January 25, 1974

University of Michigan Law School
ON THE ROAD...

SUMMARY

Hard as it was for me to believe, it's become apparent that some people actually read my "On The Road" series of articles on law student attitudes at various schools around the country. In view of that interest, this piece, describing the data-gathering methods that were used (to let people judge what my assertions were worth) and summing up attitudes and trends in legal education, seemed appropriate.

First of all, the sample of opinion at each school was made up of a minimum number of "critical elements" of the law school community; where time and circumstances permitted, supplemental interviews were made (as was the case in one way or another at all schools featured in the series). The minimum sample consisted of no less than one administrator, one "older" and one "younger" professor, a law review editor, a student government official, a racial minority student, a woman student, and six other students who were approached both at the library and the student lounge (a guy at the first place I visited suggested that I mix it up this way to avoid burdening my sample with the goof-offs around the vending machines). "Extras" included student newspaper people, if available, librarians, secretaries, and additional faculty and students if they happened to come in groups.

The basic principles behind the choice of the sample elements were (1) covering all recognizable opinion bases, and (2) talking with some people who were likely to know lots of other peoples' opinions in order to broaden the interviewing base and get more anecdotes (viz., the law review editor, (see ROAD page 5)

The Inmate Assistance Program is beginning a bold experiment in working with regional practitioners in criminal law, prisoners' rights, and civil liberties. During the late Fall we polled several dozen private attorneys, public defenders' offices, and public interest groups active in these areas, asking whether they desired law student help with their work, and if so, in what ways the students might function and be supervised. The response was enthusiastic, and it seems clear that law student volunteers can be a significant factor in the work of many agencies and individuals making substantial contributions in this area of the law.

We now have on file requests from seven private attorneys, three public defender groups, three legal aid organizations, one judge, one staff attorney for a special interest group, and one non-lawyer social activist. The help requested is varied, but includes investigations and client or witness interviews, legal research of several sorts, and a few rather more exotic jobs.

Our precise course in the next few weeks will depend largely upon the vigor of your response, but basically we hope to match students with organizations which have work which would be beneficial to the student, then carefully monitor the relationship both to maximize the satisfaction of the client agency, and the educational and personal benefit to the student. We anticipate that any reasonable needs of prospective student volunteers can be met, both in terms of time and distance constraints, and of particular didactic needs or desires. As this program grows there will be new clients with different problems,
LETTERS

To the Editors:

It is a pleasure to welcome back to Michigan Law School Messrs. Kahn, Siegal, and White for the winter term. Each is a superb lecturer and motivator in his area of expertise and adds a tremendous amount to the law school experience at Michigan.

s/ Bob Buechner
Graduating Senior

Dear Big Sis:

The University of Michigan Law School, apparently dissatisfied with the number of lawyers it has "educated" within the confines of Hutchins Hall, is reaching out to the profession at large to spread its gems of wisdom.

I have little doubt that you will be interested in the following advice given in the section on "Evidence and Trial Technique" at page 92 of the Michigan Basic Practice Workbook Vol. 1, published by the Institute of Continuing Legal Education, The University of Michigan Law School, 1960, 1963, 1964 and 1965:

"Charts and diagrams are often useful. Remember, however, that few women can understand the simplest map; and many jurors are women."

s/ David Wolowitz
November 29, 1973

Dear Law School Students:

How much do you know about juvenile delinquency? Are you looking for an incentive to get started in learning about the field? If so, this is an invitation to help make the Law Student Division's juvenile delinquency project a success. You can learn something, have an article published, and provide a much needed service to the juvenile authorities in this country.

There are few areas in the law as challenging as the field of juvenile delinquency. Not only are there particularly fascinating strictly legal and constitutional issues, reflecting the judiciary's difficulty in outlining a category of proceedings neither criminal nor civil, but there are also administrative issues concerning the efficient allocation of very limited resources in the court and rehabilitative services, as well as socio-legal problems involved in determining rights of juveniles once adjudged delinquent. Because of the complexity of these problems, and because of rapid sociological and legal developments, keeping informed is difficult. As a result, the legal profession, legislatures and the general public are left to work with outdated concepts, and reform is made much more difficult. The losers are the juveniles.

