MLK Lecturer Edwards Narrates Journey from Brown to Grutter

By Anne Gordon

It's probably a decent bet that over the next few years, Martin Luther King Jr. day will bring up discussions of Grutter and Gratz. And if that means the Law School is going to have speakers like Judge Harry Edwards every time, we're going to be better off for it. Judge Edwards gave a review of his life and research Monday, Jan 17 in 250 HH, including coherent defense of affirmative action.

Judge Edwards is the Chief Judge Emeritus and Circuit Judge in the Court of Appeals for the D.C. circuit, former professor here at the Law School and at Harvard, and a prolific author on labor law, legal ethics and legal education. His most recent published work is "The Journey from Brown v. Board of Education to Grutter v. Bolinger: From Racial Assimilation to Diversity" (102 Mich. L. Rev. 944 (2004)). In it, Edwards advances the idea that what minorities in the United States want is no longer assimilation. Rather, he sees a movement toward valuing cultural identity, and above all, diversity.

Edwards heard Martin Luther King speak many times, and met him at Cornell in 1961, when he estimates he was one of approximately a dozen black students during the entire four years he was there. Edwards called King "Inspirational beyond description..."

The isolation did not stop once he got his J.D. Despite the fact that Edwards was elected to the Order of the Coif and Law Review, he could not find a job. Employers were completely candid in their racism, he said. "They would tell me, 'you have a terrific record, exactly the credentials we're looking for. But we can't hire a Negro.'" It was only after a mentor intervened on his behalf that he got an offer at a firm.

Compared to teaching, however, private practice was the easy part. "Folks in practice were the most enlightened, forward-thinking people I'd ever met compared to academia," he said. Edwards and other black professors found themselves pigeon-holed into "the black jobs," and were not given serious courses to teach, instead being given visible, but often dead-end jobs. This problem, he said, did not begin to be addressed until the Carter administration, when the idea of "critical mass" truly came to be understood at the highest levels of government. "Carter understood that you couldn't make a difference with a few [minorities] here and a few there...his mission was to find qualified African...
"C" You Later?: Grade System Under Review

By Karen Lockman

Based on recent statistics released by the Student Senate’s Grade Policy Review Committee, Michigan Law School’s grade curve is “considerably lower” than those of our peer schools.

Through a comprehensive evaluation of Michigan’s grading system, the committee discovered that, among the top 15 law schools, the University of Chicago is the only law school with a median curve grade officially set lower than ours. Stanford has the highest median curve at 3.4 and other schools generally adhere to a 3.3 median. Michigan’s curve ranges from 3.13 - 3.25, with an average of 3.19.

In addition to this, the committee found that peer institutions do not impose a curve on second and third year courses.

The far-reaching implications of their discoveries have potential to provoke substantial modifications to Michigan’s current system. Receptive to change, Dean Caminker stated: “I’m confident that the faculty would be open to reforming the grading policy, if it could agree that an alternative were superior.”

Caminker recognizes, however, that while a quality grading system should attempt to minimize undue anxiety and stress, it should also provide students with constructive feedback, give them incentives to perform, and maximize their graduate marketability. “The question is,” said Caminker, “given competing goals, how to design an alternative that better achieves important goals without unduly sacrificing others.”

Though a preliminary survey of professors and students reveals support for the reform, there is little to no consensus as to what changes should be made. While some favor mechanisms for more concise feedback, others would like to see Michigan implement an honors-pass-fail system similar to that of Yale Law School. Still others see little need for change at all. Committee member Bayrex Marti commented, “For every ten students, there are at least seven different opinions as to what to do about this issue.”

The Committee is currently working on a proposal and will reveal its suggestions later this semester. Stay tuned for the next issue of Res Gestae for a more complete assessment of the issues at hand and the possibilities for change.

In the meantime, please email Karen Lockman at lockmank@umich.edu and Josh Kalb at joshkal@umich.edu with comments, concerns and suggestions (under 100 words, please!).

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Survive the 1L Public Service Job Search

By MaryAnn Sarosi,
Director of the Office of Public Service

You've finished your first term in law school and you're still alive, so you figure that everything is going to be okay, right? Then you realize that the summer is fast approaching (how can that be when it's 10 degrees outside?!?) and you have to find a law job. And it can't be any law job, it's got to be the PERFECT government or public interest job because if you don't get the perfect law job in your 1L summer, then you won't get the perfect job in your 2L summer and there goes your public service career, right?

WRONG.

There are many paths you can take to getting a public interest or government ("public service") job over your 1L summer. While the type of legal job you take in your 1L summer may inform the choices you make about your career, it will not cement what you will do during your entire legal career. Take time to reflect upon the many opportunities that being a Michigan Law student offers, but don't panic because you think there's only one route to take and you haven't found that route yet (and you think everyone else has figured it out!) Here are some basic tips:

Talk to Yourself. If you don't know exactly what you want to do when you graduate (and most students don't), let alone what you want to do during your 1L summer, then spend some time identifying your interest areas and the skill sets you'd like to develop (e.g. research/writing, direct client advocacy, impact/policy, legislative). Once you've identified a few areas, research those agencies or organizations that practice in those areas and that will help you develop those skill sets. For example, if you decide you want to develop your research/writing skills during your 1L summer, you may pursue a job with the ACLU with an eye towards looking for a 2L summer job that will offer legislative or direct client advocacy work.

Tap Those Research Skills. Spend some time in Room 210 Hutchins Hall where you will find such resources as the Student Funded Fellowship Resources Book, the Comprehensive Fellowship Guide, Public Interest Profiles and Serving the Public: A Job Search Guide. Other resources include:

1. The OPS website, www.law.umich.edu/currentstudents/PublicService/index.htm. Be sure to select the "Discussion" section in the left hand navigation bar. This takes you to Ctools, a forum for Michigan Law students to share information on public interest and government fellowships and scholarships. [Note: Within the next couple of weeks, the Ctools link will be moved under the "organizations and jobs" heading on the navigation bar]. In addition look at www.pslawnet.org for fellowship and scholarship opportunities. After registering for a password, you can search for "opportunities," which are job descriptions for positions already listed and/or by "organization," i.e. type of employer.

2. Familiarize yourself with the Office of Career Services website Of particular interest is the "useful links" section. (http://www.law.umich.edu/currentstudents/careerservices/usefullinks.htm).

3. Job vacancies and Announcements. OCS' Student Job Bulletin contains jobs in the areas of private practice, public interest, government and judicial internships.

