of the Attorney-General of New York. There he was left largely to his own ingenuity to discover how to learn and what to learn, with but an occasional suggestion from his preceptor. A graduate of Yale College, there was no law school to which he might go, though two years before a single professorship in law had been established by Thomas Jefferson at the College of William and Mary. The books at hand were few, and the student at once devoted himself to Blackstone's Commentaries on the Laws of England. The Courts seldom wrote opinions in that day and there were few published reports of decisions. The lawyers and judges relied chiefly on a few established treatises for their knowledge of law. Such treatises were accepted as authorities and the student was expected to memorize them. This could be done conveniently in a law office, and since the books were few, the period of training was not long to the ambitious student.

Certain law offices became centers for the training of law students, and as their reputations were established the heads of these offices devoted themselves more exclusively to the often remunerative business of instruction. In time such offices lost their clients and became private law schools. The best of these private schools was that of Judge Tapping Reeve, established in 1784 at Litchfield, Connecticut, where a large number of students made possible a greater continuity in the work. The instruction was always by lectures, and few students spent more than one year in the school. Such private schools were, however, necessarily few in number, for the scarcity of students made it impossible for any great number of successful practitioners, who would attract young men, to convert their offices into class rooms. But most practitioners found it convenient to have one or two students around them as helpers, and were for this reason willing to become nominal tutors. The facility of forming such connections, together with the advantage of some court room contact, made it inevitable that office study should continue for a half century to be the conventional avenue to law practice.

Between 1815 and 1840, the colleges and universities began systematic instruction in law, influenced no doubt by the success of the private law schools. Their better support made it easier for them to attract teachers and students and to furnish the necessary equipment. The profession did not readily accept the idea that the law could be learned as well in a law school as in a law office, and for many years it was stoutly combatted by members of the bar. This opposition weakened as the students proved the superiority of their training and as the profession began to accept the valuable treatises published by such law teachers as Kent and Story and Greenleaf. The publication of state reports made it necessary that students have access to libraries which few offices could afford and guidance in the use of such libraries. Until the requirements for admission to the bar were raised the schools could not replace the offices. Many of the schools were weak—some hardly deserved the name. Night schools sprang up, often as commercial projects undertaken by practitioners who desired to increase their incomes. Sometimes these were but nominally affiliated with strong universities. But the stronger schools took the lead in lengthening their curricula, and in strengthening their work. By 1870 two years' work was required in the best schools, definite courses of study were outlined, and numerous subject divisions of the law were made which had not been differentiated in Blackstone. The advantage of better training for the bar was soon appreciated by its leaders. In 1878, the American Bar Association established a standing Committee on

Legal Education, the earliest recommendation of which was that "the several state and other local bar associations be requested to recommend and further in their respective states the maintenance of schools of law," and which in its first report recommended a requirement of three years' study of law as a prerequisite to admission to the bar. In 1893 the Section on Legal Education of the American Bar Association was established, and it has had much to do in stimulating interest in law schools and in increasing their efficiency. As early as 1881 the American Bar Association voted in favor of three-year law schools, and today a substantial majority of the law schools have the three-year curriculum.

The law school training is now accepted by the bar as the regular approach to the profession. On the continent in Europe university training is required for admission to the bar. Our tendency seems to be in that direction, but the American law school has not yet so completely superseded the law office as a place of study. There are now one hundred and eighteen law schools in the United States. The increase necessitated the formation in 1901 of the Association of American Law Schools, of which all the leading schools are now members. It is the policy of this association to exclude from membership schools giving "regular courses of instruction at night," schools which have not the three year curriculum and schools which do not require a high school training as prerequisite to admission.

THE CASE SYSTEM

The evolution from a law office with a practicing tutor through the private school with practitioners as instructors to the public law school with professional law teachers has been gradual, and each of the later stages has been influenced by the earlier ones. Blackstone established a new idea when he proved that the common law lends itself to systematic exposition; Austin had no precedents for his comparison of the English with other systems of law; Maine's historical investigations made possible a real understanding of legal principles to replace the blind following of authority. The teaching of law has undergone a similar evolution to its present scientific basis.

From the office lawyer the student acquired habits rather than knowledge. In the early history of the law schools the lectures of the teachers were not at once freed from the practitioners' influence. The teacher was at first the expert who laid down the principles of law which the students were expected to accept. At Harvard in 1871 Professor Langdell began a wholly new method of teaching, under which the student is sent to the sources of our law, the de-

cided cases, to work out for himself the principles applied, with such guidance from the teacher as will make the student's efforts most successful. Teachers of other sciences put microscopes in the hands of their students, and set them to work on various specimens to learn for themselves. Professor Langdell selected actually decided cases in which the principles of his subject had been applied, arranged them to show how the principles developed and gave these collections or case-books to his students to replace their treatises. Instead of stating his own conclusions to his students, he formulated the principles which they with his guidance worked out of the cases. The students learned the principles and the reasons for them in such a way that they were not readily forgotten, and the process gave them the power to address themselves to new problems as they arose. Each case was an experiment which the student worked in his own way.

Professor Keener has described the so-called "case system" as being based on the following conclusions:

"1. That law, like other applied sciences, should be studied in its application, if one is to acquire a working knowledge thereof.

"2. That this is entirely feasible, for the reason that, while the adjudged cases are numerous, the principles controlling them are comparatively few.

"3. That it is by the study of cases that one is to acquire the power of legal reasoning, discrimination and judgment, qualities indispensable to the practicing lawyer.

