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# Class of 1972 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?

Intangible -- the approach to and analysis of problems.

-----  
Practice for graduation. Village Bell.

-----  
The legal analysis and writing required in virtually all law school courses.

-----  
Civil Procedure (Arthur Miller), Legal Writing and Advocacy.

- 1. The level of intelligence & ability of fellow students.  
2. The first year program, generally.

-----  
Nothing in particular.

-----  
Several specific courses: evidence, criminal procedure, also socratic approach.

-----  
The constant challenge to reason and to analyze under severe time and pressure constraints.

-----  
Position as member and managing editor of Michigan Law Review.

-----  
The excellence and thoroughness demanded by the professors.

-----  
Learning to do legal analysis.

-----  
My Business Organizations and Prof. Kennedy's Bankruptcy course.

-----  
Seminar courses under Prof. Paul Kauper and courses under Prof. Frank Kennedy; research for Prof Kennedy; a directed reading-writing course.

-----  
Law Review legal writing experience; seminars in business planning.

-----  
Analytical training.

-----  
Ability (if any) to relate diverse legal topics and considerations as they affect business problems.

-----  
The basic disciplines - first year material such as contracts, procedure, etc

-----  
The process of methodically, systematically and carefully examining a problem and arriving at a solution(s).

-----  
Legal writing and advocacy and clinical law.

-----  
The development of a reasoned, careful approach to legal problems and an analytical framework.

-----  
Programs including clinical law and civil litigation seminar in which the practical aspects of the role of a professional attorney were emphasized.

Contracts.

-----  
The ability to spot issues, organize and assign priorities--all first year skills.

-----  
Clinical law.

- 1. Legal writing ability  
2. Certain individual professors including Prof. St. Antoine (contracts), Edwards (labor), Miller (civil pro) and others  
3. Overall quality of my classmates

-----  
Training in research methods & an "analytical" approach to problem solving.  
Analytical skills acquired in classroom work.

-----  
The most significant would be issue spotting.

-----  
Trusts and Estates courses, Taxation courses and the seminar dealing with Selected Problem in the Law of Trusts (Palmer).

-----  
Research assistant (and writer) for professors.

-----  
Nothing in law school has helped in my investigative work -- There are any increasing number of jobs in government calling for intelligent/skilled investigators.

-----  
It is difficult, if not impossible, to single out one course or group of courses. I believe that it is the total education which contributes most.

-----  
The general law school atmosphere of intense competition, long hours of hard work and feelings of alienation for little or no apparent reward.

-----  
Constitutional law and courses emphasizing public policy analysis.

-----  
Labor law courses - Harry Edwards. Daily preparation and attendance in class, regardless of subject matter.

-----  
The legal writing and advocacy that was taught and the basic legal reasoning process that was taught in all my courses at Michigan.

-----  
Very little, if any; training; exposure to law school student body & thought process contributes most.

-----  
Confidence - succeeding in the face of a demanding faculty and a competitive student body.

-----  
Research skills plus clinical law experience.

-----  
Ability to analyze fact situation.

-----  
The ability to think analytically.

The ability to conceptualize & solve legal problems.

-----  
Emphasis on analytical thinking about problem fact situations, sorting out the relevant facts and arriving at seasoned decisions.

-----  
1) Knowledge gained in the "basic" courses, i.e., real property, contracts, corporations, constitutional law; 2) writing and editorial experience with Journal of Law Reform.

-----  
The Moot Court Program (research skills); the seminar in Supreme Court Practice (writing and research skills; civil procedure; evidence; and tort classes. T

-----  
The ability to think on one's feet and make decisions as honed by the damned socratic method.

-----  
Teaching method used: analysis of the application of all possible legal theories to a fact situation.

-----  
As I am not involved in a legal profession, but rather engineering, the general knowledge of contracts, labor law, etc. has provided me an advantage over my peers and aided my advancement.

-----  
No one part stands out above the others.

