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## “MR. HADLEY, MEET MR. BAXENDALE”

Professor John P. Dalzell retires from the faculty of the Law School this year. He will be missed. Those who have been taught Contracts by Professor Dalzell and have taken no other course from him have sometimes found it difficult to imagine him teaching anything else. He has taught International Law and a seminar in Air Law, and he is no less competent in these fields than in Contracts, but to the struggling first year student, Professor Dalzell and Contracts fit together. Perhaps, more than his intimate acquaintance with the subject matter, it is his genuine enthusiasm for each case; no teacher relishes the incision into a court's reasoning more than he. Or perhaps it is his obvious concern for the student, the relentless care he takes to make certain that his points are understood and obscure paths followed. Professor Dalzell may have given more hours of attention to individual students than anyone on the faculty.

Professor Dalzell received his LL.B. from the University of Minnesota in 1924. He came to the Law School from that university in 1937, having spent the intervening years teaching and practicing law. He has taught here since that time, as a Professor since 1947. He has also taught courses at North Carolina College. His contributions to the *Review* are often cited as definitive by other authorities.<sup>1</sup>

There are many ways to measure the abilities of a teacher, but none can be more accurate than the opinion of his students. A law student feels, rightly or wrongly, that his ability to earn a living depends greatly on the capabilities of those who teach him the law. He reserves his praise for those whom he thinks have given him the proper tools for his practice. Professor Dalzell is universally popular among his students. Within a group that is quick to criticize, he escapes criticism.

Professor Dalzell has been suspected of selecting his casebooks by counting the number of cases with which he can argue. His students at first can discover no other reason why so many cases that seem so logical when briefed become so ludicrous when covered in

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<sup>1</sup> *Twenty-Five Years of Parol Evidence in North Carolina*, 33 N.C.L. Rev. 420 (1955); *Duress by Economic Pressure I*, 20 N.C.L. Rev. 237 (1941); *Duress by Economic Pressure II*, 20 N.C.L. Rev. 341 (1941).

class. At first the fledgling assumes that the teacher is foolish to question such well reasoned gems. Later it becomes apparent that the arguments of the teacher are more attractive than those of the courts. Finally, when after numerous attempts, one of Professor Dalzell's insights is vaguely anticipated, the process of becoming a lawyer has begun. We are no longer outside of the methodology of the law. Thank you, sir. This issue of the *Review* is dedicated to you with pleasure.