"4. That the study of cases best develops the power to analyze and to state clearly and concisely a complicated state of facts, a power which in no small degree distinguishes the good from the poor and indifferent lawyer.

"5. That the system, because of the study of fundamental principles, avoids the danger of producing a mere case lawyer, while it furnishes, because the principles are studied in their application to facts, an effectual preventive of any tendency to mere academic learning.

"6. That the student, by the study of cases, not only follows the law in its growth and development, but thereby acquires the habit of legal thought, which can be acquired only by the study of cases, and which must be acquired by him either as a student or after he has become a practitioner, if he is to attain any success as a lawyer.

"7. That it is the best adapted to exciting and holding the interest of the student, and is, therefore, best adapted to making a lasting impression upon his mind.

"8. That it is a method distinctly productive of individuality in teaching and of a scientific spirit of investigation, independence and self reliance on the part of the student."

The case system is designed to give the student a "legal mind" which may be defined as "the habit of correct reasoning on legal questions with a ready and accurate perception of legal analogies." It will make of him a legal thinker, rather than a storehouse of legal information. Confronted with the new situations which are constantly arising in practice, he will not be at a loss to know how to proceed.

Professor Langdell's innovation was stoutly opposed in the law schools and at the bar for many years, but its triumph is now undisputed. All of the best law schools are now committed to the case system, and a large majority of them employ it to some extent.

This evolution in method has created a broad gap between the practitioner and the teacher,—in rare instances, the same person can be both. But law teaching is now a distinct profession, and the leading law schools no longer depend upon the practicing lawyers for their instruction. Teaching and practicing can be combined, but in most cases one or the other will suffer.

PREPARATION FOR THE STUDY OF LAW

A half century ago, the law schools admitted all students who applied. Few of them required any examinations for degrees; the standards for admission to the bar were so liberal that anyone who had read Blackstone could comply with them; there was little uniformity in the curricula of the preparatory schools,—hence it was not necessary or practicable that the law schools should admit only students of good preliminary training. But the standardization of secondary or preparatory schools, the desirability of safe-guarding law degrees so that they will mean something, and the conversion of the bar to the belief that only the fit should be permitted to practice, have resulted in all law schools' prescribing certain qualifications for admission. A few schools now require a college degree as a prerequisite to the admission of candidates for the law degree. Almost all of the reputable law schools now require as much as a high school education for entrance. The present tendency is toward requiring one or two years of college work for entrance to the law and all other professional schools.

Though there are many notable exceptions, the experience of the law schools has proved that the students with some college education are more successful in their study of law. High school graduates have not in most cases the requisite maturity. Their general education has not been broad enough to entitle them without more to enter a learned profession where a mastery of many subjects is so needed. Their experience has not given them such control of themselves and such skill in using their faculties as to enable

them to take up successfully the scientific study of law. The bar of the country now appreciates these facts and it is enthusiastically supporting the movement to require college training. Some states, notably New York, have made college work a part of the prescribed training for admission to the bar.

It is desirable that a student's decision to enter the law should be made early in his school career in order that such preliminary courses may be selected as will most naturally lead into law. Nothing is more important to the lawyer than a mastery of English. Clearness and accuracy of expression are more essential to him than to any other professional man. The student should also get in high school or college some knowledge of Latin and French,—many Latin phrases are in common use among lawyers and the older sources of our law are written in Norman French. Courses in mathematics and logic are valuable as some branches of law, notably real property, are mathematically constructed. A knowledge of psychology should prove valuable to any person whose business demands his contact with and study of men. Sociology has a direct bearing on modern legislation, on which the members of the bar must necessarily labor. American and English history must be studied by one who would know the conditions under which our law has developed and the law can not be thoroughly understood by one who knows nothing of those conditions. College courses in government and political science are needed by every lawyer who would be a leader of public opinion. Work in laboratory sciences is valuable preparation for law, as training of powers of observation. One might go through the college curriculum and eliminate nothing as of no value to a prospective law student. The references made are to the more valuable college courses, all of which prospective law students are advised to pursue.

In order that the proper preparation should not unduly postpone the time for beginning professional work, many universities now offer combined courses in Arts and Law, which make it possible for Arts and Law degrees to be secured in six years,—three years above the high school exclusively in Arts, and three years exclusively in Law.

WHAT A STUDENT SHOULD LEARN IN LAW SCHOOL

It has already been pointed out that the primary purpose of legal education is not to impart information. The task of the law schools has not been performed unless they send into the profession men of power and ideals,—able to deal effectively with problems of every-day practice and appreciative of the possibilities of service to their fellow men while earning the necessary livelihood. To men

who know something of the development of our law to its present condition, there is no thinking that the ultimate has been attained. A desire for further progress in the administration of justice is a logical result of knowledge of the progress which has been achieved. The schools must teach men how to study law, for the field is too vast for any student to exhaust it in a few years. Graduating from law school, a student's work should have but begun, but it should be begun in the right spirit and according to the right method.

The first year's courses in law are all prescribed in most of the schools, and there is little variety in the prescriptions in the different schools. The courses offered are generally, Contracts, Crimes, Torts, Property and Pleading. In the second and third years, there is more or less election allowed, but some courses in procedure are usually required. The extent of the election is sufficient to provide for differences in practice in various localities. Some schools maintain practice courts to familiarize students with the usages of the court rooms and the actual conduct of trials. These come to the practitioner much more readily than an understanding of fundamentals, and the chief stress of the law schools is therefore on the latter.