-----  
Nothing -- part-time job held with local general practice firm during third year only meaningful contribution.

-----  
No specific course, but rather the ability to bring careful analysis to bear on problems.

-----  
First year training in reasoning--most classes helpful in this regard. Most important subject was tax.

-----  
I believe that the more fundamental courses, as opposed to the subject matter of specific courses, has been the more valuable. I expect that this fundamental knowledge was gained from portions of specific subject matter courses.

-----  
Not a particular aspect of the curriculum, but the high level of intellectual effort and stimulation required by the Law School's academic standards-- and interaction with students and teachers with great ability. These standards should never be compromised.

-----  
Labor law courses as well as work as research assistant for Prof. H.T. Edwards/

-----  
Commercial Law and related courses.

-----  
My personal relationship with Paul Kauper.

-----  
Constitutional law courses.

Legal research and writing.  
-----

X The ego boost from going to a Law School with a quality reputation.  
-----

103 The analytical experience and exercise at Univ. of Michigan. The \_\_\_\_\_  
rather than the substance.  
-----

Contracts and corporations.  
-----

Nothing in particular other than the general osmosis of the techniques of legal analysis.  
-----

No specific courses but training & experience in methods of reasoning & approaches to problems.  
-----

Clinical law program sponsored by Prof. Kennedy with the Contract Buyers League in Chicago.  
-----

1. Instruction in legal research & statutory-contract interpretation.
  2. Substantive material learned in 1st years courses
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- 

Evidence, Procedure courses, Legal Research and Writing, Negotiations training.  
-----

International trade law courses.  
-----

No individual aspect of law school stands out as being most significant. The entire experience has contributed to my development as a lawyer.  
-----

- 1) legal reasoning & analysis.
  - 2) courses in taxation.
  - 3) courses in constitutional law.
- 
- 

Viewing a problem with a legal mind.  
-----

Substantive learning obtained from Commercial Transactions course. Ability to interpret statutes obtained from taxation courses. Personal confidence obtained from taxation courses as taught by L. Hart Wright.  
-----

The general analysis and problem solving techniques developed while in the school.  
-----

Commercial Transactions, Real Property; also, the information concerning psychology & psychiatry obtained in Family Law & Criminal Law.  
-----

The ability to think like a lawyer, to approach and resolve problems.  
-----

Ability to write & think like lawyer.  
-----

Training in methods of evaluating a situation so as to identify as many legal issues as either are or might be presented, with emphasis on the latter.  
-----

The background provided by the first year's required courses.  
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VII. B. Meaningful contributions (5)

General analytical abilities developed in classroom. Single greatest training tool was writing a note for Law Review.

-----  
Legal research and writing.

-----  
Prof. Kennedy's course re Dr & Lr Rights. Prof. White's course re Commercial Transactions

-----  
Civil procedure, trial practice, torts, criminal law, contracts, UCC, constitutional law, legal writing.

-----  
International law studies.

-----  
Socratic method of teaching and analysis.

-----  
Prof. White's excellent UCC course.

-----  
Training resulting in the ability to use logic in problem solving.

-----  
Introduction to legal methods and reasoning.

-----  
In an indirect way, my criminal law courses, even though I'm not doing any substantial criminal work now. That interest in criminal law got me my first job as a D.A., which led to my trial specialty.

-----  
Excellent instruction in the thinking process - and the advantage of being surrounded by good competition.

-----  
About 3 professors, first and foremost being St. Antoine

-----  
Analytical thought.

-----  
Ability to do legal research in the area of taxation.

-----  
The issuance of the degree.

-----  
Development of analytical approach to legal problems.

-----  
Excellent training in the field of taxation.

-----  
Prof. Edward's seminar on Negotiation.

-----  
Case club research & advocacy.

-----  
Classes in areas where my practice is most extensive. The on the spot thinking process as developed through wise use of Socratic method.

