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# THE GAROYLE

Alumni Bulletin of the University of Wisconsin Law School

Volume XIII No. 2

Winter 1981-82

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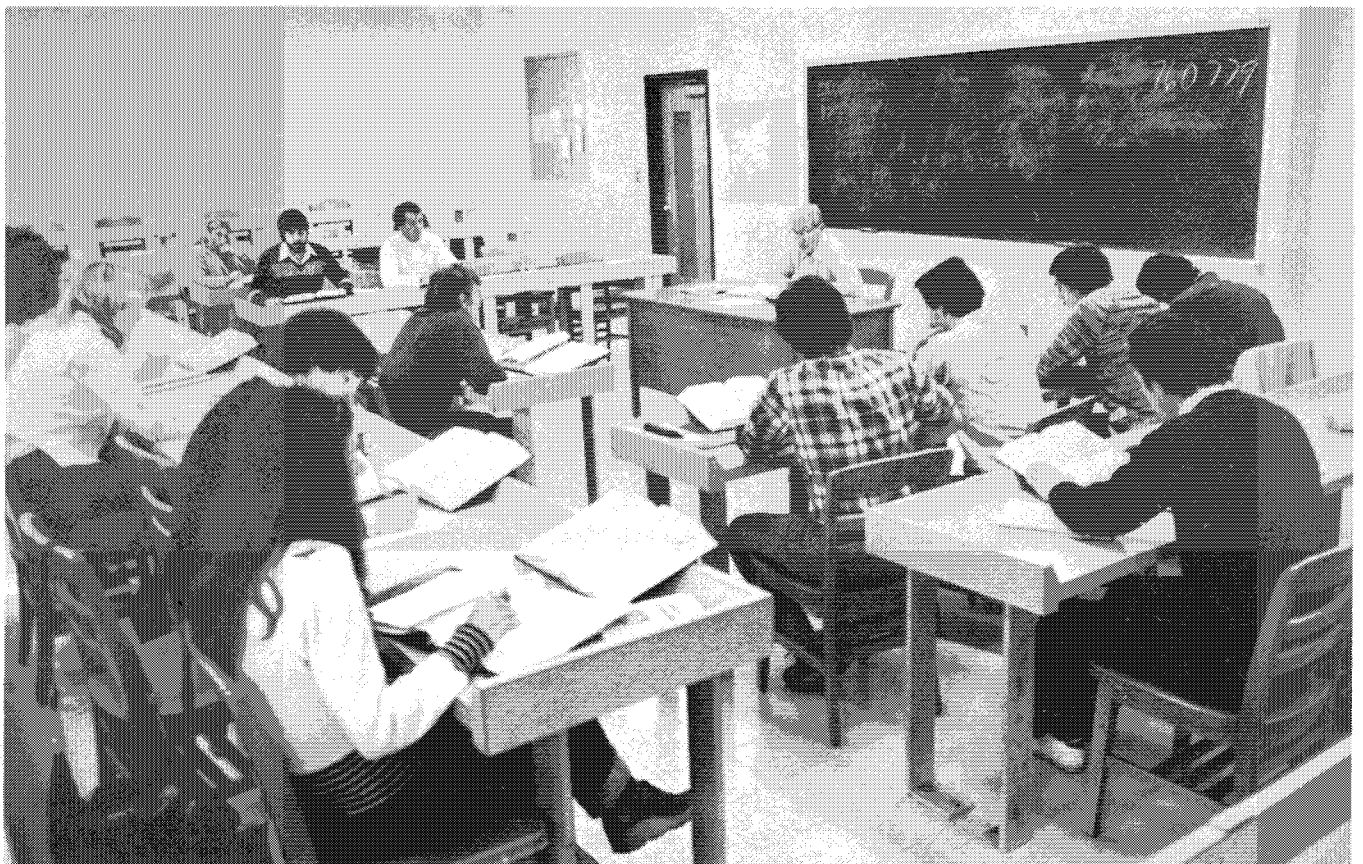