THE EQUIPMENT OF A LAW SCHOOL

The library is the principal part of the equipment of a law school. Comfortable lecture rooms are desirable, but facilities for library study and investigation are more important. While a good law library should contain the best of the numerous treatises on the various phases of the law, the collections of court reports are more essential wherever the case system obtains. Historical investigation is not possible without the early English reports. The common law jurisdictions are now so numerous that the modern official reports are a considerable library in themselves. No court decides cases without references to decisions in other jurisdictions,—a law school library should have, therefore, the reports of all the common law jurisdictions, which include most of the British and American countries. European court reports are necessary for comparative study. Numerous collections of statutes, periodicals, and cyclopedias must be in every complete law library.

THE SCHOOL OF LAW OF THE UNIVERSITY OF MISSOURI

The foregoing pages have been devoted to a consideration of the present position of the profession of law and of legal education in the United States. Attention is now directed to the School of Law of the University of Missouri and to the advantages which it offers to persons who desire to enter the profession and who want their training to conform to the high standards outlined in the preceding pages.

HISTORICAL STATEMENT

The University of Missouri was established in 1839. The School of Law began work in 1872 with two instructors and a two years' curriculum. In forty-one years, the number of instructors has been increased from two to seven. In 1901 the curriculum was lengthened to three years. The standards for admission of students have gradually been made higher, as the conditions in the State have justified and demanded it. Between 1898 and 1907, the requirements were raised from one year to four years of high school work. In 1910, one year of college work was required; and since 1911 all regular students must have completed two years of college work before entrance. The School has been a pioneer among Western law schools in these advances and has been a member of the Association of American Law Schools since the organization of that association.

There are more than a thousand graduates of the school, many of whom hold high position in the profession. Since the last change in the requirements for admission, the enrollment of students has ranged around 150.

AIMS OF THE SCHOOL

The School of Law exists for serving the State and its bar. The primary aim is to equip young men and women for the practice of law. To this end, its methods conform to the standards outlined in this bulletin. It does not seek merely a large number of students, and the entrance requirements are such as to exclude those whose education and maturity do not fit them for serious study. But the School recognizes a duty to the State beyond this equipment and training of practitioners. Many of the University students who do not intend to practice find its courses valuable training for citizenship and for business careers. The School attempts to serve the bar of the State by the publication of the Law Series of the University of Missouri Bulletin, hereinafter described;

and the members of its faculty are constantly engaged in research and investigation, the results of which are published from time to time.

Most of the teachers devote their entire time to the work of the School and each is an expert in his field.

THE FACULTY OF THE SCHOOL OF LAW

ALBERT ROSS HILL,

President of the University.

A. B., Dalhousie University; Ph. D., Cornell University;
LL. D., University of South Carolina, Dalhousie University
Westminster College.

*EDWARD WILCOX HINTON,

Professor of Pleading, Practice and Evidence, and Dean of the
Faculty.

LL. B., University of Missouri, Columbia University.

CHARLES KELLOGG BURDICK,

Professor of Law.

A. B., Princeton University; LL. B., Columbia University.

GROVER CLEVELAND HOSFORD,

Assistant Professor of Law.

LL. B., University of Missouri.

MANLEY OTTMER HUDSON,

Professor of Law.

A. B., A. M., William Jewell College; LL. B., Harvard Uni-
versity.

JOHN DAVISON LAWSON,

Professor of Contract and International Law.

B. C. L., Osgood Hall (Toronto); LL. D., University of
Missouri.

ISIDOR LOEB,

Professor of Constitutional Law.

B. S., M. S., LL. B., University of Missouri; Ph. D., Colum-
bia University.

JAMES PATTERSON McBAINE,

Professor of Law,

LL. B., University of Missouri, Columbia University.

WALTER KING STONE,

Law Librarian.

A. B., Christian Brothers College.

*Resigned, successor not yet appointed.

METHODS OF INSTRUCTION

While each teacher is left free to express his own individuality in his work, the School is committed to the case system of instruction, and most of the teachers follow that method exclusively. In all but two courses, standard case-books are made the basis of class work. Written examinations are given in all courses at the end of each semester. Regular attendance is required at all class exercises.

EQUIPMENT AND SUPPORT

The Law Building:

The School of Law occupies a large brick building on the quadrangle of the main campus of the University. This building was erected in 1893, and has recently been remodeled and improved. It now contains five library-rooms, opening into each other; three lecture rooms; six offices for resident professors; cloakroom; and a practice courtroom completely equipped with the furniture and books used in actual work.

The Library:

The Law Library contains about 18,000 volumes, and includes both the originals and the reprints of the English Reports; a complete set of the Irish, Scotch, and Canadian Reports; several sets of the reports of the Supreme Court of the United States, a set of the Federal Cases and of the Federal Reporter; all of the state reports to the Reporter System, full sets to date of the reports of the more important American jurisdictions, and full sets of the National Reporter System, and the necessary digests; and a valuable collection of statutes, session laws, standard treatises, legal periodicals, encyclopedias. It also contains a large collection of portraits of judges and jurists.

The library is in charge of a trained librarian, and is open to students from 8 in the morning until 10 in the evening.

Other Libraries:

The General Library of the University contains some 150,000 books and pamphlets and is open to all students of the University.

The library and reading-room of the Missouri State Historical Society is located in Academic Hall. It contains about 100,000 entries and is also open for consultation to all students.

Dormitories:

The two University dormitories for men, Benton Hall and Lathrop Hall, lodge 140 students; and meals can be furnished by the University Dining Club, which is established in one of the dormitories, to about 600 men.