-----  
The ability to think in terms of solutions for my clients.

-----  
Law school helped me develop "legal reasoning" indispensable to my job as Assistant Public Defender, aided my ability to write persuasively. As an appellate attorney, I feel law school totally prepared me. As a trial attorney (I do both) I feel I received absolutely no training in school.

This is a difficult question to answer in a simple declarative sentence--so I won't try.--The encouragement by action and example of enthusiasm and desire to excel in the practice of law alone with training in logical and legal analyses are the most lasting of the benefits of attending the law school and are the features of my legal education which contribute most meaningfully to my present job ability.

-----  
No particular course, but, in general the competition with top-flight students and the impetus from excellent teachers.

-----  
Methods of analysis and thoroughness which I associate with the quality of the legal education at Michigan.

-----  
Estate planning courses.

-----  
Method of analytical thinking.

-----  
Research writing training.

-----  
Opportunity for interaction with other students.

-----  
Generally, my law school training was excellent and I am unable to distinguish which of various aspects of that training contributes most meaningfully. If forced to a choice I would have to conclude that my exposure to certain faculty members contributes most.

-----  
Commercial law and antitrust.

-----  
Ability to analyze problems from both sides and evaluate the same.

-----  
Corporate law, business related courses, business planning.

-----  
Oral advocacy (moot court), Law Journal, any rigorous courses.

-----  
Courses in Taxation, Trusts and Estates, Business Planning. General ability increased due to training in analysis and solution of legal problems in classroom.

-----  
Tax courses and Estate Planning seminar.

-----  
Tax and business courses.

-----  
Supervised research; seminars--any in-depth work.

-----  
Ability to negotiate; legal research.

-----  
Moot Court program, Civil Procedure.

-----  
Broad training, in different subjects, in analysis and application of legal precedent.

-----  
Legal research and writing training in first year of school, moot court and Journal of Law Reform; overall technique of analyzing legal problems and issues

Learning to ask the questions which bring out the legally significant facts.  
-----

Legal Writing and Advocacy, together with Constitutional Law and Procedure are contributing the most; Labor Law to a lesser extent.  
-----

The demands of thoroughness throughout the law school.  
-----

General case analysis, logic & reasoning, verbal skills - Moot Court.  
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My ability to comprehend the law contained in cases and statutes.  
-----

An understanding of the shortcomings of people in positions of power, influence and responsibility\* has shown the necessity for educating clients, opposing counsel and judges.

\*This comes about through working with professors and administrators with obvious shortcomings.  
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Accounting (it was required), Administrative Law, Restitution.  
-----

1. The little research & writing experience from 1st year case clubs
  2. The analytical process of basic fundamental law courses
- Least helpful - 3rd year black letter law courses.  
-----

Role models of attraction and avoidance.  
-----

Hard work; ability to identify issues at an early stage.  
-----

The habit of preparing thoroughly for those professors who demand preparation and whose use of the Socratic method provided a powerful incentive.  
-----

The ability to analyze legal issues in the context of a broad knowledge of the law.  
-----

It is difficult to state that any specific training contributed most to my ability. I feel that I received a quality education, and the only thing I would have changed is my own course selection of available courses.  
-----

Hard to say -- I don't feel that "able." I wish I had sampled all aspects of law practice under close supervision while I was in law school.  
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Semester at Center for Law & Social Policy in Washington. Frankly, the classroom law I learned is of minimal value. The absence of clinical law programs at Michigan was very disappointing.  
-----

Commercial law training.  
-----

Courses in commercial transactions and creditors' rights.  
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The courses taken in Trusts & estates and in the tax area.  
-----



Experience gained in the Campbell Competition was valuable. The first year courses provided a good foundation for more advanced undertakings, including the general practice of law.

-----  
Emphasis on thorough, in-depth, first-rate legal scholarship and highest level of professional work-product; education by and with faculty and fellow students of the highest order.

-----  
Demanding professors and course work.