In response to this need, the Law Student Division has developed the juvenile delinquency project to act as a clearinghouse for articles written by law students, placing these articles in law student publications, legal journals and newspapers.

Obviously, articles are the backbone of the project--articles on any topic in which you may be interested, and which can be discussed briefly. The project will supply you with advice, editorial facilities, and will place your articles. In May, the best articles will be compiled into a pamphlet to be distributed to juvenile authorities and law schools.

For those more interested in the project's organization, a committee will be selected consisting of representatives from each circuit, which will be responsible for collecting articles, editing them, and, most importantly, making contacts with newspapers and journals to insure publication.

If you are interested in taking part in the project (if you can't think of article topics, the project can), get in touch with Tom Dickerson, 34 Myrtle Street, Apt. #9, Boston, Massachusetts 02114, telephone number 617-742-5022, before December 15. If you would like to apply for a position on the committee as a circuit representative, enclose a resume and a note discussing (continued next page)
ing your particular interest in the project.

S/ Howard J. Kane
President, AUI Law Student Division

(VOLUNTEER cont'd from page 1)
and it is expected that commitments to particular jobs will be as amenable to change and adjustment as professional responsibility allows.

We call on the students of Michigan Law School to risk their most precious commodity, time, in a challenge which threatens the chance of failure and uncertainty, but offers the promise of association with creative and highly capable professionals struggling with issues important to all citizens, and of critical concern to those who claim to be dedicated to the law.

The questionnaire on the next page is not legally binding in any way. If you find the prospect of contributing to the solution of a real-life problem while learning from a practicing professional, fill it out.

Michigan Inmate Assistance Program
Room 217 HH
Carol Koller
Ken Morse
Ron Walker

HOW TO JOIN THE ESTABLISHMENT

Each year, the Michigan Law Review invites to join its staff a number of eligible students (defined in subparagraph (1)) who have completed their second year of law school. The number of eligible students added and the method of their selection is set out in subparagraph (2). Selection of eligible students will occur at the time regular Review staff selections are made (when grades are compiled for the previous winter term).

A. Eligible Students. An eligible student is any student, including students who transferred to Michigan before their second year, who meets the following criteria:

1. Attendance at Michigan Law School on a full-time basis during the student's second year of law school; and
2. election of at least 20 hours of graded credit during the student's second year; provided that if the student elected Clinical Law during that period, election of only 18 hours graded credit is required; and
3. an invitation to join the Law Review staff has not previously been extended to the student.

B. Number of Students Added and Method of Selection. Invitations to join the Review will be extended to those eligible students who have maintained the highest grade point averages during their second year of law school. At least five eligible students will be added to the staff each year.

Students who submit work that is eventually published in the Michigan Law Review as a student note are made members of the law review staff as of the time of publication. Editorial assistance is available for any piece that appears to have a substantial possibility of publication. In addition, assistance is available in selecting and developing a topic. For recent examples of notes submitted under this program, see 72 Mich. L. Rev. 118; 71 Mich. L. Rev. 1463; 71 Mich. L. Rev. 1212. Questions should be addressed to Brian O'Neill, Room 410 H. H.

OVERSEAS FELLOWSHIPS

(1) Exchange with Brussels Free University, Belgium for 1974-75, commencing October 1:

One full fellowship available at the French Law Faculty, for a French-speaking Senior in Law who will graduate prior to October 1, 1974 (sound, working knowledge of the language to University-lecture level);

One full and several partial fellowships available at the Flemish Law Faculty in the Program on International Legal Cooperation, where the lectures-seminars are given in English. Requirements: graduation from Law School prior to October 1, and reading knowledge of French (for certain assigned materials).

(See Overseas page 5)
Name__________________________________________

Address___________________________________________Tel.#_____________________

Date of Graduation____________________ (First-year students are particularly welcome, and, in fact, may have the most to gain from participation).