The cost of room rent, board, lights and laundry to a student living in a dormitory is from \$3 to \$3.50 per week. Applications for rooms should be made as early as possible to the Secretary of the University.

Support:

The School of Law is an integral part of the University of Missouri, whose total income from all sources is about \$1,200,000 a year. A liberal share of this income is devoted to the school for the salaries of the teachers and the support of the library.

FEES AND EXPENSES**Tuition:**

Tuition is free in all divisions of the University to students who are residents of the State of Missouri. Non-residents of the State are required to pay a tuition fee of \$10 a semester in all divisions of the University, except in the Graduate School.

Library, Hospital and Incidental Fee:

All students in the School of Law, except those specially exempt by law or by rules of the Curators, are required to pay a library, hospital and incidental fee of \$10 a semester.

Fee for Late Registration:

Students who register after the first Thursday of the first semester or the first Tuesday of the second semester must pay a fee of \$5 in addition to fees already provided for.

Other Expenses:

The other necessary expenses of a student for board and lodging, text books, etc., range from \$175 to \$350 a year.

Self Support:

Many students in the University are to some extent self-supporting—some entirely so. It is desirable that students in the School of Law should be free to devote their entire time to the work of the School. Students who find it necessary to do other work should apply to the Employment Bureau maintained by the University in the Y. M. C. A. Building.

ADMISSION OF STUDENTS**Requirements for Regular Students:**

The School of Law is open to men and women who have finished a four years' high school course or its equivalent and have completed sixty hours, or two years' work, in the College of Arts and Science of

this University, or the equivalent in some other reputable college or university. Where a student lacks a small part of the sixty hours credit, he may, at the discretion of the Dean of the University Faculty, be admitted on condition; but such condition must be removed within two years from date of entrance. Students preparing to enter the School of Law of the University of Missouri are advised to elect the following subjects in the College of Arts: English, French or Latin, mathematics, logic and psychology, English and American history and government, economics, sociology, and at least one laboratory science.

All correspondence regarding admission should be addressed to the Dean of the University Faculty, Columbia, Missouri.

Admission from Colleges and Universities:

Students from the colleges and universities comprising the Missouri College Union and of other reputable colleges and universities are admitted on presentation of certificates showing sufficient credits for admission. These certificates should be filled out and sent to the Dean of the University Faculty. It is desirable that the certificates be sent in advance in order that possible errors may be detected and the student notified accordingly.

Admission to Advanced Standing:

To be admitted to advanced standing, in addition to complying with the requirements for admission to the first year class, students must present satisfactory evidence that they have pursued successfully the study of the subjects for which they wish credit in an approved law school, and on examination prove themselves proficient in those subjects. A certificate from a law school approved by the faculty, showing that the applicant has accomplished with passing grades the work for which he wishes credit may be accepted in lieu of examination. No law school conferring a degree in law for less than three years of systematic study of the law will be considered an approved school within the meaning of the above requirement. Certificates of admission to the bar will not be accepted for admission to advanced standing. No advanced standing will be given for work done in a law office. Students will not be admitted to advanced standing beyond the second year.

Class Registration:

The classes in the School of Law are designated as first-year, second-year and third-year classes. Students in each class should register at the beginning of the semester. No examinations in law are required for admission to the first-year class. Members of the first-year and second-year classes will not be permitted to register for any regular course in advance of their respective years, except

by special permission of the Dean. No student will be permitted to register for a course without having had the courses naturally preceding it, or to register in the second semester without advanced credit.

Admission of Special Students:

In recognition of the fact that experience and maturity tend to compensate in a measure for the lack of scholastic attainments, persons who can give satisfactory evidence that they are over 21 years of age may be admitted to the University as special students, without passing the regular examinations required for entrance, under the following conditions: (1) They must show good reason for not taking a regular course; (2) they must pass such examinations or other tests as demonstrate fitness to pursue profitably all the subjects selected by them. Special students are expected to do specially good work in the subjects which they choose, and are required to take all regular examinations. If at any period of the session their work becomes unsatisfactory their connection with the University shall be severed by the Dean. Special students cannot become candidates for degrees until they have satisfied the entrance requirements to the college or school in which the degree is offered. Entrance cards for special students are issued by the Dean of the University Faculty, to whom applications for admission as special students should be sent in advance of the opening of the session.

ELIMINATION OF STUDENTS

Some students qualified for admission fail to measure up to the high standard of scholarship maintained in the School. Such delinquent students are eliminated according to the following rules:

1. Any student falling six or more hours behind the number of hours for which he is registered at the end of the semester, or falling more than ten hours behind the total of hours for which he has been registered up to that time, shall be dropped from the School.

2. A student so dropped from the School may have one retrial after the lapse of a semester, but if he falls more than six hours behind the total number of hours for which he has been registered after readmission he shall be dropped from the School permanently.

The strict enforcement of these rules insures a student body free from drones and laggards. Special students will be eliminated whenever their work does not meet the approval of the Dean.

THE CURRICULA

Three Year Curriculum:

The curriculum of the School of Law extends through three school years of nine months each. In the first year thirteen hours of work are prescribed for the first semester and fifteen hours for the second semester. In the second and third years fifteen hours a week are required; of which eleven hours a week are in prescribed courses. The curriculum requires three years in residence for its completion, and no student will be graduated without three years of attendance, except in case of admission to advanced standing for work in residence in other law schools.