-----  
The general ability to think logically.

- 1. Demanding, rigorous legal education  
2. Good background in fundamental courses

-----  
Legal thought process (issue spotting). Legal analysis (understanding cases read). Research.

-----  
Approaches to legal problems gained from exposure to what I feel were excellent professors, including those teaching courses foreign to my areas of practice.

-----  
Courses in the commercial, business, corporate and tax areas along with courses in legal writing and advocacy.

-----  
General training and practice in analyzing problems and situations and alternative solutions.

-----  
Training to utilize mental discipline and analytical approaches to problem definition and solving.

-----  
Development of the ability to "think like a lawyer" (to quote Dean St. Antoine) that is, the ability to identify the issues, analyze and arguments and defend a position.

-----  
Analytical skills I learned from L. Hart Wright during his tax course for method of approaching the Internal Revenue Code.

-----  
Legal writing experience - particularly research and writing which I did as a research assistant to Professor White.

-----  
Most of my time is spent in trial or trial supervision, therefore, evidence and civil procedure have been most meaningful. Also, basic training in research and writing and oral advocacy have been of value as I have spent a great deal of time in appellate courts.

-----  
General analytical skills learned in the first year of law school and the courses in patent law & contracts.

-----  
Legal Writing & Advocacy is probably the most important course in law school & yet is only one credit and is given very little emphasis. Good solid research is the backbone of most sophisticated projects--yet the law school does a very poor job of showing its students how to perform through efficient research.-----

Theoretical & policy-oriented law school courses i.e. those which teach "legal method"--and Legal Theory; (private practice quickly teaches the more practical aspects of practicing law).

-----  
Courses in federal courts; individual research I did with David Chambers; civil procedure.

-----  
A problem oriented approach.

-----  
The general emphasis on an orderly, thorough thought process and the success some professors had in teaching me the role that "facts" play in legal analysis.

-----  
Training in the broad scope of the statutory areas, of law, e.c. UCC, tax, bankruptcy. Law school is the great and perhaps only chance to learn an area from A to Z so you can at least spot the issues or potential problems more easily.

-----  
Case analysis training.

-----  
Other than the basic principles of legal analysis, the only substantive courses of daily usage are civil procedure, evidence and torts.

-----  
The demanding curriculum, generally.

-----  
Analytical abilities developed in what was for me a traditional course of law school study (rather than any particular substantive expertise)  
Writing and editorial experience (Journal of Law Reform)

-----  
The ability to reduce a very complicated situation to a manageable circumstance.

- 1. Substantive law learned in contracts, corporations and commercial law  
2. Training in the analysis of problems and the presentation of legal of legal arguments--exams, case clubs law review.

-----  
Although it does not represent even 40% of my practice I found the Uniform Commercial Code work in contracts, commercial law & debtors and creditors rights good because of reinforcement through repetition.

-----  
Writing and advocacy.

-----  
Experience in moot court and legal writing course; general association with top students from all over the country, rather than individuals largely from home state.

-----  
A general all around good legal education; J. J. White's interesting and instructive commercial law course. I wish I had taken Creditors Remedies."

-----  
Ability to single out and analyze legal issues.

-----  
Campbell; corporations and securities regulation courses.

The development of analytical skills.

-----  
Insight gained from Palmer, Miller, Polaski, Browder and Wright. Most other courses were poorly taught - from lack of ability or time or interest.

-----  
The daily exposure to interesting and interested people--professors and students.

-----  
Certain specific courses have been most helpful. I feel that having gone to Michigan allowed me to obtain a position in a firm of first rate lawyers doing first rate legal work.

-----  
Case club and moot court.

-----  
The ability to analyze cases and articulate the analysis, the product of the curriculum in general; thinking and talking.

-----  
Corporations, securities and freshman courses which develop analytical ability (torts, criminal law, contracts). Drafting ability is very important in practice but ignored in law school.