If a member of the program, I would be interested in being assigned to attorneys who handled cases which included:

A) Client contact_______
B) Document drafting______
C) Brief Writing__________
D) Contact with administrative agencies or officials_________
E) Dealing with opposing attorneys__________
F) Participation in court appearances_________
G) Activity in prisoner organizations________
H) Other_______________________________________
I) Teaching legal subjects to prisoners_____________________

If possible, I would like the following types of placements

A) Private attorneys_______
B) Public defenders________
C) Prisoner union organizers________
D) Conscientious objector activists________
E) Bar association projects_______
F) Law reform projects_______

Would you be willing to accept assignments which involved advising on a legal matter without the aid or advice of an attorney?___________

Students assigned to work on a particular case would be expected to take on full responsibility for whatever tasks assigned. How many hours per week would you estimate that you would be able to devote to the program?_________________________

While experience is not essential to participation, we would appreciate a brief description of any experience you may have in the following areas

A) Memo and brief writing__________________________
B) Court appearances______________________________
C) Client interviewing______________________________
D) Document drafting_____________________________
E) Non-legal counseling____________________________
F) Work with prisoners in any capacity__________________

Would you be willing to devote some of your time to handling the administrative aspects of the program?_________________________

If interested in joining the MIAP Program, please fill out and leave in mail slot of Room 217, Hutchins Hall. This is a statement of interest only, not a commitment.
(OVERSEAS cont'd from page 3)

Interested students should see Professor Eric Stein (Legal Research 918) or Mrs. Mary B. Gomes (Legal Research 973) as soon as possible; application deadline approxi mately mid-March 1974. Decisions should be made by late April, 1974.

(2) Germany - Scholarships available for summer 1974, to study German at a Goethe Institute; 2-3 years of German required, for students under 32 years of age who are not German majors at large.

Deadline: February 25, 1974 - apply:

Work, Study, Travel Abroad Office, Room 23, The International Center tel: 764-9310

Other fellowships for Germany are available for a full academic year following graduation, including several at the Patent/Copyright Law Institute in Munich; sound, working knowledge of the language required. Please see Mrs. Mary B. Gomes, Legal Research 973, as soon as possible.

(3) South Africa - Institute of Foreign & Comparative Law, University of S. Africa, Pretoria. Research fellowship for Law graduate from Michigan, preferably with some knowledge of one or more of the civil law (continental) systems and a good reading knowledge of French, German, Spanish or Portuguese. Please see Mrs. Gomes, Legal Research 973.

(4) International Comparative Land Use Project - 12/15 months abroad, commencing summer 1974; Public and private land use developments and control processes to be examined and analyzed with respect to applicability in the U.S. Fellowships via The Conservation Foundation, Washington, D. C., for work in Germany, Mexico, the Netherlands, Japan, etc.

If you have a background in environmental studies or land use control and the requisite language skills, please see Mrs. Gomes, Legal Research 973, as soon as possible.

(5) Black Law Students - Ralph Bunche Fellowship competition offered by United Nations Association of the U.S.A., to selected Black Americans under 30 years of age to pursue one-year, off-campus program of research and active involvement in international affairs. DEADLINE: March 1, 1974. Please see Mrs. Gomes, Legal Research 973.

(6) General fellowships for postgraduate study/research abroad for one year:

If you have the requisite language skills, some full and some partial fellowships are available for various countries; it is usually necessary to apply approximately one year ahead of your departure from the U.S. Please see Mrs. Gomes, Legal Research 973; as soon as possible to check on opportunities.

For students of Armenian background with a knowledge of French, a special Gulbenkian Foundation fellowship is available to Seniors and Juniors.

(7) Postdoctoral fellowship opportunities for "established scholars" and for law Seniors who may have published, including fellowships in legal history:

The Campus office of the Division of Research Development and Administration has just published a Guide to Postdoctoral Fellowship and Associateship Opportunities, available at the Law School in the office of Mrs. Gomes, Legal Research 973.