Combined Curriculum in Arts and Law:

Seniors in the College of Arts and Science may elect courses from the first year's work in the School of Law for a maximum credit of thirty hours, but they will not be recommended for the degree in Arts until they have completed a second year's work in Law. Under special circumstances this privilege may be extended to juniors with the consent of the Deans of the College of Arts and Science and of the School of Law. A combined curriculum of this character will enable a student to obtain the degree of A. B. and LL. B. in six years.

Juniors and seniors in the College of Arts and Science who do not elect courses under the preceding paragraph may, with the approval of the Dean of the College of Arts and Science, elect courses in the School of Law for a maximum credit of nine hours.

CURRICULUM

FIRST YEAR	Hours Credit	
	1st Semester	2nd Semester
Contracts	3	3
Criminal Law	4	
Property I	3	3
Torts	3	3
Common Law Pleading.....		3
Equity I		3
SECOND YEAR		
Agency	3	
Equity II	3	3
Sales	2	2
Property II	3	3
Code Pleading		3
THIRD YEAR		
Evidence	3	2
Private Corporations	2	2
Constitutional Law	3	3
Property III	2	2
ELECTIVE COURSES		
First Year—		
Bailments	2	
Second Year—		
Equity Pleading	2	
Quasi Contracts		2
Insurance	2	
Suretyship		2
Criminal Procedure	2	
Persons	2	
Bill and Notes (omitted in 1913-14)....		3
Third Year—		
Extraordinary Legal Remedies.....	2	
Municipal Corporations		2
Partnership	3	
International Law	2	
Conflict of Laws	2	
Mortgages		2
Jurisdiction of Federal Courts.....		1
Public Service Corporations.....		2
Damages	3	

STATEMENT OF COURSES

FIRST YEAR

Contracts. Three hours a week, first and second semesters.

Formation of the contract; the agreement; express and implied contracts; the form; consideration; parties; legality of the agreement; assignment; proof; construction; discharge by agreement; performance; impossibility of performance; breach; remedies on the contract; damages; specific performance; effect of status of party; coverture; insanity. Mr. Lawson.

Bailments and Carriers. Two hours a week, first semester; elective.

Origin and history; loan; hire; pledge; innkeepers; common carriers of goods; common carriers of passengers; baggage, telegraph, telephone, etc.; evidence; damages. Mr. Lawson.

Lawson on Bailments.

Criminal Law. Four hours a week, first semester.

Jurisdiction; the criminal act, complete and incomplete; criminal intent, actual and constructive; insanity; intoxication; duress, and mistake of fact or law; justification; parties in crime; crimes against the person; against property. Mr. Hosford.

Beale's Cases on Criminal Law, 2nd Ed. Criminal Code of Missouri.

Property I. Three hours a week, first and second semesters.

Personal Property: distinction between real and personal property; suits for the recovery of personal property; acquisition of rights without concurrence of former owner; transfer of rights in personal property; possession, including bailment and finding.

Real Property: Tenure; estates; seisin and conveyance; uses and trusts; fixtures, emblements; waste; natural rights; profits; easements; covenants running with the land. Mr. Burdick.

Gray's Cases on Property, vols. I and II, 2nd Ed.

Torts. Three hours a week, first and second semesters.

Trespass, assault, battery and imprisonment; trespass upon real and personal property; justification and excuse; conversion; defamation; libel, slander; justification, privilege; malicious prosecution; legal cause; negligence, standard of care, imputed and contributory negligence; duties of landowner, of owners of animals; extra hazardous duties of landowner, of owners of animals; extra hazardous occupation; fraud and deceit; interference with business and social relations; master and servant, and other topics. Mr. McBaine.

Smith and Ames' Cases on Torts. 2nd Ed.

Equity I. Three hours a week, second semester.

Nature of equity jurisdiction; specific reparation and prevention of torts, including waste, trespass, disturbance of easements, nuisance and infringement of rights of monopoly; specific performance of contracts. Mr. Hosford.

Ames' Cases on Equity Jurisdiction, Vol. I.

Common Law Pleading. Three hours a week, second semester.

History and development of the personal actions at common law. Theory of pleading and its peculiar features as developed by the jury trial. Demurrers, general and special. Pleas: in discharge and in excuse; by way of traverse. Replication de injuria. Duplicity. Departure. New assignment. Motions based on the pleadings. Mr. *

Ames: Cases on Pleading.

SECOND YEAR

Equity II. Three hours a week, first and second semesters.

Specific performance of contracts (concluded); bills of interpleader; bills of peace; bills quia timet; reformation and rescission. Trusts (second semester). Mr. Hosford.

Ames' Cases on Equity Jurisdiction, Vols. I and II.

Ames' Cases on Trusts.

Agency. Three hours a week, first semester.

Who can be agent or principal, appointment of agent; power of agent to subject principal to liability for contracts and torts; agent's responsibility to strangers; parties to writings; undisclosed principals; reciprocal duties of agent and principal; delegation by agent; termination of agency; ratification. Mr. McBaine.

Wambaugh's Cases on Agency.

Sales. Two hours a week, first and second semesters.

The nature and formalities of the contract; bargain and sale, and contract to sell; statute of frauds; conditions and warranties; rights against third persons; seller's lien; stoppage in transitu; right of resale; right to rescind; damages. Mr. Burdick.

F. M. Burdick's Cases on the Law of Sales, 2nd Ed.

Equity Pleading. Two hours a week, first semester; elective.

Parties to the bill; necessary parties; proper parties; improper parties. Form and requisites of the bill; statement of the grounds for relief; anticipating defenses; foundation for discovery; prayer. Demurrers. Pleas; pure, mixed, negative. Answer; as a pleading; furnishing discovery. Replication. Cross bills. Mr. *

Case-book to be announced.

