

University of Michigan Law School

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### Class of 1970 Five Year Report Alumni Comments, Part 2

University of Michigan Law School

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VII B: What of your law school training is contributing most meaningfully to your present job ability?

Personally I feel that the oral classroom discussions-particularly when I was called on, or volunteered-was most beneficial. Also extra-curricular discussions of law with classmates.

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It would be extremely difficult to isolate any one or two factors.

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In general, training in legal analysis of facts and interpretation of opinions and statutes--the case method is good training for an appellate practice.

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General ability to analyze situation--reasoning (fostered primarily by about five professors)

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The competitive aspects due to the high educational level of law school classmates.

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Training in analysis and research--the subject matter is simply not that important.

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Constitutional law, contracts.

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Labor law courses; moot court program; extra curricular activities related to tenants' union.

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Excellent courses in anti-trust, labor, and Prof. White's Commercial Transactions course.

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Relationship established with other students; overall thought process required by professors.

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Law Review

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Moot Court procedure; legal research; fundamental theory and logic.

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The Liberal Philosophy of my teachers.

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The Degree

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Learning how to use a law library in my first month of law school.

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General training in research and analysis.

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Courses in procedure, evidence, taxation, estate planning, constitutional law, contracts, commercial law (including especially creditor's rights) and anti-trust; Legal aid practice and work as a law clerk.

-----  
Michigan provided an excellent general background for problems faced by a "House Counsel" in a corporation.

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Analytical process plus a good basic knowledge of various areas of the law (written mostly with a straight face).

Specific courses, as such, have not contributed as much as learning to "think like a lawyer."

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Law Review experience, basic first-year courses, securities.

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The acquisition of an ability to reason.

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Seminars and, in general, rigorous case analysis without regard to the area of study.

-----  
I was taught to think logically and analyze problems systematically.

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The analytical ability developed in my tax classes.

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Civil procedure; evidence; corporations.

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General course quality and training. Courses in corporations & legal writing very helpful.

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International law work with Prof. William Bishop Jr.

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The emphasis upon issue-spotting.

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The ability to analyze a case or set of facts to enable me to be an advocate. In particular, Professor Kamisar's and Paul Kauper's courses enabled me to see issues and articulate the position of my client. More importantly, the whole atmosphere of Michigan Law School contributed to me a sense of honor, integrity and dedication to thoroughness and excellence. Finally, the moral sense of looking beyond technicalities was most important. Prof. L. Hart Wright was terribly good at influencing me to step back from a case to see if I was really doing the "right" or "substantive" thing as viewed from the "top of the world."

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General business & contract law.

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The practice of socratic teaching; reasoning and analysis of legal precepts.

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Thinking clearly.

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The opportunity to concurrently enroll in the School of Natural Resources, take courses outside the law school and work on special projects with law school professors through supervised research projects.

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Getting acquainted with long hours & hard work.

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Clearly, the tax courses. I have probably the best theoretical foundation in taxes of the 7 tax lawyers in our firm. I should have taken more tax procedure, but I've learned it here. Also the "Negotiator" that White taught is clearly secondmost practical.

VII B: (3)

I think legal aid despite the fact it was voluntary helped me a lot in working with people. School & work are so different it's hard to pinpoint any one thing that helped more than the rest.

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General course work, with no particular substantive emphasis. Extra-curricular work relatively insignificant in this respect.

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The necessity of being organized & disciplined.

-----  
The students and professors with whom I had contact were exceptional individuals. I learned a great deal from them outside the classroom setting.

-----  
Generalized training in doing research, organizing material and writing rapidly.

-----  
Basic freshman course offerings in all categories save "Intro" type courses.

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The Patent Law & Unfair Trade Practices courses contributed some, but the general training in how to analyze legal problems has contributed the most to my present job ability.

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Law school training provided a balanced approach to legal thought and research technique. I do not believe any particular courses provided a substantially meaningful contribution to my present capabilities.

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Research methodology & writing.

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Legal research, torts, contracts.

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Legal aid -- Moot Court.

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Training in the areas of commercial and business matters.

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Seminar with Joe Sax in environmental law (then called natural resources law); individual research with Sax and Steiner; research work for Roger Cramton.

-----  
Being disciplined with my time and thought processes.

-----  
No particular courses, but the general emphasis on rigorous analysis of facts and differentiation of cases on their facts.

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Method of legal analysis.

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Evidence.

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Case Club (instruction in research & brief writing); courses in Civil Procedure (Miller), Commercial Transactions (White), and Corporations (Siegel).

