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FRANK T. READ: A FORGOTTEN DIMENSION

Tom Read is one of those rare souls at home in the Socratic arena of the law school classroom, in the turmoil of the dean's office at budget time, in the give and take of the legislative chamber, in the foray of courtroom combat, and in the isolation of the scholar's study. Because Dean Read thrives in such a diverse milieu, one is tempted to ask—in the words of that old T.V. show—“Will the real Frank ‘F. T.’ Tom Read please stand up?” Like the blind man's famous elephant, our picture of Read depends upon which end we start from.

The public aspect of a man necessarily looms large when he has helped strengthen a law school, secured funding for a new building, chaired and served on important legal committees, spoken out for the Equal Rights Amendment, underwritten American Indian programs, lectured eloquently about the Black minority in the South, lobbied for reform of antiquated evidence codes, and defended freedom of speech. And yet, the quieter and less well-known aspect of Frank T. Read, author and scholar, is no less important in the makeup of this unique man.

In thinking about the life and career of Tom Read one is reminded of the comment of Oliver Wendell Holmes, Jr. that “the place for a man who is complete in all his powers is in the fight.” Holmes felt that the professor, the man of letters “gives up one-half of his life that his protected talent may grow and flower in peace.” It is not so with Read. Read has done as Holmes challenged the Bar to do: “make up your mind at your peril upon a living question, for purposes of action.”

The diversities of Tom Read's talents have enabled him to use scholarship in the service of mankind, to mold thought into what the late University of Chicago rhetorician Richard M. Weaver called “the sword of ideas.” My friend Tom Read understands what Thomas Carlyle called “duty and destiny.” And he understands it in the context of his own life's work. Nurtured in the Mormon culture, Dean Read has taken strength from that tradition in an important and an original way. His deep understanding of the historical struggle of his ancestors has made him aware of the struggles of others—the poor, the handicapped, the Black, the Indian, and the woman. His keen insight into the details

of the operations of the legal systems of the dominant society has enabled him to write in a meaningful way. Through his scholarship, Tom Read has articulated an intellectual foundation for many of the rights of aspiring peoples.

While Tom Read, the scholar, has written in a perceptive and practical way about topics as varied as Oklahoma evidence, criminal line ups, trial tactics, women in legal education, and law school admission, his major scholarly work is *Let Them Be Judged: The Judicial Integration of the Deep South* which he co-authored with Emory University Professor Lucy McGough. Highly praised as the definitive treatment of the Fifth Circuit response to *Brown v. Board of Education*, the study reveals an insight into the operation of the federal courts rarely equalled by those analyzing the divergent streams of law in the historical process. *Let Them Be Judged* is not only a triumph of definitive legal analysis but a touching, compassionate, and human portrait of the participants in the integration crisis. I know of no other book on the legal questions of *Brown* which seeks to do so much and does it so well.

Those of us who think of Tom Read as the tough and smiling administrator, as the rigorous but entertaining law school lecturer, as the embattled advocate for unlikely causes, or as the shaggy-dog storied raconteur with Coke and lime in hand, have lost sight of Tom Read the quiet, solitary student pouring over manuscripts, transcripts, cases, and monographs. I once rode up in an elevator with Tom and a close friend of ours who, knowing Tom as an admissions expert, asked him if the Frank T. Read who wrote *Let Them Be Judged* were a friend or acquaintance. Tom replied, "a close friend," and said no more.

Mark Twain in the opening of *The Adventures of Huckleberry Finn* has a character description which seems to me to provide an excellent summary portrait of Tom Read. He told wild stories, Twain recalls, and he kept us entertained. But mostly, Twain concludes in perhaps the humorist's supreme compliment, but mostly he told us the truth.

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FRANK T. READ

The dedication of this issue of the *Tulsa Law Journal* to Frank T. Read is an honor he unquestionably deserves. The growth and improvements in this law school during Read's tenure document his administrative and academic leadership. His accomplishments rank him among the most outstanding deans.

Read joined the University as dean of the College of Law in December 1974. It was a critical period for this and for all law schools across the United States. Declining pools of applicants increased the competition for qualified students. That year, 349 students were enrolled in the College's full-time, day division and 125 in the part-time, evening division. With 13 faculty members, the ratio of total students to full-time faculty exceeded 36 to one, and total volumes in the law library were approximately 64,000.

To determine needs and priorities and to improve the College's ability to compete for qualified students, Read immediately initiated a complete evaluation and revision of its policies and curriculum. Following his year-long study Read implemented immediate modifications throughout the College. Results quickly began to appear.

Two major achievements during Read's first full year were formation of the National Energy Law and Policy Institute (NELPI) and initiation of the pre-admission course in contracts in the summer session. NELPI aimed at three primary objectives. One was to provide a center for long-term research in energy law and policy in the United States; another was to create a curriculum offering more courses on energy law than any other; the third was to serve as a center for continuing discussion of the nation's energy policy through symposia and other programs featuring nationally and internationally recognized individuals. Former Under Secretary of the United States Department of Interior Kent Frizzell joined NELPI as director later that year.