*To be appointed

Quasi Contracts. Two hours a week, second semester; elective.

Judgments and recognizances; statutory, customary and official duties; benefits conferred in the absence of contract; benefits conferred under contract with person without contractual capacity; benefits conferred under a broken contract, a contract where performance is impossible, and a contract unenforceable under the statute of frauds; benefits conferred under mistakes of fact, and of law; benefits conferred under constraint; waiver of tort. Mr. Burdick.

Woodruff's Cases on Quasi Contracts.

Suretyship. Two hours a week, second semester; elective.

Nature of the contract; the statute of frauds; surety's defenses against the creditor; the surety's rights, subrogation, indemnity, contribution, exoneration; creditor's rights to surety's securities. Mr. McBaine.

Ames' Cases on Suretyship.

Code Pleading. Three hours a week, second semester.

The one form of civil action under the code. Parties to actions; the "real party in interest," joinder of parties. The complaint; facts distinguished from conclusions of law and evidence; the statement of facts; the prayer for relief; the union of several causes of action. The answer; general and specific denials; "New Matter" in justification or excuse, and in discharge; "Equitable defenses;" union of defenses; counterclaims and setoffs. The reply; by way of denial and of new matter; departure. Demurrers. Mr. *

Hinton's Cases on Code Pleading.

Property II. Three hours a week, first and second semesters.

Acquisition inter vivos; accretion; lapse of time; form and operation of conveyances; execution of deeds; creation of easements and profits; covenants for title: acquisition on death of former owner; escheat; descent; making and operation of wills; probate and administration; executors and administrators. Mr. Hudson.

Gray's Cases on Property, Vols. III and IV, 2nd Ed.

Criminal Procedure. Two hours a week, first semester; elective.

Arrest, preliminary, examination and bail; the criminal charge; indictments and information, their sufficiency in form and substance; demurrers and motions to quash; arraignment and pleas; jeopardy; trial, functions of the court and jury; judgment and sentence. Mr. Hosford.

Mikel's Cases on Criminal Procedure and Criminal Code of Missouri.

*To be appointed.

Persons. Two hours a week, first semester; elective.

Parent and child; custody, support, property, earnings, emancipation, actions for damages to parental right in child; liability for torts of child. Husband and wife; rights and disabilities at common law; wife's separate estate in equity; rights and liabilities under modern statutes. Mr. McBaine.

Smith's Cases on the Law of Persons.

Bills and Notes. Three hours a week, second semester; elective. Omitted in 1913-14.

Formal requests; negotiability; acceptance; endorsement; rights of holders; liabilities of parties; presentment; protest and notice; law of negotiable instruments. Mr. McBaine.

Smith and More, Cases on Bills and Notes

Insurance. Two hours a week, first semester; elective.

Fire; marine; life; mutual benefit; accident and fidelity and guaranty; formation, construction and terms of contract; standard policies; warranties and representations; waiver, estoppel; subrogation; insurance agents. Mr. Lawson.

THIRD YEAR

Evidence. Three hours a week, first semester; two hours a week, second semester.

Trial by jury; judicial notice; presumptions and burden of proof; demurrers to the evidence; admission and confessions. Leading rules of exclusion; matters likely to mislead; collateral issues; character of the parties. Hearsay, exceptions to the hearsay rule. Expert and opinion evidence; real evidence. Writings; proof of execution; contents (best evidence rule). Various rules of substantive law (parol evidence rule). Witnesses; competency; privilege; examination; cross-examination and impeachment. Mr. *

Thayer's Cases on Evidence, 2nd Ed.

Private Corporations. Two hours a week, first and second semesters.

The nature of a corporation; distinguished from a partnership; disregard of the fiction; formation; powers; de facto corporations; ultra vires action; rights and liabilities of promoters, directors shareholders, and creditors; issue, payment, and transfer of stock; validity of voting trusts. Mr. Hudson.

Warren's Cases on Private Corporations.

Constitutional Law. Three hours a week, first and second semesters.

Power of courts to pass on constitutionality of laws; general relation of the three departments to each other and of the states to the national government; general jurisdiction of the national govern-

ment; due process of law; equal protection of laws; police power; taxation; eminent domain; commerce power; ex post facto laws, laws impairing obligation of contracts, etc. Mr. Loeb.

Thayer's Cases on Constitutional Law.

Extraordinary Legal Remedies. Two hours a week, first semester; elective.

Mandamus; quo warranto; prohibitions; certiorari; habeas corpus. Nature and form of the writs; service; return; disobedience of writ and remedies therefor. Mr. *

Roberts' Cases on Extraordinary Legal Remedies.

Municipal Corporations. Two hours a week, second semester; elective.

Nature of municipal corporations; creation, alteration, and dissolution; legislative control in general; administration of government in general; departments, including governmental functions, quasi-governmental functions and commercial functions; powers; acquiring, holding and dealing with property; liability for torts; liability of contracts; remedies of creditors. Mr. Hosford.

Beale's Cases on Municipal Corporations.

Partnership. Three hours a week, first semester; elective. Given in alternate years. Omitted in 1913-14.

Formation of a partnership; partnership as to third persons; the nature of a partnership; powers of partners; rights and remedies of creditors; duties and liabilities of partners inter se; dissolution of partnerships; accounting and distribution; limited partnerships. Mr. Burdick.