4. Last Year's 1L Summer Employment List. Find out where other 1Ls worked this past summer. Get ideas and get tips from a student who has already worked at the summer job of your dreams. The OCS web site lists students who are willing to speak with other students about their summer jobs with state, local, and federal agencies. You can access the information by clicking on "Student Summer Employment List - Geographic by Employer Location" (PDF document) or "Student Summer Employment List - Alphabetical by Employer Name." (PDF document)

5. Clerkship Database. Search our database by jurisdiction for summer judicial internship opportunities.

6. Federal Government Employment Resources. We have a list of agencies along with deadlines for applying. Also, we have links to other resources that list government employment opportunities that you should check out. Examples include: www.law.arizona.edu/career/honorshandbook.cfm - Government Honors and Internship Handbook (For 2004-2005, the username and password are radish and red1) and www.nalp.org/jobseekers/fedempl.pdf (a wealth of information that offers job seekers an in-depth look at the government's myriad functions and roles, as well as a glossary of terms unique to the federal application process, and tips on landing a government job.)

7. Sample Resumes and Cover Letters. Take a peek at some samples before you get to work on your application materials.

Meet with an OPS or OCS attorney/advisor. All of the advisors have public interest or government experience. We also have contacts with Michigan alumni.

Your best resources are in your backyard. Michigan Law students are known for being supportive of each other. Talk to your friends about your areas of interest and join a student group related to your favored practice area. Before long, you will be connected to others who want to do the same thing. And you'll find that this won't be added competition, rather it will be added support.

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US Attorneys Inspire Pride, Enthusiasm for Careers in Public Service

By Shari Katz

I love my job. I love the fact that it is as challenging as I want to make it,” said Dan Hurley (’90), Assistant US Attorney (AUSA). Hurley joined fellow Detroit AUSAs and M-Law alums Barbara McQuade (’91) and James Mitzelfeld (’96), to kick off the Office of Public Service’s 2005 Inspiring Paths Speaker Series on January 19.

The AUSAs described the interesting and diverse work that their jobs provide. McQuade’s responsibilities through the Counter Terrorism Unit include working with the FBI to identify targets for investigation based on intelligence files, and planning for the All-Star Game in Detroit this summer and the Super Bowl in Detroit next year.

Mitzelfeld, of the Economic Crimes Unit and District Criminal Health Care Fraud Coordinator, investigates doctors and physical therapy clinics that are trying to cheat Medicare or Blue Cross. Hurley began his career as an AUSA with the Civil Division, then moved to the Criminal Division, and finally to his current position with the Appellate Division.

"From the minute you start, you’re treated as an adult. No one is looking over your shoulders or micromanaging,” Hurley said.

The panelists emphasized the quality of life that a job as an AUSA provides. “When I was in law school, and people talked about quality of life, I thought, ‘that is for wimps.’ But, there are other demands on my time that are very important to me, such as spending time with my family. It’s a really nice luxury not to feel as if I’m compromising my job when I go home at 5 PM,” said McQuade.

The panelists shared a variety of tips for students interested in pursuing a job as an AUSA. Mitzelfeld emphasized that "persistence is everything in getting a job like this." The panelists agreed that although it is normally impossible to go straight from law school to being an AUSA, there are many potential routes that lawyers can take to become an AUSA. The speakers themselves came to their positions with a variety of experiences, including clerkships, firm positions, public service experiences and non-legal work.

Law school performance, commitment to public interest and other life experiences are all important hiring criteria. In addition, previous work at government agencies, clerkships and private practice can each provide useful credentials for an eventual career at the AUSA. The panelists mentioned that coming from the Department of Justice’s Honors program gives candidates a notable advantage, but any government agency experience that provides the opportunity to participate in investigative or trial work (such as, but not limited to: the IRS, FTC, FDA or SEC) is helpful. Still, the best way to become an AUSA is by a previous internship at the US Attorney’s Office.

"Half of the Detroit AUSAs have gone to the University of Michigan Law School —we definitely have room for U of M interns in our office,” said Mitzelfeld, who came to the US Attorney’s Office after a clerkship, working at the DOJ through its Honors Program, and writing for the Detroit News, where he received a Pulitzer Prize for his reporting.

Having geographic and subject matter flexibility are also important for those who aspire to be an AUSA. Although many students think the contrary, there are actually more AUSA openings in larger cities because of larger offices, more positions, and the greater probability that the AUSAs are more frequently changing jobs. If there is an opening for an AUSA position that might not be your top choice of subject matter, don’t necessarily pass it up, suggested Hurley. “Once you’re in the door, you can move around within the office,” he said.

Throughout the discussion, the panelists kept returning to one fundamental point: the ability to make a difference. "When you work for the government, you can say, ‘we shouldn’t win. This isn’t the right result.’ This is a tremendous luxury that I didn’t appreciate in law school," said Hurley.

"I worked for a firm after graduating, but I always felt that calling to be in public service. Now, I truly get chills every time I get to say, ‘Barbara McQuade, on behalf of the US.’ It’s a true honor to stand up and represent your country. It’s very satisfying to know that every day, your job is to do the right thing for the right reason,” said McQuade.
M-Law Musicians Should Get the Band Back Together

Submitted By Jonathan Siegler

The musicians here should be better organized. How can we have a thousand of the best people together but we don't even have a piano trio? Or if we do have a piano trio, how come they don't play a show at school once in while? We probably have at least the makings of a decent brass quintet or a string quartet, but why not a consort, an organ trio, a straight-ahead quintet, a free group, two nonets – east and west, a rhythm and blues revue with dancers, or an organ trio? The Headnotes could share programs with these groups so neither would bear the burden of working up an entire concert. Probably some of the groups could get paid work with those wedding parties that stop by school for pictures.

There could be a database that the students can search and update. It would include their interests and level of experience. Vocalists who want pianists, whether one who can coach them or one who won't ask questions, won't need to spend half the semester networking and pursuing word of mouth tips. Whatever a person plays, whether they have a diploma or quit in the 9th grade, they'd be able to find someone to play duets with a couple of times a semester. A pure novice could find some occasional informal instruction.

We have three years here and it's pretty filled up with other things. We don't have time to hang out in music stores covertly auditioning guitarists, which guitarist anyway may have a different academic calendar. The other law students are right here, working our same schedule.

