

# University of Pennsylvania Law Review

FOUNDED 1852

Formerly  
American Law Register

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VOL. 116

MAY 1968

No. 7

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## ALEXANDER H. FREY—A PERSONAL NOTE

JEFFERSON B. FORDHAM †

I have known Alexander H. Frey since 1929. We have been closely associated as law faculty colleagues since 1952.

I recall with lively appreciation receiving a warm and gracious letter from him at the time I was engaging to join the faculty at Pennsylvania. It had not been my pleasure to see much of him since 1930, but a friendly relationship established at the Yale Law School during the 1929-30 academic year had abided during the intervening decades.

At Yale he was a member of the faculty. I was a graduate student, along with our esteemed Pennsylvania colleague, Paul W. Bruton. There was another at Yale upon whom I looked with even greater admiration than Mr. Frey. That person was a lovely young law student named Alice Hubbard. Soon she was to become Mrs. Frey. She has graced his life ever since.

We have a way these days of speaking about this and that community without reference to any particular geographic base. Alec Frey has been a felt force in all of the many communities of which he has been a part. As a law teacher he has done his pioneering in both substance and method. His contributions as a teacher are noted with great felicity by my brother Bruton in a companion piece in this issue. I have a particular example in mind. Out of his sharing in the law teacher's continuing introspection over stuff and method in legal education came a notable proposal years ago for subject matter integration. Certainly, as he made clear, conventional course content

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† Dean and Professor of Law, University of Pennsylvania. A.B. 1926, M.A. 1929, J.D. 1929, University of North Carolina. J.S.D. 1930, Yale University. Member, North Carolina, New York and Ohio Bars.

had not conformed closely to function, whether economic, legal or what not. His thinking was a rich resource for the Curriculum Committee of the Association of American Law Schools during the two-year period (1952-53) in which it dwelt on subject matter integration.

I know something about the impact of the mind of Alexander Frey upon the intellectual development of his students. I am favored by a wide acquaintance among Pennsylvania law alumni. It has been a familiar experience for an alumnus to tell me of the demanding quality of the Frey teaching, which would not brook slovenly thought, nor unfocused talk. Legal rationalization had to be pursued to a purpose which could make a difference in human relations were the game being played "for keeps." As he approaches retirement his testing, independent mind remains sharp and resilient and his buoyant spirit is ever so. It is noteworthy that the recently published edition of his coursebook on corporations was done in felicitous collaboration with two relatively young legal scholars.

Alec Frey's activism has not been confined to the safeguarding of civil liberty, the development of the law and practice of industrial relations, the achieving of a more effective faculty voice in the making of educational policy and the promotion of social justice. He is a vigorous sportsman, with highest preferences for horseback riding and tennis, but with wide-ranging interests in a great spectrum of outdoor and athletic affairs.

Alec Frey is a notable family man. I have felt the warmth of the intra-family relationships as a guest in his home on occasions when the clan was gathered. His five children are all interesting personalities in their own right. The elder daughter, Alice (Mrs. Christy Emerson), who has a doctorate in political science, is a University colleague of her father; she is the highly regarded Dean of Women of the University of Pennsylvania.

A law school dean certainly has his limits, internal and external. They are not binding as to what I am about to say. I know that I speak for every member of the faculty of which Alec Frey is a member in expressing warm affection for him as a man and colleague, and profound gratitude to him for his notable service to the Law School, the profession and society during his nearly forty years of membership on the faculty. We are proud to say that he will always be one of us.