F. M. Burdick's Cases on the Law of Partnership.

Practice. Two hours a week; first and second semesters.

Commencement of actions; issuance and service of process; demurrers to the pleading; demurrers to the evidence; trial of issues of fact; declarations of law and instructions; verdict and judgment; motion for new trial and in arrest of judgment; exceptions; writs of error and appeal. The first part of the course includes a study of the theory of trials; the second part, the actual trial of practice cases. Mr. McBaine.

Sunderland's Cases on Trial Practice and Missouri Code of Procedure.

International Law. Two hours a week, first semester; elective.

Sources of international law; sovereign states; territorial property and jurisdiction; territorial waters; high seas; diplomatic agents; treaties; citizenship; effect of war on land and sea; neutrality; blockade; laws of war. Mr. Lawson.

Lectures.

Conflict of Laws. Two hours a week, first semester; elective; open to third year students only.

Jurisdiction of courts and of sovereigns over persons and things; domicile; taxation; divorce; remedies; rights of action; procedure; creation of rights, personal and real, by inheritance, by contract and by tort; recognition and enforcement of rights and personal relations; administration of estates; recognition and enforcement of foreign judgments. Mr. Hudson.

Beale's Cases on Conflict of Laws (Shorter Edition).

Property III. Two hours a week, first and second semesters.

Conditions and future interests; executory devises; powers; rule against perpetuities; illegal conditions and restraints on alienation; priority of grantees; fraudulent conveyances; registration; conversion and election; joint ownership; curtesy and dower. Mr. Hudson.

Gray's Cases on Property, Vols V and VI, 2nd Ed.

Jurisdiction of Federal Courts. One hour a week, second semester; elective. Omitted in 1913-14. Mr. McBaine.

Mortgages. Two hours a week, second semester; elective; open to third year students only.

Form of legal mortgage; title and lien theories; substance and elements of mortgage; position of the mortgagee and mortgagor; transfer of the mortgaged interest by mortgagor and mortgagee; competition for the mortgage, priority, marshalling. Mr. Hudson.

Wyman's Cases on Mortgages.

Public Service Companies. Two hours a week, second semester; elective.

Nature of public callings; who must be served; what services must be given; excuses for refusing service; adequate facilities; reasonable regulation; reasonable rates; unjust discrimination. Mr. Burdick.

Wyman's Cases on Public Service Companies, 2nd Ed.

Damages. Three hours a week, first semester; to be given in 1913-14 and in alternate years thereafter; elective.

Functions of court and jury; exemplary damages; liquidated damages; nominal damages; direct and consequential damages; avoidable consequences; counsel fees; certainty; compensation; damages for non-pecuniary injuries; value; interest; damages in certain tort and contract actions. Mr. Burdick.

Beale's Cases on Damages, 2nd Ed.

Other Electives

The following courses in the College of Arts and Science may be selected as electives for the degree of Bachelor of Laws:

Political Science and Public Law, 105b, Comparative Constitutional Law.

Political Science and Public Law, 202a, International Law.

Political Science and Public Law, 208b, The Government of Missouri.

Political Science and Public Law, 209b, The Law of Taxation.

History, 120b, English Constitutional History.

History, 230, Seminary in American Political History.

PRACTICE COURT

To supply, so far as possible, the actual working knowledge, which in former times the student acquired in the office and the courtroom, a Practice Court has been established under the charge of the professor of pleading and practice. The student is given practice in drawing pleadings, beginning his action by process or publication, and pleading to an issue. Issues of law are raised by motions and demurrers to the pleadings and by demurrers to the evidence or requests for peremptory instructions. Issues of fact are tried on oral testimony given by student witnesses and on documents prepared for the purpose, and the students are required to draw declarations of law or instructions applicable to the facts disclosed. Exceptions are noted, bills of exceptions allowed and the regular appellate procedure observed in perfecting appeals to the Practice Court of Appeals.

DEGREES

The degree of Bachelor of Laws (LL. B.) is conferred upon regular students who have satisfactorily completed the prescribed courses and sufficient electives to make ninety semester hours.

The degree of Bachelor of Laws, cum laude, is conferred upon graduates who have shown special excellence in their work.

HONOR SOCIETIES AND PRIZES

The Order of the Coif, a national Law School honor society corresponding to Phi Beta Kappa in the College of Arts and Science, maintains a chapter in this School. The members are elected each year by the Faculty from the ten per cent of the members of the Senior Class, who have the highest rank in scholarship.

Membership in the local chapters of the two law fraternities, Phi Delta Phi and Phi Alpha Delta, is made to depend largely on scholarship.

Rollins Scholarship. This scholarship, amounting annually to the sum of Fifty Dollars, is provided for in the endowment of Hon. James S. Rollins and is awarded annually by the Faculty of the School of Law to a student of the second year class, according to the terms of the donation as set forth in the general catalogue of the University.

Karnes Prize. Mrs. J. V. C. Karnes, of Kansas City, Missouri, has provided an annual prize of Fifty Dollars to be awarded each year by the Faculty of the School of Law to a student of the second or third year classes who shall offer the best thesis upon some subject within the field of legal ethics.

American Law Book Company Prize. The American Law Book Company, of New York City, provides the School of Law annually with a set of its "Cyclopedia of Law and Procedure," (now 40 volumes) which is awarded to that member of the third year class who, in the judgment of the Faculty, has made the best all round progress during his third year. Two years' residence as a student in the school is required of candidates for this prize.