(ROAD cont’d from page 1)

student politico and newspaper writer). Since I purported to present student attitudes in the series, it may seem inconsistent to have included the views of administrators, professors and librarians. However, roughly along the lines of the inconsistent prior statement exception to the hearsay rule, these non-students were questioned not so much for asserting the truth of what they perceived, but for the purpose of illustrating convergence with or divergence from student opinion.

As for the interviewing itself, a battery of special questions was put to the subject(s) and responses were tape recorded for later transcription (unless the subject didn’t want to be recorded). Interviewees were also advised that their comments would not be attributed when published. I say the questions were "special" not because nobody but the author could (cont’d next page)
have conceived them, but because they were designed to be "pointed" — containing "emotive" words — rather than bland invitations to speak generally on a subject. For instance, I asked something like, "how much harassment do students get from professors," as opposed to "what's the atmosphere in classes?" The list of inquires and the manner in which I put them to people changed slightly as I gained more experience in matching my interviewing conduct to the high value responses I wanted to elicit. However, the basic questions concerning harassment, jobs-field work, and student power, which formed the headings of my articles, were developed long before the school visits and were consistently used. Finally, enrollment data was obtained through catalogs or a check with the admissions officer.

At this point, some criticism of the interviewing method just described might be raised. Is pointed rather than general questioning kosher when the ostensible goal of discovering what the student "really" feel could be subverted by cues from the language of the questions? This theory certainly has some logic on its side, but practical survey research technology assumes a certain "pumpiness" or "surface apathy" on the part of a subject due to the normal emotion-protecting shells we all construct to cope with the slings and arrows of everyday life. Law students must be approached no differently, if even more vigorously than usual, because the thicknesses of emotional shells presumably vary directly with the hell a subject goes through every day. Moreover, lawyers are also especially prone to a certain "reasonableness" of view occasioned by their training in recognizing all the sides of an issue and the use of the passive voice in the grammar of their communication (either/both called "covering your ass" in the Army or any bureaucracy).

So to cut through the shell and/or baloney, so to speak, I used emotive language while interviewing to draw out gut feelings immediately. That is, in addition to using the fiery word "harassment," I asked directly, for example, if the job market was "getting" to students, if the administration had a duty to give clinical experience or whether students had any say in how the school was run.

Of course, to separate the undesired effects of language prompting from valid and otherwise desirable gut reactions, survey designers use a variety of cues in questions linked to a given issue and go through elaborate statistical analyses to determine the correlation or interaction of the various cues. Such work is supposed to reveal what a respondent really meant. Obviously, my interviewing was not nearly so sophisticated, but I did take care to ask in one way or another if there were "special features" — good or bad — connected with the institution, and invited general comment about what law school was like for the subject in order to bring in material that would modify or elucidate the context of responses to the major pointed questions. To those who don't agree with the rationale for cues (or don't understand it) and maintain that calculated prompting destroys "true" responses, I can only say that cuing makes eminent good sense to me by taking human nature into account, has an excellent record in marketing and a good record in politics (especially for salient offices with relatively large pools of respondents, the pollsters dream). Moreover, if there really is apathy, apathetic responses to pointed questions should show it best.

Now for the summary of findings. And I'll open with the "failures" in my original set of hunches (or hypotheses, if I were writing in the Journal of the American Something-or-Other). Librarians and secretaries, of all people, were in my proposed sample to try and get data on book thefts, facility abuse and the general level of law student "mean and rottenness" as perceived by real people in the institution (as opposed to lawyers). This scheme completely fizzled.