If there was a formalized student group the members could play right at Hutchins and wouldn't have to trek out to North Campus or dig up rehearsal space someplace else. Also, if the group gets a paragraph in the bulletin, incoming students will know to bring their charts with them to school and to get their chops back together after the LSAT.

This organizational effort would no doubt receive good support from the administration, as most musical skills - eg., discipline, creativity, teamwork, close listening, attention to detail, good timing, patience, love - are also legal ones.

Jonathan Siegler is a 1L. Please send comments about this article to rg@umich.edu.

Mr. Wolverine to Emerge Jan. 28

Submitted By Amanda Garcia

This Friday, Jan. 28 at 8pm in Mendelssohn Theater, 38 gentlemen will take the stage in hopes of being crowned the law school's first Mr. Wolverine. They will dance, dress in formal attire, and imitate some of our favorite and most identifiable law professors.

The first annual Mr. Wolverine contest will involve participants from every corner of the law school; six men from each class. Additionally, several contestants were selected as representatives from numerous student organizations. For example, there will be members from Outlaws, the Federalist Society, BLSA, and LSSS. Moreover, the six representatives from each class will be performing a skit they have collaborated before the show. Right now, they're practicing dance routines and rehearsing their skits together in hopes of impressing the judges and their fellow law students with their performances.

These gentlemen will also dress in their best firm wear and walk across stage while being escorted by a lovely lady of their choice. Many of these women are law students as well and members of student organizations including WLSA, LLSA and several journals.

Not only will each contestant be dressing like one of our professors, several of these faculty and staff members will be judging the competition. Dean Johnson, along with Professors Friedman, Pottow, Beny and Evans will be scoring every dance step, performance and strut down the catwalk. Additionally, each judge will ask the final question to the contestants in their attempt to decide which dapper young professional earns the title of this year's Mr. Wolverine. The Master of Ceremonies for this show will be our own Dean of Admissions, Sarah Zearfoss.

All proceeds from the show go to the Project Comunidad Fellowship, a program sponsored by the Latino Law Student Association, which helps to financially assist students working in the public interest sector over the summer. The only additional element needed to complete this community-building endeavor is the audience. I encourage all of you to join in the fun, cheer on your favorite contestant, and participate as a member of our law school community as we crown our first Mr. Wolverine.

Amanda Garcia is a 2L. Please send comments about this article to rg@umich.edu.
The Importance of Being Krier: Part One

By Ali H. Shah

Professor James Krier is the Earl Warren Delano Professor of Law. He graduated from the University of Wisconsin Law School in 1966 with highest honors, and clerked with the Hon. Roger J. Traynor, Chief Justice of the Supreme Court of California. He was previously a law professor at both UCLA and Stanford prior to coming to UML S in 1983.

RG: You've been teaching property for over 20 years. Now, this year, you're teaching contracts for the first time. Why?

JK: Well, money has been a little tight at the school over the last few years, in fact it's been a little tight at most law schools, at universities generally. This poses something of a problem for us in particular because we have a generous leave policy, the result being that any number of faculty might be absent for a semester or a year at any given time. We hire visitors to fill in, but visitors are expensive. It's not just that we have to pay their salaries, we sometimes have to provide extra for travel and lodging. Visitors are expensive in another way, too, that is, they have nothing to do with funds. Visitors don't serve on faculty committees or participate in faculty governance, so we can end up strained not just on funds but on manpower as well. One way the administration has tried to alleviate these problems a little is to try to do more of our job with our own faculty resources, asking faculty to take on some new challenges, such as by teaching in areas where ordinarily they don't teach, be it a little, and so on. I can't remember if I volunteered to teach contracts or if I was asked, but whatever, I'm doing it. Contracts interests me. It's tightly related to my ongoing interest in property, and my ongoing interest in law and economics more generally. Plus I haven't had enough doctrinal content in my portfolio, haven't had for years, teaching virtually nothing but environmental policy and property, and then getting away from environmental policy, so there I was, just a property guy. I needed more stuff. And I knew I had a great resource to help me learn contracts, my friend and colleague Omri Ben-Shahar. I took his contracts course this past summer and learned a lot, including about teaching methods. Finally, I just love teaching first year students — all students of course, but 1L's are special — and I think it's important that I get to them before my colleagues make them, you know, stupid. Just kidding... a little.

RG: So how's it going?

JK: Well, probably you should ask the students if you want a full and objective answer. But for my part, I love it and I love the class. I'm learning a lot, and not just about contract doctrine.

The experience is especially interesting because it takes me back to my early years of teaching, when I spent eight hours of preparation for every hour in class. That's nothing special about me, that's what all new teachers do until they build up some intellectual capital, or whatever a veteran like me does when teaching a new course. When I'm teaching property now, it takes me very little time to prepare, since it's my book and my field and I know the literature and topics and people and I've been doing it for thirty years. I know what I know and I know what I don't know and I don't need to know, and I've heard virtually every question that a student could possibly ask me and so I know the answers or know there aren't good answers, so preparation is no problem. In fact, I almost have to unprepare before class to make sure I go in with an open mind and so on. But now, with contracts, it's like the old days. I don't usually put in eight hours per class, but I put in a lot and I'm building capital and I enjoy it immensely, and for all those reasons I hope the school makes contracts part of my regular gig.

This experience also gives me a perspective on what I've learned as a teacher over the years, what I've learned about method as opposed to doctrine. I'm more confident about my abilities as a teacher now, more comfortable about what I might not know, more fresh, more aware of challenges posed by student questions. I've told my students in the class that there are probably disadvantages to having a novice for a teacher, but I also tell them that though I might be a novice at contracts I'm not a novice at law and I'm not a novice at teaching. Plus there are, I hope, some advantages for them. The playing field is more level, plus they can see me making mistakes and realize it's not the end of the world to make mistakes, and that everybody, even great me, does it, and it's just reminding them that making mistakes is good because that's how you learn the most salient and lasting lessons from what you do wrong, not from what you do right. Plus I tell them that since I am just learning they can watch me learn and maybe get something out of that, because, whatever else, I am a very excellent learner and I have the record to prove it!

In any event, I'm having fun and I hope to God the students are, too, and I'm learning a lot and I hope they are. I'll get back to having fun at the end of this unedited interview. [Author's note: this is far from an unedited interview]

I am also super stimulated. How do you say it now? It is so not unstimulating! I worry that I am too much so, or maybe too stimulating for the students, where class gives them something like a severe coffee jag. But they can always come to see me out of class to get things down, in several senses of that word.