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## Editors Note

A letter from T.G. Schirmeyer ('32) forces me to admit that some Texas wool has been pulled over the Gargoyle's eyes. Mr. Schirmeyer enclosed an article from the January, 1982 Texas Bar Journal detailing the history of the "Will of Oberweiss," reprinted in the last issue of the Gargoyle. Fortunately we are not alone. This hoax actually began in 1931, as entertainment for a law school banquet. A half century of lawyers have come to believe that Hermann not only existed but wrote one of the most enjoyable wills imaginable. Houston attorney Will Sears admits to being the real "testator" and notes that the Anderson Co. clerk has not taken kindly to the work Sears has created in requests for copies. I have learned my lesson, no more unsubstantiated tales will be passed off as real. Our next issue will feature this true story about a jealous cement truck driver and a parked convertible ...

We received another letter recently concerning a picture in the last issue. Emeritus Prof. John Conway identified the picture of the old Remington typewriter on page 7. It seems that machine was purchased by Prof. Conway's father in 1918, and served with him in the County Court at Jefferson, WI for some years. The machine came to the Law School with the Professor in 1953 winding up in the faculty library. There may be some who will surmise from its age and location that this typewriter is to blame for the senile content of a few law school exams.

The mystery picture drew response from John Lucht, Walter Raushenbush, Mike Price, Don Casser, Gerald Engeleiter and Gerald Imse. The best synthesis of their collective identification is: (left to right) Don Casser, Kelland Lathrop, Prof. Eckhert, John McCarthy, Gerald Imse or Walter Rogowski, Hugh Guinn (only partially visible) and Gary Zweig. The occasion was the 1958 Spring Program at the Wisconsin Center.

In honor of Prof. Conway and his typewriter, the picture on this issue's back cover is one of his classes. The location is Room 231 in the new Law Building. Do you recognize yourself, or can you identify the class?

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## THE GARGOYLE

Bulletin of the University of Wisconsin Law School, published quarterly.

**Vol. 13 No. 2 Winter 1981-82**

**Edward J. Reisner, editor**

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**ON THE COVER:** The last two issues showed Bascom Hill early this century. This winter scene could be of that period except for the absence of a dome on Bascom Hall. This winter has been one of Madison's most severe. On two successive January weekends there were rumors that large footprints were found between Lincoln's statue and Bascom Hall.

UNIVERSITY OF WISCONSIN-MADISON

LAW SCHOOL

Madison, Wisconsin 53706



December 3, 1981

Ed Reisner, Asst. Dean  
& Placement Director  
Law School  
University of Wisconsin

Dear Ed:

One very special thing about Law School, in my day and I trust still, is the fellowship among classmates which is richly nurtured by the law school setting. I don't read much about this in The Gargoyle, but it's real.

I've been thinking about it particularly in the past month since I learned of the death of John Ottusch '53 of Milwaukee, my close friend in law school and a wonderful lawyer, taken too soon by cancer. Together John and I plotted how to hold off our draft boards until we graduated and got judge advocate commissions (he in the Army, I in the Air Force). He was best man at my wedding. But my warmest memories are of zestful debate over legal questions and abstract ideas, whether in the lounge (such as it was then), the Law Review office (ditto), or any of several taverns.

They were busy days. Studies with older teachers like Charles Bunn, Bill Rice, Ray Brown, and Jake Beuscher, and younger ones including Dick Effland, Frank Remington, Bill Foster and the late George Young. Political doings, relating to Joe McCarthy and to the 1952 presidential primary. Frank Bixby, Dave Beckwith and I did a radio commercial for Earl Warren, who cut into Robert Taft's supposedly safe Wisconsin delegation and thus helped the swing to Eisenhower. Basketball -- the annual game against the engineers with Tom McKenzie, Bob Curry, Frank Bixby, Shelly Fink, and others; and the municipal league team with many of the same, plus Frank Remington and Don Rumpf. The law fraternity, with Bill Chatterton, John Fetzner, Bob Smith, Bruce Thomas, Roger Boerner, Howard Herriot, Don Herrling, Don Jury, Bob Perina, Ted Bleckwenn, Tony Brewster, and so many others. The Law Review, with Curry, Bixby, Ottusch, Justin Sweet, Dave Uelmen, Scott Van Alstyne.