VII B: (4)

The ability to analyze problems.

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Evidence.

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Contracts; Civil Procedure.

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Learning how to think & problem solving. Specifically most useful was tax law. More is needed in Admin. Law as the govt. bastards are getting into all phases of business.

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Moot Court competition.

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Analytical approach to legal problems & high standards of scholarship.

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I can point to no single element that was a major factor; the entire process was helpful.

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The so-called ability to "think like a lawyer." e.g. critical analysis of a problem from different points of view; spotting issues; reading cases.

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Writing and research courses.

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Commercial Transactions; Creditors Rights & Security; Legal writing.

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The legal reasoning and negotiation skills derived from the close contact with excellent professors.

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Group studying.

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Case Club, Problems & Research course, and other courses where significant research and writing were required.

-----  
Attendance at national law school--i.e. higher expectations.

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No substantive knowledge is of direct benefit. The law school contributions are analytic training and the development of an inquisitive and skeptical approach to problem solving.

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Process of legal thinking; the underlying rationale for rules and laws; related depth and background of courses.

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The entire law school "process"--I more and more believe that specific courses are relatively unimportant in terms of content, and that the evolutionary process of a law school education --exposure to disciplined legal thinking, etc.--is the essence of law school.

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Tax & combination of corporate law courses.

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Business & corporate courses, including tax courses.

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Legal research and writing.  
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Commercial law, tax & business planning.  
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Qualification to apply for admission to the bar.  
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Analytical ability & broad indepth exposure to various aspects of the law.  
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Solid education in each of the basic areas of law. As a trial lawyer, understanding of the law generally has been most helpful.  
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All of it. I think law students should be educated in wide number of areas even if they do not practice in many of them ultimately.  
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With the exception of providing some knowledge of basic substantive legal principles, law school was irrelevant to my present job.  
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Evidence, Criminal Procedure, MOOT Court.  
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Research and writing experience through participation in law review activities.  
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Total -- cannot break this out.  
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General ability to undertake legal reasoning and familiarity with library sources.  
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Law Review & Moot Court.  
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Prof. Paul Kauper.  
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Ability to read and understand case law. The rest has to be learned on the job.  
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Legal Aid and Procedure courses.  
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Training in basic 1st year courses (except crim/con law0 and in standard courses such as Corporations, Evidence, Taxation, Commercial Transactions.  
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Nothing of particular note--had minimal law school training in areas of present practice. Self-education, determination more significant factors.  
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The direct as well as indirect instruction in legal analysis and reasoning used to solve problems concerning the law.  
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Courses in criminal law & procedure; analysis of cases.  
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(1) The approach to problems of public policy which was inherent in most courses. (2) Independent work on test litigation with a professor. (3) Moot Court activities.  
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VII B: (6)

Training in legal logic, course on symbolic logic, training on research techniques.

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Legal Research & writing "course" including those aspects required in "seminars" or small size classes.

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Nothing in particular.

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General training in analyzing factual situations and their legal significance and impact, garnered in all substantive law courses-none in particular.

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I can think of specific area of training which has been most meaningful.

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The generalized approach to a problem-rather than any particular course area.

-----  
The discipline and the manner of proceeding and thinking. In major litigation most time and effort is spent on procedure not the substantive law involved. The law can be picked up quickly.

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General ability to read cases, statutes, etc. properly and to analyze the same. The simple answer (aside from the few details of procedure, etc. that stay with you) is to be able to think like a lawyer.

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The seminars I took on the legal problems of doing business abroad.

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Legal writing - commercial & consumer law courses.

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General analytical skills, research & writing.

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Research & writing practice with Prof. Arthur Miller.

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The in-class instruction of a few professors.

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Taking a variety of courses rather than a heavy concentration in one or two areas. Difficulty of course work.

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No specific course, but generally the caliber of teaching at U of M and the approach.

- 1) interaction with students & faculty  
2) political activities in law school  
3) learning to think through problems in a legal manner.

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The most meaningful contribution to my present job ability has been less any formal training than exposure to a faculty and student body of the highest caliber:---

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Estate Planning.

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Ability to identify elements of a legal problem.

VII B: (7)

Good research techniques and a good general business background (e.g. contracts, corporations & commercial law)

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Legal Analysis and writing. Courses which were meaningful taught these skills, whether or not substance was relevant. Best courses: Miller-Civil Procedure (do not use substance); T. Kauper-Real Property (do not use substance); Kahn-Taxation (substance relevant); Law Review very helpful.

