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A Colleague's Tribute

James J. White
University of Michigan Law School, jjwhite@umich.edu

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grams were established; and student placement and counseling services were strengthened. For the faculty, encouragement of active scholarship was reinforced by a strong commitment to improve direct support and the resources and services of the Law Library.

In these terms, Dick Speidel's tenure has been marked by notable accomplishments that leave the school in a strong position. His open and easy manner might suggest that he dealt eclectically with such matters. Quite to the contrary, Speidel the legal educator viewed the developments that took place during his deanship as parts of a whole. The university law school is, in his perspective, more than a place to teach and study law. It is a center for learning in law; it is an environment which should encourage thought, research and the sharing of ideas about the role of law and legal institutions in dealing with complex economic, social, technological and political problems. The briefest reflection about the tangible accomplishments during Dick's term indicates that, for the most part, his perspective is their unifying thread.

The reality is, of course, that Dick Speidel did not accomplish all this singlehandedly. What he did was more important; he set a tone and created a climate that encouraged others to turn their attention toward both problems and opportunities. Equally important is that he responded to resulting ideas and initiatives and, both in his own undertakings and in his response to others', displayed a good sense of when to ask "why not" and when to ask "why."

A student poll rating Dick Speidel's accomplishments would perhaps rank his tangible contributions second to his success in fostering a sense of community. That has been a major accomplishment, but it strikes me as simply a part of something more inclusive. His real achievement has been to help the school's faculty, staff and students better understand our real potential and to focus upon where we are going rather than where we stand. Many friends within the University regret his departure because they share the knowledge that we have been enriched by his presence.

DAVID A. RICE
Professor of Law and Associate Dean
Boston University School of Law

A COLLEAGUE'S TRIBUTE

In describing Dick Speidel's character and scholarship one is tempted to use the adjectives that are now a fixed part of the Decanal resignation ritual. Whatever their vices in office, retiring Deans are invariably "bright, insightful, generous, scholarly, worldly;" occasionally they are persons of "unbounded administrative skill," and even of "unlimited scholastic vision."

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In a sense each of those terms applies to Dick Speidel, but I will use none of them, for Dick and his work stand apart in other and more significant ways. In a world that grants too much to style and pretense, that is incapable of distinguishing mere quickness from true intelligence, that confuses muddle-headedness with deep thinking, and that values undisciplined and irresponsible criticism too highly, Dick Speidel is unusual: He is a man without pretense, one who has never asked for recognition that his scholarship did not earn or for deference to his degrees or titles. Dick Speidel is an honest person, and his work reflects his personality. It is always thorough, careful and well-done, sometimes brilliant, rarely flamboyant. The strength of his work has been his willingness to express himself in print on a variety of issues over a long period of time. In a time when the way to advance was to write small things with extreme care so as to expose only a small target to potential critics, Dick Speidel has had the courage to write thoroughly on a broad range of topics. Not only has he engaged in traditional analysis, he has wrestled with the economists and even with the comparativists. In the preparation of our casebook he has always been the one to resist the students' desires for straight-forward questions and simple answers. He has insisted in his teaching and writing that students develop the capacity to live with ambiguity and to face the unanswerable questions that life as a lawyer presents.

Ultimately, one should respect Dick Speidel as much for the models that he has rejected by his behavior as for any specific act that he has done. His unpretentiousness as a teacher and a scholar is a rejection of the pretense and false pride that often accompany the law teacher and legal scholar. His insistence upon dealing with the uncertainties of life run directly counter to the pressure to portray law and life as more simple, more certain, and therefore more tolerable to the law student. His willingness to write extensively, to put new ideas on paper, even at the risk of being found in error is contrary to the practice of too many of our timid colleagues who produce only the smallest of carefully polished items. For all these reasons I like Dick Speidel, and I am happy to see him return from the purgatory of administration to the life of teaching and writing.

JAMES J. WHITE
Professor of Law and Associate Dean
University of Michigan Law School

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