-----  
The overall training in analyzing problems. To me, the course content of certain courses was not critical or particularly useful (~~xxxx~~ other than for purposes of the bar exam), but the overall analysis required was important.

-----  
Exposure to persons (both professors and other students) committed to excellence and the questioning of assumptions.

-----  
Working ~~in~~ as a research assistant in the area of Constitutional Law for Professor Kauper. I learned a lot. More working for him than I ever picked up in classes.

-----  
The knowledge that law is a living body of ideas rather than a static set of rules to be applied mechanically.

-----  
Research ability & clinical law course.

-----  
General analytical training; advocacy training.

-----  
There is nothing specific in the curriculum that I can point to. More than anything else, I believe I would have to point to the method of approaching and analyzing questions which the Law School inculcates.

-----  
Legal writing and advocacy program at law school.

- 1. Legal aid experience.  
2. Broad selection of courses, without significant concentration.

- 1. Coping with pressure.  
2. Techniques of systematic preparation for examination.

-----  
Training in self-discipline, deadline-meeting, issue-spotting, & efficient research.

Clinical law program.

-----

Courses in procedure.

-----

Development of reasoning & writing skills.

-----

Taxation as taught by L. Hart Wright. The basic fundamentals of first year courses, evidence. Exposure to in-depth research & legal writing.

-----

Classroom pressure and being forced to think and argue in public is a most helpful tool in trial work. Likewise the heavy emphasis on preparation and research has often placed me in a position superior to opposing counsel.

-----

Courses in business planning and taxation.

-----

Courses in criminal law and procedure because that is my specialty, evidence, civil procedure, legal research and writing, and the legal aid program.

-----

Procedure.

-----

Legal reasoning abilities including ability to distinguish similar fact patterns, which was developed in several unrelated courses. The key factor in this development was the ability of particular professors, not necessarily the subject matter.

-----

High degree of academic competition; high testing standards.

-----

Training in the art of looking through the opinions of the courts to analyze the legal reasoning of the court.

-----

The overall excellence of the faculty and student body, and Law Review experience.

-----

Tax courses as taught by D. Kahn.

-----

Procedure, Evidence, Commercial Transactions and Debtor-Creditor Rights.

-----

I find this question somewhat confusing -- Do you mean "which course?" "lecture or seminar?" "clinical or classroom?" In any event, I find that the exposure to traditional bodies of substantive law (torts, contracts, etc.) was valuable (both in developing analytical process and acquainting myself with parameters of these areas of law) but not generally meaningful in day-to-day private practice with respect to the "how-to" aspects of practicing law.

-----

Rigorous case analysis; writing experience.

-----

Business planning course.

-----

Business planning.

-----

Tax from Doug Kahn and Corp & Bus Planning from Siegal.

Exposure to first-rate legal minds, regardless the subject area.

Taxation seminars.

General real property and contracts courses--especially contract drafting.

Training in legal writing.

Casebook approach with active class participation.

Learning to analyze and question statements of others.

Evidence.

A good background in "solid" courses.

Clinical law, Vince Blasi's course where Judicial Decision Making was discussed.

Simply the discipline received; ability to analyze.

Basic freshman level courses in Civil Procedure, Contracts and Torts wherein problem solving, underlying legal theory, and "issue spotting" were taught.

1. Clinical experience. 2. Strong background in basic first year courses.

1. Out of class contacts with Professors Robert Burt and David Chambers.
2. Internship at Center for Law and Social Policy.

Ability to engage in abstract, theoretical analysis of larger issues which was developed in part in law school. Ability to argue effectively.

Legal research, writing; clinical law course.

All courses in basic law (contracts, property, tax, etc.) which provide essential perspective. Specialized courses were less helpful, since they generally could not focus on peculiarities of other states' laws.

Research skills.

Criminal law and constitutional law courses. Clinical law program with Legal Aid.

Development of analytical ability to problem solving.

Development of analytical skills.