There was almost no hard data on destructive activity, and opinion data was impossible to interpret. All that could be said is that it seems a fair number of students everywhere get on technical and clerical workers nerves. The second failure was an attempt to identify the mood of students toward minority admission, affirmative action and restriction of the profession. Only minority students consistently had personal opinions on the subject (favorable), but were uncertain of majority sentiment. White men questioned, on the other hand, generally showed unconcern though sometimes support. However, because one student (a law review editor) showed veiled contempt for affirmative action ideas while making
somewhat favorable noises on the subject, I was led to distrust the data I got and drop the project. Likewise, I was greeted mostly by ignorance and to a lesser extent more unconcern when I asked about restriction of the profession, e.g., the abortive ABA plan for "moral fitness" dossiers on law school applicants, and such responses I sensed again to be unreliable and unusable data. Perhaps the foregoing topics require more time at the institution and more careful interviewing than I was able to give for trustworthy results. Moreover, as one student said with regard to these touchy subjects, "you're asking the wrong people - you ought to go to a convention of those who weren't admitted" at all or to where they wanted to go, and ask those questions.

In the area of "successes," the harassment topic responses were the most complex to interpret. To put it in a not too helpful way, it all depends on who you ask. But venturing forth more definite views: (1) the level of perception of professorial "intimidation" or "embarrassment" of students (Socratic method abuse, as it was often referred to) is definitely dropping rapidly, roughly fastest where the faculty is youngest, but the trauma of the first year still apparently deeply affects a significant number of people (although my judgment may be influenced by a strong bias against the practice); (2) the level of perception is most determined by the student personality rather than the number of alleged harassing faculty (that is my interpretation of the phenomenon by which at a given institution, a question using the word harassment evoked in students obviously sensitive to the vice a response centering on the "high level" in class and

feasons probably got pretty rough at times; in other words, the sensitive students seem to get sort of "infected" by an intimidating situation and carry the malady everywhere else).

Jobs and field work inquiries brought the clearest responses, broken down into the most definite categories: (1) the "middle-rated" law school students were very fatalistic about their job prospects and the work they'd have to put in to get a job, and they generally expected minimal aid from a placement office; (2) the "top-rated" law school students were much more likely to be caught in a revolution of rising expectations so as to express bitterness toward their fate and see a high duty on the part of the school to provide a wide range of opportunities and services to place them after graduation, all this despite the much better likelihood of the top-rated school-goers to find immediate employment over the middle-rated school products by as much as 70% to 20%; (3) there was a profound split of opinion at all schools visited with respect to the need for more clinical experience or for only two years of formal law school (both among students and faculty) falling along the lines of, (a) students who came to law school for definite personal-social action reasons were invariably quite upset with the "waste" of going a third year, especially when there were allegedly inadequate clinical courses available, (b) students planning traditional private practice careers (or teaching) generally thought three years was OK (if even a little rushed) for getting all the "material," although most were sensitive to the activists' complaints about clinical work and were supportive of more such classes for those who wanted them (and the activists were similarly respectful of those who wanted traditional studies and hoped to preserve that option some way for the relevant persons), (c) younger professors were largely supportive of shorter law school with increased clinical opportunities, but were concerned about the prohibitive cost of really good clinical experiences, (d) older professors were split and often equivocal or obfuscatory, but on balance more saw the traditional three years as inviolate.

Responses toward the issue of student power were sometimes unclear, at least as to intensity of view, but divided fairly easily: (cont'd next page)
(1) most law students, in roughly equal percentages at all schools visited, expressed simple apathy and thought that student politicians were useless; (2) a minority exhibited considerable interest in enlarging student input or voting power in governance, in holding office and in pushing their views on professors and the administration, sometimes noting their frustration and irritation—and however much power students already had, these students wanted more (not good news for the "well, OK, let's get them off our backs for a while with this change" approach taken by some "moderate" faculty members); (3) an even smaller minority didn't do anything, but weren't truly apathetic since these bitter persons said they'd already "banged up against that wall for years," and preferred to work on their own consciousness fulfilling or career-oriented projects rather than do battle with the authorities; (4) racial minority and women students, while often bitter, were nevertheless predominantly active, and in the opinion of most administrators and students alike, minority organizations are almost entirely replacing the generally elected student bodies as the sources of reform movement—those groups have the only people willing to monitor the daily affairs of the governing body since they have the most at stake.