RG: Do you remember liking contracts at Wisconsin?

Continued on Next Page
JK: Hmmm. I didn’t hear myself say I had one. You’re asking me a question along the lines of the famous cross-examination that began, “Ok, Mister Defendant, when did you stop beating your wife?”

But, yeah, I have frustrations about students, although I don’t know that I could pick one big one. If I had to, I’d say something like they are too damned self-conscious, which makes them insecure. They don’t like to volunteer, or at least they say they don’t. And I don’t like to call on people cold, not as a regular practice anyway. I think class should be like a party, and you don’t call on people at parties. I think class should be like a big cocktail party without the drinks. You talk, you have a conversation, you take advantage of the fact that the collective brainpower of the group is extraordinary, plus you can speak freely and without strict rules of order because there is this one guy who is there to moderate and guide a little. That’s why I don’t like seating charts, anymore than I like them at dinner parties. Don’t tell me where to sit! Don’t tell me when to talk! Etc. Ah, but the students, they don’t want to volunteer — they volunteer to me that they don’t want to volunteer! They worry that they might say something stupid. I say great, you’ll learn. They say people might think they’re gunners. Great, screw those people. All these bright young people who have set themselves apart and in some ways above the masses and then they come here and they want to be like the masses and they strive to act like the masses and they seek the endorsement of the masses and I try to let them see how that is so very sad. I tell them not to worry about being gunners, their own sense of balance will tell them when they are talking to much. In any event, usually people don’t get known as gunners because they talk too much, they get known as gunners because they talk too well, because their classmates resent their knowledge and cool and ability, and I want everybody to see that the real challenge for all of us is to turn the resentment of others for us because of what we can do into respect for us for what we can do, and for what we are willing to share, and for a measure of humility on the part of our lucky selves.

Whatever. I’m giving up in a way. Now I call on students, I get one of them engaged, and then many others are ready to chime in. For some reason, that atmosphere works better for many students. But at least I’ve gotten that far; now I’ll work on sneaking along to the point where I don’t have to call on someone to get the business going. Why haven’t I done this before? Well, maybe I’m stupid, maybe I’m stubborn. Or maybe I’m right and the students resent it!

Or maybe it’s just me. Mister Rogers I’m not. Students say I intimidate them, but can’t quite tell me why. I think it’s because they know I will challenge them and they will end up looking stupid. We are back to that. So I try to do a lot of things in class to look stupid myself, plus I probably act stupid naturally. I’m not sure it helps. I think in general you could say that many students would say they don’t want to speak out until they practice speaking out for awhile, and they don’t quite see that such a thing is impossible. I mean, give me a break. Oh, and they say I’m aggressive and impatient. Well, I am aggressive, I suppose, it’s my style, and I am impatient.
sometimes because life is too short not to be. And not just too short for me the guy soon to collect Social Security, but for them too, who will probably never see any Social Security dollars no matter how long they live. Happily, they probably won’t need the money anyway.

A lot of the students act - I tell them this - as though they think you can learn to swim by watching a good swimmer. Sorry, but you can’t. You have to jump in, and the person who helps you see that, and promises you won’t go under for too long, is doing you a big favor.

Students, I think, are good at seeing half of something, the easy and comfortable half. I talk too fast, they say, but...say, but don’t they see that saying something stupid is the first really really big step toward saying something smart?

I don’t know why I love them, but I do, especially now when I’m old enough to be their father or grandfather.

Anyway, the big frustration, maybe, is this. If the students would just play along with me, throw care to the wind, they would learn that not only will they survive, they will have fun, will learn not just about law, but - much more important - about learning and thinking, about themselves and about life. It’s so sad not to embark on that process as soon as possible. My general view about the typical student here is that he or she is so smart and knows so much, yet has so little developed capacity to think. And I blame it on high school and college, on everything after kindergarten. Kindergarten I think does things right, and then after that we work hard to take the child out of everybody. Picasso said that when he was eight he could draw like Rembrandt, and that it took him the rest of his long life to learn to draw like a child.

It’s my sense that high school and college add up, usually, to teaching students to be like two-way radios, good receivers, good transmitters, that’s it. Radios don’t think. A radio can’t even think the thought “I don’t think” because to think such a thought the radio would have to be able to think. So radios never have the joy of thinking, and never experience the regret of not thinking.

I hope what I’m saying gets all the students pissed to the point where they say, “I’ll show that SOB!” And they will,

because they have the brain power. Their brains just get no exercise, not for most of them. They don’t work the brain. They put the body on the treadmill and watch television while they’re doing the walking.

Not all of them, mind. I’m not talking about you, reader, I’m talking about everybody else.

RG: Do you have a lot of friends on the faculty?

JK: Ha! What makes you ask me that now, I have to wonder. Sure, I have many friends on the faculty, but I don’t have any real close friends, and I don’t socialize with the faculty much outside the bounds of law school affairs. It was very different when I started teaching, and not just for me, for everyone. Law schools are like fraternities in more ways than one. When I started out, at UCLA, my colleagues were my social life. We had dinner together, we drank together, we played sports together, etc. That has changed, I think, just about everywhere, probably because of the way law school business has changed, has become more intellectually diverse, more interdisciplinary, more heterogeneous in terms of faculty composition by way of gender, race and background, sexual preference, all of that. There’s less of a common core, and I count that as a great blessing. Plus who wants to socialize with a bunch of law professors after spending all that time with them at the office? But we are a friendly faculty. I like my colleagues, and I try, and almost succeed, to find in each of my colleagues something to admire, to respect, or at least to find charmingly quirky or fun. I think everybody among us does that. Goodness knows just about everybody has been good to me, and that’s not always easy.

RG: Speaking of relations among faculty, you’re probably aware that a former professor, Peter Hammer, is suing the University regarding denial of tenure for him. Talk about the tenure process. Is it fair, as far as you’re concerned?

JK: You know, that’s not something that I feel that comfortable talking about, especially now and at least in any particulars. I will say that the tenure process and tenure decisions are, in my experience, as fair as they could be given all the tough circumstances, but it’s a hard world we live in, and in that sense, it might well be that everybody who has gotten tenure shouldn’t have in some ideal sense, and everybody who hasn’t should have, again in the same sense. But we can’t let the perfect be the enemy of the good. It’s probably about as good as it can be in a world run by humans.

RG: For people who don’t know anything about how the process works, give it to us in a nutshell. How do you get tenure?

