

CLARENCE MORRIS

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This is a note of thanks from a group who once were young teachers and a plea that others seek to follow his example.

We have interesting customs concerning how the law graduate becomes the effective classroom teacher of law. Though our faith may have been shaken somewhat in recent years, we firmly believe that we have nothing to learn from the professional students of learning—the educational psychologists and other professors of education. Largely, we've thrown the neophyte into the classroom with a good wish to let him sink or swim.

Many of us think it improper to visit the new teacher's classroom for counselling purposes. The new teachers learn by doing and by talking with each other and the more experienced—about teaching and legal education. Tested by results we have done quite well. But perhaps we can do even better.

Clarence Morris made a lasting and profound contribution to the professional development of a group of teachers. The late 40's and early 50's found Richard C. Maxwell, Charles J. Meyers, Corwin W. Johnson, Howard R. Williams, Jerre S. Williams, Gray Thoron, William F. Young, Jr., Joseph T. Sneed, Kenneth M. Woodward, Keith E. Morrison and me beginning our teaching careers at the University of Texas. Over nearly potable five cent cups of coffee at Hilsbergs, Clarence presided over a continuing seminar on legal education. The 10-minute coffee break never stayed within its time limits. Clarence helped us to gain a profound respect for the teaching function and a full appreciation of the relationship of scholarship to teaching. Without appearing to be our mentor, he was. Being a master teacher, he made it seem that this was casual and spontaneous. Of course, we talked of other things—of ships and shoes and sealing wax—and of painting, sculpture and music. We applauded the University of Oklahoma's perception when it offered Clarence the Deanship of The School of Fine Arts, but cheered even more loudly when he stayed with us.

No one has ever taken Clarence's place at Texas as the teacher of the new teacher; no one could. But sadly no one has performed his

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function, either. Perhaps these are only fond recollections of my youth. On every faculty there needs to be a Clarence Morris who takes this interest in the new teacher—it is a role to which no one can be appointed. It won't work unless the interest in the new teacher and legal education is genuine.

If this sounds like a belated valentine to Clarence Morris from Bill, Jerre, Joe, Charlie, Kenneth, Keith, Dick, Corwin, Howard, Gray and Millard; it is. We thank you.