- Mike Slaughter

**ELS Meeting**

The Environmental Law Society will convene on Tuesday, January 29th at 7:30 p.m. in 116 HH. Projects for the coming semester and this Summer will be discussed. For those unable to come but having an interest, call the ELS office at 763-2176.

The following environmental legislation, reported by the Michigan Audubon, November-December, 1973, is pending, and the ELS urges everyone concerned to write their federal or state representatives.

**Two Regressive Bills**

There are two bills now before the legislature which opponents charge are part of a plan to eliminate hard-won gains in environmental legislation and put a roadblock on land use planning. One is Senate Bill 419, which slipped through the Senate before most people knew of its existence. In the House, however, in a public and well-reported hearing, it was identified as a bill that would nullify both the Wild Rivers Act and the Shorelands Protection Act. A companion bill, Senate Bill 751, would erase the Environmental Protection Act (the act which allows a citizen to sue to correct environmental abuse). This is still in the Senate.

**Bounty Bill Still Stalled**

Senate Bill 39, the bill to repeal Michigan's archaic bounty law (which now applies only to coyotes), has not at this writing been given life by the Senate Committee on Conservation and Tourism. Although many have written their legislators, it will require additional voter pressure to get affirmative action.

**Sanguine Shelved?**

A report in the news media stated that the appropriation for the U.S. Navy's Project Sanguine has been deleted from the 1974 appropriation bill for the U.S. Department of Defense. The bill is in the House of Representatives (the House of origin). The report said that Sanguine was shelved pending studies of other alternatives.

While this will be good news to those who had opposed the project, it will not necessarily mean the demise of the Navy's plans. (See the previous issue of Michigan Audubon for a description of this proposal to bury over 100 miles of radio antenna in Michigan's western Upper Peninsula, and the fears of resulting environmental degradation.)

At its November 11, 1973, meeting in Mount Pleasant, the Michigan Audubon Society Board of Directors voted its support of efforts by Upper Peninsula Citizens Concerned About Sanguine to bring about a full public disclosure of the facts concerning Sanguine and of the Navy's plans.

**MAD Bill Alive**

The MAD bill, House Bill 4871, is still very much alive in the Michigan legislature. This is the bill to create "Mosquito Abatement Districts", and to give the districts'
trustees' power to invade private property to spray or drain without the owner's permission. It is being pushed by the state Department of Public Health, and opposed by the Department of Natural Resources. A small hearing has been held, but (at this writing) it is still in the House Health Committee.

Mosquitoes are a nuisance, but not the calamity that the bill's promoters claim. The claim of encephalitis danger is not supported by any reported cases. As for the problem of heartworm in dogs, the DNR biologist has stated.

Letters advising the legislators are needed. (See the June-July, 1973, issue of Michigan Audubon for further arguments against the passage of this bill.)

LEGAL AID

Student volunteers are needed at any of the three offices of the Washtenaw County Legal Aid Society, Ann Arbor, Ypsilanti, or the Campus Branch. The work involves all aspects of legal practice from the initial interview of clients to argument in court. Cases involve divorce, child custody, landlord-tenant, consumer fraud, labor law, and almost any other topic you can think of.

Interested students should contact Barry Zaretsky at 662-5428 or leave a note in the box on the door of Room 217. First year students are welcome.

IMPROVE YOURSELF

The Reading and Learning Skills Center at the University is sponsoring a reading improvement course for law students only starting January 28th. There will be 6 Monday sessions for 1 hour beginning at 12 noon and 7:30 p.m. in 218 HH. The course will not involve any additional reading because students' case books will be used. If interested, you may register in 318 HH with Linda Brown. Cost: $8.00.

LAW SCHOOL THEATER PROJECT

An organizational meeting for writers, directors and composers to plan an original musical review will be held at 1017 Oakland Street on Sunday, January 27 at 7:00 p.m. Call Joshua Greene at 761-3957 to leave your name and get more information.