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JK: I think the routine has long been, whether at this law school or virtually any other, pretty much the same, with only little changes except for a few big ones. What tenure means is that once you have tenure your job is pretty much protected absent very good cause or some general disaster, like the law school is abolished. So, essentially, you go to teach at a school, you’re an assistant professor or acting professor on a contract, and then you reach a point in time where you go up for tenure. One of the little changes is how soon you go up. I went up, back at UCLA, after two and a half years, and that was only a little ahead of the curve at that school at that time. Now, here and elsewhere, it’s likely to be more like five or six years, with at least one interim review for a progress report, before that. What’s considered at tenure time is your record of research and publication, your teaching record, your service in the school and university, your public service more generally. All of these things are supposed to be more or less equal, but the first one—research and publications—is about ten times more equal than all the others, and teaching counts quite a bit too. Nobody will ever not get tenure for not doing enough service, or, at the least, would have to make a brilliant effort to fail in those regards, would have to do serious negative service. An extraordinary teacher might get tenure with little writing, but not without any, not nowadays. So it’s the teaching bit and the writing bit, and weak in one can be rescued by very strong in the other, with the safest bet, if you are going to have a weakness between those two, to have the weakness be in teaching—but you can’t be terrible, you can’t so not give a damn about teaching. It’s a hard row to hoe for beginners, even the most talented, and it results in eighty hour weeks for several years at least for all but the most gifted or those with a real taste for risk. Because you also have to serve on committees and so on, and believe it or not, that stuff can take a lot of time.

So the candidate is doing all of these things and is supposed to be exceptional at each, which is because then when you get tenure the university can say, see, exceptional at everything. We are all very exceptional!

Why do research and teaching count for so much? Well, it’s what universities do, and it’s what an interested public can most easily see and a university publicize. If you think about it, that’s what gives the biggest premium to publications—the first half of the word is public. It’s easy to put information about publications out, to wave the resumes like flags of honor and accomplishment, list the prizes, all of that. But there aren’t many notorious prizes for being a great person.

There are a couple of problems with this.

Begin with publications. As the time to tenure has gotten longer, the record of publications has gotten longer as well. And you know how unduly long law review articles tend to be, plus books are common. That’s a lot for all of the faculty to read. Plus remember what I said about increasing intellectual diversity. Everybody is hyper-specialized and interdisciplinary. How do I evaluate a body of work on the Kantian meta-theory of contracts regarding its nexus with semiotics? I don’t. So we delegate, both within and without the faculty, to “experts.” How do we evaluate the experts? We don’t. Yet we have to watch out for experts supporting candidates because they do the party line, or opposing them because they don’t, and so on. Plus faculties are so much bigger now, so you can’t get to know your colleagues as intimately and size up their quality of mind that way. This, by the way, is in my view a tremendous method that counts for too little because it’s hard to put in a convincing report in support of tenure. So we always worry, at least I hope we do, about whether our judgments are good and are just. It’s tough, I’ll tell you. Thank God that most of the time our candidates make things pretty easy, you can just see there’s quality there.

As to teaching, the usual procedure when someone is up for tenure is that the candidate’s teaching evaluations are scrutinized, and maybe some students interviewed, plus we know if there is something on the grapevine or in the administration files that suggest a record of constant student complaints about a teacher’s incompetence or wrongheadedness or whatever. In addition, a couple of faculty sit in the candidate’s class for a day or two and then report. There’s form over substance for you! You can’t learn beans by sitting in a class for a day or two, other than that the person is up there and looks something like a teacher. If it looks like a duck and it quacks like a duck, why then, it’s a duck! That’s silly. You have to experience a teacher, you have to spend time with a teacher, you have to let a teacher teach you something. But that would be a very big monitoring problem for a busy faculty, so we delegate almost all of it to students. So, you students, take your evaluating seriously, and especially for untenured faculty. Be thoughtful, fair, discerning, constructive.

In the end, I think the biggest problem with tenure is the premise that people should be great at everything, teaching, writing, service, the whole pizza. I have to think that’s dumb. It’s like a person with a billion dollar portfolio, each penny of it in IBM. We have great diversity but miserable diversification in our faculty resource portfolio. I say let the strong writers/weak teachers do more of the first and less of the second, and vice versa. Reward the strengths and cut your losses on the weaknesses. It’s not that nobody’s perfect, it’s that nobody is ever good, let alone exceptional, at everything, by and large, and even somebody great at everything could be even better at one thing and not so bad at the other if we went at things the right way.

But I’m told there are constraints. Regarding that you can talk to Max Weber, about whom I know only this: It’s Mox Vay-ber.

Part Two of this interview will be published in the Feb. 8 issue of Res Gestae.
Why Multiple Choice Questions Don’t Belong on a Law School Exam

Submitted By Marc Allon

During the recent bout of finals, two of my exams featured multiple choice questions. While I understand that a professor might prefer this to the mind-numbing reading of disorganized and sloppy ruminations on the exact same issue, multiple choice questions do not belong on a law school exam.

As our professors unceasingly remind us, the point of law school is to train us to think like lawyers. Therefore, we should be tested in the role of lawyers, or as closely in the role of lawyers as possible. (“So counsel, should I (a) send your client to jail, (b) fine him, or (c) both (a) and (b)?”) It is true that lawyers need to know some substantive law off the top of their heads and cannot always rely on writing a lengthy explanation of their knowledge. However, lawyers need to know the law in the very specific context of untangling a string of events for legal significance. So too, our exams should test us in the role of lawyers by presenting us with a hypothetical in which we must find legally significant issues, and then test us on our ability to ARGUE like a lawyer. That is, we must analyze those issues using the tools and skills that we acquired in class and from our reading.

An essay exam is vastly superior to a multiple choice exam in this regard because an essay exam allows for EXACTLY the kind of creative problem-solving, interpretation and, most importantly, the APPLICATION of the law to a fact set that is much more analogous to what’s seen in the field than “(c), both (a) and (b).” Furthermore, on a multiple choice question, a student has no way of stating premises which would support her position or of identifying ambiguities that would give rise to different inferences. Moreover, as multiple choice questions, at least subconsciously, reflect the biases of the professor, they do not allow a student with valid and reasonable pedagogical and philosophical differences with the professor the opportunity to fairly express them.