Nothing is clerely more important. I personally appreciated the variety.

Tax courses, Law Review & other writing requirements, "tought" profs-e.g. A. Miller for civ. Pro.

The work habits and analytical abilities developed under intensely competitive conditions.

-----  
Analytical approach to problem-solving.

-----  
Clinical Law made the greatest initial contribution - but only the first few years. Now, the ability to look at a problem from all sides, taught thru all courses at U of M.

-----  
Availability of extensive electives in the Business planning (including Corporate law) and Business Taxation.

-----  
Evidence, Torts, Contracts, Business Planning.

-----  
Analysis of legal problems in general.

-----  
Substantive instruction in traditional areas (e.g., contracts, civil procedure, torts, commercial law and evidence) has been invaluable. Continued emphasis on such courses suggested.

-----  
Commercial Law (UCC and Dr. & Dr. Rights) Real Property, Estate Planning, Civil Procedure.

-----  
Business Planning.

-----  
Working for Prof. Pierce between my first and second years of law school. In short, he taught me how to think and write like a lawyer. Also, Prof. Conard's Business Association class which, in retrospect, was the best training I received for a business practice.

-----  
Analytical skills. Writing skills developed by working closely with professors.

-----  
The ability to identify a legal issue, and the ability to focus on the many considerations that must be considered in resolving the legal issue.

-----  
Criminal law & Evidence instruction --trial practice course.

-----  
Ability to analyze problems and articulate a well organized solution.

-----  
Rigorous analysis of legal problems.

-----  
Prof. White's course in commercial transactions since ~~more~~ it included more questions about actual practice under the UCC as well as discussions about the law. This teaching method made the subject matter much more comprehensible.

-----  
Case club, trial practice, evidence, Fundamental courses such as contracts, torts, etc.

X Unfortunately, very little.

-----  
The work in the Clinical Law Program; work as research assistant with Prof. Israel.

X Legal writing & advocacy (caseclubs, Campbell competition)  
-----

The ability to isolate & simplify issues; discuss items intelligently after analyzing them carefully; oral advocacy and sound preparation and discipline  
all of these I learned while at law school and use constantly.  
-----

X Legal writing, but I believe more emphasis should be placed on drafting legal documents.  
-----

Exposure to the "basic" courses and the fostering of legal analysis skills.  
-----

Broad background in various subject areas and analytical skills.  
-----

X Research (legal as opposed to factual) and writing skills; factual research courses in law school would have been helpful.  
-----

I think the socratic method itself, regardless of subject matter, effectively taught trial skills (cross-examination) and appellate skills (identifying issues, distinguishing cases) better than courses in trial practice or legal writing could have taught these same skills.  
-----

X Research & writing.  
-----

Law Review (writing & analysis); Evidence & Civil Procedure. Substantive legal issues must be analyzed on a case by case basis, but the training in legal analysis has been most helpful.  
-----

X Contract law, commercial transactions, and generally the ability to reason legally which I believe derives from the appellate nature of most of our curriculum.  
-----

Taxation I & II (L. Hart Wright) Estate Planning seminar (Kahn) Commercial Transactions (J. White) - I still refer to my notes from those classes for starting points.  
-----

X Legal writing - Case Clubs & Campbell competition.  
-----

All courses relating to advocacy - both written and oral. Commercial law courses.  
-----

Ability to recognize legal issues. Ability to read and analyze a case and to read a statute.  
-----

Legal research & writing; trial related topics such as procedure, evidence, trial practice, torts, etc.  
-----

It is difficult to pinpoint any particular thing. I believe, ~~that~~ however, that the first year was important in providing an overview which facilitated the choice of a specialty after graduation.  
-----

Ability to identify, segregate, & organize issues and to see many facets to a given situation.  
-----

Legal writing & clinical experience.

-----

Very difficult question. I would hope that law school provided me with the ability to effectively analyze problems & solutions within the legal framework.

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