More achievements followed in the 1976-77 academic year. The growing reputation of the College helped attract a valuable bequest from the late John W. Shleppey, a collection of original Indian law and history materials regarded as one of the rarest and most complete in the United States. This enabled the University to secure a National En-

dowment for the Humanities grant which was used, in part, to establish a research center for Indian law and history. Also that year a joint program with the College of Business Administration, through which students could earn a master's degree in business administration while pursuing a juris doctor degree, was begun. The joint program was later extended to include master's degrees in English, history, and urban studies.

One of Read's goals was to expand and improve the College of Law library. By 1978 total volumes exceeded 100,000, up from 64,000 in three years; and the college acquired a downtown law center with approximately 9,000 additional volumes. Read was also the major force in developing plans for an expansion of the law library for which funding was secured in 1979, and which is currently being constructed.

The law students' performance reflected this man's contagious enthusiasm and drive. That same year, the Law Student Division of the American Bar Association selected the Student Bar Association at The University of Tulsa as best in the United States. In addition, two students received national recognition, an extremely unusual occurrence in a single year. The international law fraternity, Phi Delta Phi, selected William Wenzel as International Graduate of the Year, and the California State Student Bar Association named Kay Bridger-Riley as National Law Student of the year.

By the 1978-79 academic year, Read's last with the University, the enrollment had increased to 494 full-time students and 216 part-time students. Although the number of law school applicants continued to decline drastically nationwide during Read's tenure, our overall College of Law enrollment increased and our students' academic qualifications continued to improve steadily. In addition, the faculty grew from thirteen to twenty-four. Faculty publications tripled at the same time.

While providing leadership for the College of Law, Read also contributed greatly to the University and to the legal profession. As a member of the Deans' Council, he participated actively in long-range planning for the entire University. He was one of the most active University administrators in local and statewide civic activities, including numerous panels dealing with civil rights and the Equal Rights Amendment. Read also spearheaded the University's work with the Oklahoma Bar Association on continuing legal education. His motivation and ability were evidenced by his election and appointments to

several key leadership roles in the Oklahoma Bar Association and other groups, some of which were national in scope. The Oklahoma Supreme Court appointed him to a committee to rewrite and update the state code of evidence, and a new code was passed into law in 1978. He was elected to membership in the American Law Institute in 1975, was named Outstanding Senior Member of the Tulsa County Bar Association for 1976, and was selected a Fellow of the American Bar Foundation and of the Oklahoma Bar Foundation in 1978.

During Frank T. Read's tenure at The University of Tulsa, we have seen unparalleled growth in the stature of the College of Law. His departure is a great loss to the College of Law, to The University of Tulsa, and to Oklahoma. His successor and our students will benefit from his outstanding leadership for years to come. We wish him every success.

J. PASCHAL TWYMAN
President
The University of Tulsa

FRANK T. READ

I first met Frank T. Read shortly after I assumed the deanship of the Duke Law School in 1968. Dean Read had agreed to accept a faculty appointment as assistant professor and to serve as assistant dean under my predecessor, only to find a new dean in office at the time he arrived at Duke. We thus started working together with little knowledge of each other's style. Our relationship continued over a number of years, during which time Dean Read rose to the rank of professor with tenure and associate dean at Duke.

I have had the privilege of working with a number of highly competent administrators in legal education over the last twenty-five years. Many are skilled technocrats in admissions, curricula, fund raising, libraries, the management of personnel, and student relations, which are, after all, the day-to-day work of a dean. Some are distinguished legal scholars who bring to the law school administration a set of values, defined goals, and inspirational objectives, and who delegate the day-to-day activities of the law school to their subordinates. Only a few have found it possible to combine administrative expertise with genuine scholarship in the classroom and in print.

Early in his career Tom Read decided to attempt this double track. In his early years as assistant dean he devoted his summer vacations to the preparation of law review articles and published first-rate studies in distinguished reviews without prejudice to the performance of his administrative tasks.

An old friend of mine called me about the idea of the major study of the desegregation cases in the Fifth Circuit. He suggested that foundation funds might be available if a first-rate scholar could be found to undertake the project. The project involved something quite different from the routine legal research involving analysis of cases, statutes and regulations. It was fundamental that individual interviews be conducted with the judges who had been involved in the drama and that the records of the cases be read and analyzed. I approached Tom Read with the idea, and with alacrity he accepted the challenge. Over the next five years he worked the project which culminated in *Let Them Be Judged*, an extraordinary chronicle of one of the most significant judi-

cial revolutions of recent times. During the same period he became one of the leading experts in the country in law school admissions, an innovative teacher in trial practice and evidence, and an early leader in the efforts to recruit and ensure equal treatment for women in legal education.

It was therefore not surprising to me that he was tapped for the deanship at Tulsa, nor have I been surprised at the excellent job that he did at Tulsa and the progress which the school has made under his leadership. I am certain that he would like to have remained at Tulsa to see the many projects which are still in the pipeline reach fruition. But the nature of academic life is to accept challenges when the opportunities are provided. He leaves Tulsa as he left Duke, respected by his peers and his students, confident in the knowledge that the institution which he served is better for the time that he has spent there.

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