I recognize that it is a lot of work to grade all these exams. However, given the incredible cost of tuition, we must be considered consumers of a legal education. As such, the circumstances in which we are tested should mirror those we are most likely to encounter in practice, not those which rank highest in administrative ease. Moreover, we have a right to realize the full value of our tuition, and multiple choice denies us that.

Though the bar exams feature multiple choice questions, the bar serves a fundamentally different purpose than do law school exams. The bar is intended to test actual legal knowledge before a recent law school graduate can practice. Law school serves to instruct us to think like lawyers. (Moreover, if law school testing is somehow comparable to the bar, why not just outsource law school teaching to BARBRI?)

Certainly, multiple choice has a place in certain statute or rule-based courses (such as Evidence or Secured Transactions). However, it is specious to draw comparisons between those courses and common law courses. Statutes and rules lend themselves to a simple know/don’t know answer. However, in common law courses, the entire exercise is to reason from precedent and Black Letter Rules, identify the best arguments, sprinkle in some policy, and analogize to the current facts.

Last semester I answered the question of one of my professors, “Well, that depends.” The professor immediately retorted, “Well of course! Everything ‘depends’!” Indeed, in law school, everything does “depend.” Law is a study of arguments, not absolutes. Therefore, I choose answer choice (e), “No more of the above.”

1. (See also Interpretation 303-1 of Standard 303 of the ABAs “Standards for Approval of Law Schools and Interpretations.” Scholastic achievement of students shall be evaluated by examinations of suitable length and complexity, papers, projects, or by assessment of performances of students in the role of lawyers. http://www.abanet.org/legaled/standards/chapter3.html)

Marc Allon is a 1L. E-Mail comments about this article to rg@umich.edu.
By Liz Seger

It's bar application season again, boys and girls. Be very afraid.

[‘Your Mileage May Vary’ Warning: What follows is not an exhaustive reference work. Mostly I’m just trying to light a fire under you. Check with your jurisdiction for the rules and deadlines that apply to you. The BarBri website is a good place to start.]

If you are a 2L reading this, cut it out and put it where you'll find it next Thanksgiving so you won’t put this off to the last minute like I did. If you are a 3L, pour yourself a drink and then call your mother — this is the last minute, and you’re going to need the emotional support. Not to mention a list of every place you’ve ever lived. Yes, ever. The first and biggest part of your bar application for any state is to fill out the NCBE (National Conference of Bar Examiners) questionnaire, and they want to know pretty much everything about you.

That ramshackle house you lived in that summer after your freshman year of college with a lesbian punk band and a guy whose name you never learned who always left saucepans of rice rotting on the stove for days? You're going to need that address. That apartment you stayed in for two months before you discovered the heat didn’t work and you moved in with your boyfriend? Yes, that one too.

Yes, I understand that was a long time ago and that, just maybe, your lifestyle at the time didn't contribute to the formation of reliable long-term memories. (More about that later.) The bar admissions people don’t care about any of this. If you forget an address, they will know, and they will send you an accusatory letter asking why you omitted this information from your application.

So, while you have your mother on the phone, ask her to open her address book and read to you the dozen or so listings she managed to write under your name before she gave up entirely on keeping track of your movements.

If she doesn’t know, and you can’t remember, your best bet is to do a background check on yourself. Accurint.com has a free trial, or if you know someone who has an account (many attorneys do) you can have them do it for you. For a few bucks, you can get a list of everywhere you’ve ever lived. When I was eighteen, my best friend and I decided to move to northern Maine in the middle of winter. Just for kicks. We stayed in an under-heated farmhouse for a month, then moved to an apartment for another month, then gave up and moved to Atlanta. Accurint had all three addresses. It’s scary good.

These vary by state, but you’re also going to need: a list of every job you’ve ever had, including current contact information for your supervisor or his/hers successor; a copy of your criminal history and driving record for every state in which you’ve ever lived and/or worked or studied or driven extensively; information about any court case, disciplinary action, professional license, business venture, substance abuse problem or mental illness with which you’ve ever been associated.

Some of that information is going to require you to write letters to various state agencies, as soon as possible. Like, as soon as you finish reading this.

Now. GO DO IT. NOW.

A word to my fellow procrastinators: learn from my ridiculous, pathetic experience and PRINT your NCBE questionnaire at LEAST a day before the deadline. Some states want a hard copy of the questionnaire in addition to electronic submission, and in those cases, the questionnaire will print a few extra pages at the end that you never saw on the screen. Guess what? They need to be NOTARIZED. Ever tried to find a notary in Ann Arbor at 10:30 P.M. on a Monday night? It doesn’t matter that the airport post office is open all night if your application can’t be finished outside of bank hours. Don’t assume you can squeak by. You can’t.

Finally, don’t get so hung up on the acrobatics outlined above that you forget to think. One question on the NCBE questionnaire is deceptively simple: list the names, addresses and phone numbers of three people who have known you well for at least five years, and three people who have known you well in the past two years, none of whom can be related to you by blood or marriage. Sounds easy, no?

But be careful. This is not a popularity contest, but rather a least-flaky contest. Leave your best friend off the list if he’s going to sound like a doofus when they call. And, just hypothetically speaking, you may not want to list the people who really know you best, if that means they’d know some things you’d rather the bar examiners didn’t.

Y’all know what I’m talking about. Don’t make me elaborate. I’m trying to get admitted to the bar, here.

Liz Seger is a 3L. E-Mail comments about this article to rg@umich.edu.
Don't Believe The Hype: Office of Career Services Slays Job Myths

Submitted By Carolyn Spencer (with help from the OCS)

There are many myths about student employment. Here's some information to refute them:

"Third year students aren't finding jobs."

Our statistics for the Class of 2005 are still incomplete (please don't forget to report your jobs to us) but the Class of 2004 proves this myth is wholly untrue. Over 99% of our 2004 graduates are employed or continuing their education. Their jobs, like in previous years, are all over the U.S. and in several foreign countries too.

"It's impossible for a 2L to get a summer job past Early Interview Week."

This statement is another urban myth that appears from year to year. The Fall Interview Program welcomed to the Law School 50 employers who were not part of Early Interview Week. In addition, many 2L students obtained wonderful summer jobs through their own letter writing campaign as opposed to through on-campus interviews and many other students will obtain great summer jobs in the next few weeks.