But despite the busyness, there seemed to be time to talk, to shoot the bull (a discarded phrase, I guess). We had just the old red building and the first small library annex; there were 700 of us; but maybe overcrowding brought us closer to each other in good ways as well as bad. It is an honor and privilege to teach and work here now, but really, those were the days. I only regret that it took the untimely death of a classmate to remind me to remember.

Yours,

Walter B. Raushenbush  
Professor of Law

WBR:tw

## Report of the Wisconsin Law Alumni Association Board of Visitors

### Introduction:

On October 25-26, 1981 the Board of Visitors of the Wisconsin Law Alumni Association conducted its annual inspection of the University of Wisconsin Law School. The Board has responsibility to review the School's "... facilities, curriculum, placement, admissions and public relations ..." To this end, during our visit we met with faculty, staff and students as well as visiting many of the regular classes in the School. In this, our 12th annual report, we will present our current observations and recommendations.

### Observation:

*Classroom teaching.* Our collective impression of the quality of instruction remains extremely high. In fact, we facetiously asked if the classes we have been seeing were "staged" for our benefit. Experienced teachers appear to have lost none of their zeal and new professors are fulfilling the promise which brings them to our Law School.

Along this line we continue to see the value of a balance between large lecture classes and the small sections available to all students. The obvious economics of the large lecture should not be allowed to outweigh the academic advantages of small sections.

We learned that as a continuation of the recent self-study, a curriculum review is underway. The purpose is to assess all aspects of scheduling and course offerings. We commend this effort and offer some specific recommendations later in this report.

We note that progress has been made in correcting scheduling problems noted by students. The staff is now scheduling courses for two semesters at a time, significantly increasing predictability for students. We recognize the problem of scheduling teachers a semester in advance in light of the necessarily liberal leave policy but hope that the students' interests can be accommodated as far as possible.

Last year we noted a good deal of criticism by students of sign-up procedures in the placement office. We were happy to learn that a new system has been instituted and appears to have solved the previous problems.

We note also that there is a generally high level of student satisfaction and school spirit. While the many improvements in the Law School undoubtedly play a part in this spirit we pay tribute to the students themselves for taking more interest in their school and ours. Last spring's Convocation was indicative of the change in students' interests over the last five years.

### Recommendations:

Our first recommendation is to increase the visibility of the Board of Visitors. While we have no reason to believe that criticisms are unheard because the critics do not know whom to address, we are concerned that students are not well enough informed of the existence and function of the Board. More publicity, we feel, is in order and we urge consideration of the addition of the Student Bar president or his/her designee to our Board.

We find great and obvious value in clinical and simulation courses. While recognizing the expense of such courses we are concerned that these programs may suffer from their uncertain financial status. We urge that they be given permanent budget status even if this means at a somewhat reduced level from their current funding.

We remain concerned with the part-time evening program enacted by the legislature three years ago. The number of entering students is low, but we are particularly troubled by the even smaller number who continue in the program beyond the first year. The cost and inconvenience of scheduling second and third year courses for such small numbers may well outweigh the benefit to this handful of students. We think that the need for part-time study may be served by early morning, noon and late afternoon scheduling. We suggest that this program be watched closely, with prompt recommendation of legislative repeal unless the number of students served increases or other irreplaceable benefits are demonstrated.



We recommend that the faculty develop a student advisor program. We are not suggesting that each student be assigned an advisor, but rather that the existence of certain advisors be made known to the student body. We are concerned that students may not know presently whom to turn to for course selection advice.

We urge an increase in the number of visitors who present guest lectures at the Law School. We feel that visitors from law practice, business or government service can be valuable in the student experience. While substantive topics abound, we also believe that mere exposure is of sufficient value to warrant the trouble of increasing these programs.

Finally, while we commend the on-going curriculum study and the improvements already made in class scheduling, we urge that further refinements be introduced in scheduling to the end that popular courses are spread out.

Students wishing to take several popular courses may find that they are all scheduled at conflicting times. Courses which are logical sequences of complements may likewise be impossible to take because of time or semester conflicts. We sympathize with the desire of some students and faculty to free up afternoons or create long weekends. Nevertheless, the abundance of courses seems to dictate that more days of the week and hours of the day be used to schedule classes.