THE LAW SERIES OF THE UNIVERSITY OF MISSOURI BULLETIN

In November, 1913, will appear the first number of the Law Series of the University of Missouri Bulletin, and beginning with this issue four numbers of the bulletin will be published annually. The publication of the series is undertaken for the purpose of presenting to the members of the Missouri Bar the results of legal study and research having to do with problems of Missouri law, which are carried on at the Law School. The bulletins of this series will contain two departments. In each bulletin will appear an article dealing with some special phase of Missouri law, and written by a member of the Faculty of the School of Law. The other department will be one of notes on recent cases, which will be in charge of a board of student editors under the chairmanship of a member of the Faculty. In this department will appear brief discussions of questions of law applied in recent Missouri decisions. It is believed that these discussions will prove of interest to the lawyers of the state, and that their preparation will constitute very valuable training for the student editors in the use of authorities and in the handling of legal problems. Students will be elected to the editorial board by the Faculty of the School of Law as a result of general excellence in their law school work.

UNIVERSITY CALENDAR

1913

Summer Session

June 12	Thursday, Registration.
June 13	Friday, Organization of Classes.
July 4	Friday, Holiday.
August 12	Tuesday, Lectures Close.
August 13	Wednesday
August 14	Thursday

} Examinations.

First Semester

September 15, 16, 17	Monday, Tuesday and Wednesday, Entrance Examinations and Registration.
September 18	Thursday, at 8 a. m., Class Work in All Divisions Begins.
September 18	Thursday, at 10 a. m., Opening Convocation.
October 2	Thursday, Quarterly Meeting of Curators.
November 27	Thursday, Thanksgiving Holiday.
December 16	Tuesday, Annual Meeting of Curators.
December 19	Friday, at 4 p. m. to

} Christmas Holidays.

1914

January 5	Monday, at 8 a. m.
January 24	Saturday to
January 31	Saturday

} Mid-Year Examinations.

Second Semester

January 29, 30, 31	Thursday, Friday and Saturday, Entrance Examinations.
February 2, 3	Monday and Tuesday, Registration, Second Semester.
February 4	Wednesday, at 8 a. m., Class Work in All Divisions Begins.
February 5	Thursday, at 10 a. m., Opening Convocation.
April 2	Thursday, Quarterly Meeting of Curators.
April 9	Thursday, at 4 p. m. to
April 15	Wednesday, at 8 a. m.
May 31	Sunday, Baccalaureate Address.
June 1, 2	Monday and Tuesday, Senior Class Exercises.
June 3	Wednesday, Alumni Day.
June 4	Thursday, Commencement Day.
June 4	Thursday, Semi-Annual Meeting of Curators.
June 5	Friday, to
June 12	Friday

} Easter Holidays.

} Final Examinations.

THE UNIVERSITY OF MISSOURI

The University of Missouri stands at the head of the educational system of the State. It is one of the oldest institutions in the West and ranks among the best American schools of higher education.

The University was founded at Columbia in 1839 and instruction in academic work was begun in 1841. Few schools in the United States have made the advancement that Missouri has during the last fifteen years. In 1897 the enrollment was only 805 and in 1913 it was more than 3,000. The increased enrollment is indicative of the development of the school in educational efficiency.

The work of the University is now carried on in the following Schools and Colleges:

- College of Arts and Science
- College of Agriculture
- School of Education
- School of Law
- School of Journalism
- School of Medicine
- School of Engineering
- School of Mines and Metallurgy
- Graduate School
- Extension Division

All of these divisions are at Columbia with the exception of the School of Mines and Metallurgy, which is at Rolla. In addition, emphasis is given particular lines of work by the establishment of minor divisions, the chief of which are the Agricultural Experiment Station, the Engineering Experiment Station and the Military School.

The fundamental aim of the University is the development of the highest and most efficient type of citizen. The school is supported by the State and endeavors to return to the State practical service. Of later years extension courses, experiment farms and free literature on practical subjects have widely extended the University's influence. The various extension courses have proved highly satisfactory and have rendered real service to people of the State who previously benefited only indirectly from the University.

The University is at Columbia, a town half way between St. Louis and Kansas City near the center of the state. It is reached by the Wabash and the Missouri, Kansas and Texas Rail-

ways. Columbia is a progressive and prosperous town, having doubled its population in the last few years. It has nearly twenty miles of paved streets.

The University grounds cover more than 800 acres. The main divisions are in the Quadrangle, the Horticultural Grounds, the Physical Education Grounds and the Agricultural College Farm.

The following University buildings are at Columbia: Academic Hall; Laws Observatory; separate buildings for Chemistry, Agricultural Chemistry, Zoology and Geology, Physics, Engineering and Manual Arts; three power houses; Medical Laboratory Building; Parker Memorial Hospital, including the Busch Clinic; Agricultural Building; Horticultural Building; Green Houses; Live-Stock Judging, Dairy, Farm Machinery and Veterinary Buildings; the Agricultural College Farm Barns and Buildings; Switzler Hall, for the School of Journalism; Benton and Lathrop Halls, dormitories for men; Read Hall, the dormitory for women; Rothwell Gymnasium; the houses for the President of the University and the Dean of the College of Agriculture; the High School, and the Elementary School Buildings used for practice schools in the School of Education.

Full information regarding the University is given in the catalogue which will be sent on request without charge. For this or special bulletins of the Graduate School, College of Arts and Science, College of Agriculture, School of Education, School of Law, School of Medicine, School of Engineering, School of Journalism, or Extension Division, write to

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Derivatives - Access copy

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Notes	Image editing: pages lightened, canvassed, and noise removed.