Moreover, the Student Jobs Bulletin, available both on the OCS website and outside OCS in the glass enclosed bulletin board, has 170 active postings. Students often forget about this valuable resource. Five job listings for 1Ls and 2Ls were posted in a two-day period last week. Two new employers, Johnson Controls of Plymouth, MI and DaimlerChrysler of Farmington Hills, MI are offering rare in-house summer internships to 1Ls and 2Ls. Another excellent resource, PSLawNet (www.pslawnet.org), has listed more than 200 summer job opportunities in the past week.

"If I'm a 1L and I haven't started my summer job search, I'm doomed."

Hardly! The counselors at the Office of Career Services are talking to many 1Ls who are just now starting their job search. There are a vast number of opportunities out there and OCS is here to help you explore them. What is important is gaining legal experience. Spending a summer working for a government agency, a large or small law firm, or a nonprofit organization are all excellent options, as is interning for a judge. All these job searches can start now.

"OCS only helps students who want to go to law firms and can only help those students with good grades."

The vast majority of law students pursue law firm jobs, and consequently much of OCS's work involves law firms. However, we also work closely with the Office of Public Service to help those students pursuing opportunities in the public sector.

Moreover, the OCS counselors' backgrounds and interests all include public interest work, including representing unions and municipalities as well as legal services organizations. Carolyn Spencer has expertise in resources for finding government jobs. Robin Kaplan is the judicial clerkship guru. Christine Gregory has expertise in the non-profit world and in working with foundations. Susan Guindi previously worked in the Office of Public Service; therefore she has lots of experience helping students find great jobs in the public sector. We're happy to help with a job search tailored to each student's needs and talents.

As for the second point, the Law School does not allow employers to prescreen law students according to their grades. In other words, an employer cannot request to interview or to receive resumes from only those students in the top 10% of the class or only those students on Law Review. In addition, the Law School does not rank students until after they graduate.

Myths about legal employment for law students can be misleading and unnecessarily discouraging. To fortify yourself more accurate job information, make an appointment with an OCS counselor by calling 764-0546 or stop by 210 HH, the OCS office.

Welcome to the OCS

As students may know, the Office of Career Services has added another counselor. Christine Gregory '96 joined our Office this past November. Christine began her career in Washington, D.C., as a staff attorney for Neighborhood Legal Services Program, where her practice areas included landlord tenant litigation, public benefits and family law. In 2000, she was hired as the executive director of the Urban Alliance Foundation, a nonprofit organization dedicated to providing D.C. disadvantaged youth with exposure to the world of work and access to educational opportunities. Upon moving to Michigan, Christine worked in a 27-attorney general practice firm.

Christine continues to serve as an advisor to various nonprofit organizations located both in the United States and internationally, regarding program development, internal organizational development and fundraising. In addition to working with students and helping them in their job searches, Christine will be collaborating with other Law School colleagues to improve the OCS's website.
Please Send Help, I Am Barely Alive in Perpetual Freezing Darkness

By Mike Murphy

Imagine that you’re the last can of an undesirable batch of pop (i.e., soda) trapped in the back of the refrigerator. Among the funny smelling old jars of hummus and fossilizing hamburger buns, you realize what millions of leftovers have realized since the invention of the popular version of the device by Jacob Perkins in 1834 - the light really does not stay on.

You’re not a happy can of Caffeine Free Diet Coke with Lime. You feel like you’re stuck in a dark, damp and tightly enclosed space. You’re neither able to see very far nor move very much. The thought of getting out goes far beyond the grass being greener on the other side. You’re alone in the dark, and nobody is coming for you.

Now, go from the relatively cozy confines of the refrigerator and welcome to your new home: the freezer. It’s smaller, colder, and your insides are under so much pressure that you might just explode in a brown slushy version of hara-kiri over all of the frozen pizzas, which, incidentally, is what happened in the passenger seat of my car over the last stretch of 10-degree madness. The upside is that I was able to toss out the chunks of pop (soda) before they melted to the point of soaking my interior.

That’s pretty much a Michigan winter for the uninformed. It lasts anywhere from five months to four years, and wears away at your soul until you consider nihilism as a belief system (when it’s not even an ethos). It’s dark almost constantly, giving the feeling that you only are out at night. Your skin turns pale and dries up and your joints stiffen and crack. These social and physiological changes intensify until, around Valentine’s Day, you resemble (with some measure of appropriateness) the living dead.

I don’t mean to be unreasonably bleak. (Then again, I’m not sure how much bleaker I could be. I’ve certainly warmed up to the concept of a cold icy death, and I blame Bloodfeuds for that.)

But let’s briefly entertain being “happy.” Yes, it’s important to take the weather with you and pursue winter sports so as to glean some sort of enjoyment from this season. I like hot cocoa too. I like it very much. But I’ve yet to hear an argument in favor of -5 degree daytime temperatures that makes them anything less than crappy. The closest: my buddy Tommy was able to keep the keg he had at his house cold by putting it out on the porch. That was a positive aspect of the cold weather, until, of course, the tap froze. So there.

It’s important to realize what’s really going on here: a collection of atmospherically created mental conditions known as Seasonal Affective Disorder (or much too cleverly by half, SAD). It’s real. In the more mountainous parts of the Swiss Alps, a loud, freezing wind called the foehn is so powerful that legend has it, it can drive people crazy. It is credited with raising the suicide rate during its yearly run, and in some Swiss courts the foehn is a valid defense for those accused of a crime. If you question the validity of SAD, look around. Notice the pale skin and sorrowful demeanor of bundled up law students. Have there been more break-ups than usual? Has the whining reached a louder pitch? Has the childish sniping behinds people’s back been kicked up a few notches?

Most people are, frankly, much happier in the warmth and sun. Some people are, in fact, decidedly unhappy in the cold, dark... um, darkness. And in the small town in which we live, a cadre of sullen souls can drag their negative energy into the community at large. Misery loves company; miserable people do too.

Miserable is, of course, no way to live. And while every Michigan Law student could have earned a J.D. more cheaply at a place that’s offering warmer weather, it’s important to remember that warm climates are a blessing and a curse in law school. It’s fun to read outside; it sucks having to read outside rather than enjoying the day. It’s a stretch, but hey, there’s good to be found in everything.

Even if you feel like the Coke can and SAD is raging in your system, the only cure to it is to stay positive. So the next time you feel like taking a nap instead of going to the gym, yelling at your roommate for being a dirty, dirty bastard instead of cleaning the kitchen, or feel like running out nude into the icy wilderness to finally meet death’s sweet embrace, remember that it’s probably not you - it’s winter. Realize that everybody’s a little on edge because the weather is essentially horrific. Be a little more patient. Take more naps. Tell jokes. Don’t be a jerk.