GEORGE PAGANO'S BASKETBALL POLL

It is fitting that the Uclans have a chance to redeem themselves for their shoddy play (and coaching) in the last 3 1/2 minutes. I do have trouble feeling sorry for a team that hadn't lost in over a thousand days. However, it is now just as easy to hate Notre Dame as it is UCLA. Within the space of four weeks the Irish beat the number one football, hockey and basketball teams. In the case of the football and basketball victims it appeared to be a case of divine intervention rather than superior play. Anyway, I look for the Irish pride to be humbled a bit this week.

As the winner of last week's poll Joel Winston is entitled to pick up his sub at the Res Gestae office, provided he can find it. It's next to the men's room, Joel.

Cross out the loser. Place your picks in the box in front of Room 100 by 5:00 p.m. Friday.

Alabama at Georgia (12 1/2)  
LaSalle (4 1/2) at Canisius  
Duke at Princeton (6 1/2)  
Michigan at Iowa (5 1/2)  
Maryland at North Carolina (1 1/2)  
Massachusetts (5 1/2) at Syracuse  
Michigan State at Minnesota (1 1/2)  
North Carolina State at Purdue (10 1/2)  
Notre Dame (10 1/2) at UCLA  
Houston (5 1/2) at Nevada - Los Vegas  
Ohio State (7 1/2) at Wisconsin  
Jacksonville at Illinois (15 1/2)  
Mississippi (10 1/2) at Vanderbilt  
Indiana at Northwestern (8 1/2)  
Virginia Commonwealth (15 1/2) at Detroit

TIE-BREAKER -- How many points will Bill Walton score against Notre Dame?
NOTICE OF INTERVIEW

DATE OF INTERVIEW: Friday, January 25, 1973

FIRM: Sullivan, Weiss, Wasp & Wealth (also Insurance, Real Estate, Notary Public)

ADDRESS: 40th Floor, Zekendorf Towers (under construction) N.Y., N.Y.

INTERVIEWER(S): Erwin Smigl, I. V. Torquemada

DESCRIPTION OF FIRM: The firm is engaged in the general practice of law. It was founded by Langdell Austin Ames in 1804, shortly before his disbarment. At present, the firm is composed of 175 lawyers, of whom 8 are partners. All the partners are direct descendents of Langdell Austin Ames.

The firm's general law practice is general in nature. That is, many different types of problems are handled in many different ways, generally for the most part, so to speak. The practice runs the whole gamut, of corporate law. Particular emphasis is placed on rich clients. The firm also handles labor problems (on the side of the employer), finance problems (on the side of the banks) and theological problems (on the side of the angels).

Although the firm is somewhat departmentalized, members avoid specialization. In the course of a single week, a partner may handle 43 separate types of Blue Sky cases. Occasionally, the firm takes on a criminal law case, to provide variety. Almost as frequently, the dead are resurrected and the waters of the Nile are parted. Unless it occurs in our waiting room, the firm does not handle automobile accident cases or paternity suits.

A young attorney joining the firm will be given a wide opportunity to handle many different types of cases. As he sits in the library, researching securities cases, he is encouraged to leaf through the other cases in the West Reporter Series, during his lunch hour, to see what is going on in other branches of the law. It is the policy of the firm to give young lawyers responsibility of their own. It is not unusual for a man who has been with a firm only a few years to be entrusted with the parking of a partner's car. Most of a newcomer's time, of course, will be spent in polishing up the handle on the big brass door.

The firm is interested in men of character and ability. Grades are considered as strong evidence of such ability. However, grades are not the only consideration. Those applicants who are not on the Law Review will also be judged on their ability to spin straw into gold.

Interested students are invited to sign their names in blood at the Placement Office, no later than Midnight. In case of tie, the entry with the earliest postmark will win. The decision of the judges in final. Those not accepted are cordially invited to hurl themselves from the nearest cliff.

Posting date: January 18, 1973
Removal date: January 25, 1973

SULLIVAN, WEISS, WASP & WEALTH - NYC

January 25, 1973