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Prof. White's seminar on negotiations.

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Civil procedure.

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Case club and Campbell Competition.

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Ability to think and write clearly and precisely is much more important than actual knowledge learned.

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The non-curriculum Trial Practice available thru Legal Aid etc.

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Writing and legal research.

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The degree.

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The courses on security & contracts.

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Individual research, legal writing & advocacy.

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Analysis of issues, legal writing.

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Ability to think, write, organize & research; then civil procedure.

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Research & writing - have done substantial amount of this, in a special area that courses did not specifically relate to.

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Overall analytical approach developed in law school - ability to bring general information from many courses into play on a given problem.

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Emphasis on analysis of cases and applying the law to the facts of a particular problem, also emphasis on planning and problem-solving.

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Nothing in particular.

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Constitutional Law, Criminal Law, Evidence.

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Collateral skill development requiring oral marshalling of materials and ideas (advocacy); Constitutional Law including Criminal Procedure.

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Basic traditional courses taught effectively by the socratic method.

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Absolutely none of its.

Depth and methods of analysis taught by various professors.

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It is difficult to isolate that portion which contributes most meaningfully.  
The training on the whole was excellent.

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Ability to identify the issues.

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Evidence course, antitrust course, procedural course, training in legal writing on law review, training in legal research, first year training in legal analytical thinking.

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Labor law courses and training in "legal thinking."

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The restructuring, if not creation, of thought processes into more logical patterns facilitating analysis of factual situations and legal issues (but it doesn't help my handwriting).

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The ability to think through a problem & arrive at alternative solutions--gained from a variety of classes.

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The approach of emphasis on legal analysis of a problem or fact situation rather than merely learning the "black-letter" law.

-----  
Freshman research and writing, Moot Court Competition. Also, the general high quality of the faculty encouraged students to thoroughly prepare for class, exams, etc. I have found that quality of thorough preparation to be indispensable.

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The courses and seminars which required me to perform independent legal research and writing.

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Legal research skills (1st year).

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Research training.

-----  
Ability to think.

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~~Constitutional~~ Law; seminar courses with emphasis on writing.

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Stimulation from seminars taken and clinic participation.

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Those courses which by design or election of the instructor considered "inter-related" areas of the law e.g. tax and corporations.

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Evidence, coursework stressing rigorous legal analysis, course work (Moot Court) stressing legal writing & advocacy.

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~~Civil Procedure~~; Labor Law.

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~~Evidence & Civil Procedure~~. Also, the birth of the knowledge that many lawyers are overly impressed with themselves and, because of this, can be made to look like posturing fools to a jury.

- a) Technical rules taught in Tax & Estate Planning
- b) Civil practice per Miller's 1968 Civil Pro course.

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Criminal law - Creditor's Rights. The thought process that we were taught and the basic 1st year courses.  
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Courses explaining purposes and theory (such as Hart's Taxation) rather than specific law - particularly in business and labor areas.  
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Training & experience in editing, writing, and researching while serving as Research Editor and (earlier) staff member of the Journal of Law Reform, as Senior Judge of Moot Court Program and as Campbell Competition participant as well as from Moot Court-Case Club program.  
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Procedure & evidence.  
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Legal writing training, legal research training, antitrust, patent law and contracts courses.  
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Strangely enough; I'd say comm Tran. & Seminars where I luckily was forced to write thoroughly researched long papers in a clear fashion & got yelled at the first draft around.  
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Emphasize on analysis of legal problems into their constituent parts - training to spot issues.  
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Legal Research & Writing, and Estate Planning have done a lot in terms of developing communication and planning skills generally. Obviously, my property, contracts, commercial, and procedure courses assist me in my day-to-day legal problem-solving.  
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Ability to see many facets of an issue and act impartially or as an advocate.  
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Labor Law courses and Moot Court appellate; writing & advocacy.  
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My position as editor-in-chief of Michigan Journal of Law Reform in the editing (editorial?) & personnel handling.  
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Legal writing experience and casework.  
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Administrative Law courses and seminars.  
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Case club program and Campbell Competition; student competition and pressure for precise analysis while at Michigan.  
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Consist thinking.  
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Moot court competition.  
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Taxation courses  
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Legal writing, advocacy.  
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Commercial and administrative law courses.

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The discipline needed to do the work while at law school.

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The ability to look for and anticipate potential problems.

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Analyze each and every legal question in a problem -- and making sure none are missed.

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Learning **Legal Research** and how to think with a probing and questioning mind.

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