And you know what? Do take the weather with you. Risk the melanoma of a tanning session. Book a flight south for Spring Break. Buy some DVDs online. Call your mom. Do what it takes to make you happy, because this may not be the most pleasant place to be, but it’s not worth being sad about. The door to this freezer may not open from the inside, but air fare’s cheap, the days are getting longer, some people actually like Caffeine Free Diet Coke with Lime. You read it here first - the temperature will eventually, eventually go back up. Hang in there, buddy. Hang on. Help’s on the way.

Mike Murphy is is a 2L and the Editor-in-Chief of Res Gestae. E-mail Mike at murphym@umich.edu.
A Look at Our Real Education

By Matt Nolan

In March of my sophomore year of undergrad at the University of Michigan, I did not attend a single class.

At the time, my reasoning for doing so was pretty simple; I was running for student body president, and spending 21 hours/day campaigning and managing a party (7am - 4am). I was scared shitless that if I spent an hour sitting in a class and lost the election by three votes, I'd know forever that I could have won, and it would have eaten me alive.

Looking back, there may have been a much more compelling reason to skip so much class - the reason may have been, counter intuitively as it may seem, better for my education.

Sure, I missed out on eight lectures about the history of the Soviet Union. I missed four discussions about Ford's presidency. I likely know less about the differences and similarities among industrialized nations than I would have if I had gone to those classes; but in my estimation, what was gained is a hell of a lot more important.

That March, I learned how to motivate someone to be on the Diag handing out quarter-sheets to reluctant passers-by by 9am after having kept them up until 3am the night before taping posters to the walls of the Dennison building. I learned how to frame an argument not in the light that makes the most sense to me, but in a way that will make my point of view make the most sense to my intended audience. I learned how to read that audience, and its importance. I learned that you have to use different strategies to motivate different people, and that sometimes you have to set different goals and have varying expectations for them, as well. I learned that what's of primary importance, before trying to talk to someone and/or help them, is to figure out what they're really saying behind what they're facially saying.

March 2001 taught me more than any month of my undergraduate career, and I had the lowest GPA of any semester I've ever had, 7th grade included (but close). In my mind, the question we must ask ourselves then, is this what is the value of paying $100,000 for a law school education?

Obviously the value is that it's necessary in order to get the degree, the academic reputation, the connections, the phenomenal intellectual interaction with brilliant professors and fellow students - but are those things worth $100,000? If we were able to step outside of reality, look at the end goal of the legal education system (train students to become smart, competent, ethical attorneys), would it really necessitate three years of courses here?

The argument can't be that we need the factual knowledge. Maybe during 1st, yes, but the second and third years of law school are virtually requirement-free, and every attorney I spoke to in the interview process basically said, "you won't know anything about practicing law until you start, anyway." Couldn't we roll Transnational, the upper-level writing requirement, and Ethics into a 3rd required semester and all graduate in a year and a half?

Nor does the argument that "we need three years of reading the law to expand the way we think/read/learn more" hold weight with me. First of all, this is already my 20th consecutive year in school (dating back to pre-school in 1985-86), and it's hard to believe that the 21st is going to be so important as to dwarf the last 20. The opportunity to take the courses we have is truly a blessing and an honor, but should three semesters of randomly selected legal courses of varying relevance to our eventual careers really be required?

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Americans and put them in prominent positions.” But then came the problem of stigma: the assumption that because someone was black, they were there because of affirmative action.

When asked about this stigma, Edwards addressed it head-on. He said that he sees it as a question of which stigma one wants to be forced to deal with: the one that lets you in, or the one that keeps you out. “My argument to young African Americans that I have taught over the years is ‘suck it up.’ It’s in your control – don’t buy into it and feel bad about yourself.” He emphasized that he felt stigmatized by being kept out—and preferred the stigma once he got into his law firm, where he had the chance to prove himself. “Should any group in society have to go through all this nonsense? No. But if it’s there, and I have a chance, let me in. Because there are two stigmas – and I’ll take the one that gives me a shot.”

Addressing the study by Richard H. Sander at UCLA, which concluded that African American law students tend to be at the bottom of their class, Edwards said “All I want to know is whether the people being admitted have a shot.” He emphasized that years down the line, it doesn’t matter where you are in your class—but what school you went to makes all the difference in the world.

Edwards finished his speech on a somber note. He said that the biggest problem in the world today is the education system in the U.S. “It’s ironic that as we celebrate the 50th anniversary of Brown, that to the extent that D.C. [where Edwards tutors children] is like any other school system, you just want to kill yourself looking at it.” He emphasized that it is unacceptable to have school districts where kids don’t have school books, or the teacher assigns simply copying pages as homework. “We’ve gotta get it answered,” he said. The other problem is what he calls the black underclass. “All societies have classes, unfortunately. But African Americans are disproportionately represented in the lowest classes – and this is racial disparity.”

He called on the students of today to work to solve these problems. “Our generation didn’t do things perfectly—we left you with a lot of problems, but you can do it… establish yourself, make your mark, make yourself credible, and really make a difference. Then go from there.”

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it’s transferable across activities/skills. Practicing it during the time I need it, in my mind, helps.

Watching the inauguration was incredibly important for my education. I didn’t have to skip class to do so this year, but if I had been in that situation I most certainly would have. The foundation of the law that we practice is set in the democratic principle of acceptance of the expressed will of the people, and to watch power transfer peacefully (rare in the history of the world) based upon this ceremony with four presidents of vastly differing political persuasions watching calmly, even with smiles, is an excessively fascinating thing to me. Trying to understand it makes me understand the regime under which I will be practicing law.

Could we learn what we learn in law school on our own and in a shorter period of time and for less money? If “what we learn in law school” is defined by cases and methods, then to a certain point, yes. I contend that these are only the tip of the intellectual iceberg, and that strikes and gutters are just as important to success in life as casebooks and outlines. Disagree if you will, but if you want to take it up with me, you’ll have to catch me between Ashley’s and the lanes.

Matt Nolan is the Executive Editor of the RG. E-mail Matt at mnolan@umich.edu.

Attendees heard greetings by Dean Evan Caminker and LSSS Vice-President Doug Sanders, and remarks from Teneille R. Brown of the class of December 2004 and Professor Edward H. Cooper.

*Photos by Gregory Fox Photography*