**Conclusion:**

We find that despite lingering problems and obvious budget pressures the University of Wisconsin Law School is strong, indeed perhaps as strong as it has been in many years. The quality of faculty and students continues to climb, together with their satisfaction with the activities of the School. The adoption of our recommendations, we believe, will add to an already strong school.

Finally, we note with sadness the passing of Professor George Young. Throughout his career as a faculty member and as dean he exhibited an abiding interest in the well-being of our school. This interest was complemented by a keen sense of humor and a sincere warmth for the bar, the student body and the entire Law School community.

**Submitted by:**

Roy B. Evans, Chairman  
Thomas E. Anderson,

**Vice-Chairman**

Lloyd A. Barbee  
Henry A. Bracht  
Kirby O. Bouthilet  
Peter C. Christianson  
Glenn R. Coates  
Susan Wiesner Hawley  
Justice Nathan S. Heffernan  
Howard A. Pollack  
Judge John W. Reynolds  
William Rosenbaum

## **Attending the State Bar of Wisconsin Spring Convention in Madison, April 21-23?**

**You are invited to a cocktail reception to be held at the  
Law School, Thursday, April 22, from 4:30-6:30 p.m.**

**Shuttle bus service from the Concourse to the Law School.**

**Tours of the Law Building.**

**Relaxation and the fellowship of friends.**

**Hope you can attend!**



## Stewart Macaulay: Law and Society

*"It is a capital mistake to theorise before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts."*  
— Sherlock Holmes, in *"A Scandal in Bohemia"*

When Californian Stewart Macaulay joined the University of Wisconsin law school faculty in 1957, he taught contracts in the traditional way.

Doctrine first, doctrine second, doctrine third — all the way through the course.

The young professor's wife was from Wisconsin, and her father was a business executive in Racine. Not surprisingly, the talk often turned to contracts when Macaulay and his father-in-law got together.

"I would take the kinds of problems I had in the Fuller casebook on contracts and I'd go talk to him about them," Macaulay, now 50 years old, recalled recently.

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*Lawsuits were for sleazy people, and you didn't do business with sleazy people.*

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"My father-in-law kept laughing at me," Macaulay added. "His whole position was if he had to sue someone, that was disaster. Lawsuits were for sleazy people, and you didn't do business with sleazy people."

Macaulay soon realized that the kinds of doctrinal issues raised in his contracts class were "almost silly" to people who dealt with contracts on a day-to-day basis in the business world.

Before he came to the UW, Macaulay had heard the academic argument that legal rules don't completely determine how people act. But to learn first-hand that businessmen like his father-in-law didn't pay much attention to formal contracts was quite a shock.

"I was very confused, and it took a great deal of sorting out and going into a research project to start seeing that contract law,

and indeed all law, plays a role — but a marginal role," Macaulay said.

The research project wasn't anything fancy, but it was a sharp break from traditional legal research, which involves digging through appellate court decisions to extract various nuances of doctrine.

Instead of staying in the law library, Macaulay went outside for a look at the business world his father-in-law had hinted at. An empirical study, in social-science terms.

"I started following my nose, and it really was not very theoretical at that moment," Macaulay said. "It was largely, 'What in the world is going on?'"

Macaulay's colleagues at the UW law school encouraged his empirical investigations. Willard Hurst and Jake Beuscher were important influences, and some of the ideas circulating among the faculty were pretty exciting.

"I was certainly influenced by (professor) Frank Remington — not particularly direct contact, but just the idea that the criminal law has to be viewed from the squad-car level," Macaulay remembered. It was a short step from that notion to the thought that "maybe contract law has to be observed at the purchasing agent/sales manager level."

So that's where he focused, beginning some 20 years ago. The knowledge he gained from interviewing businessmen and business lawyers led to articles in scholarly journals, articles with titles like "Non-Contractual Relations and Business: A Preliminary Study" and "The Use and Non-Use of Contracts in Manufacturing Industry."

Macaulay found that when businessmen make a deal, they often prefer a handshake and a general feeling of good will to the intricate detail of contract. Agreements can be made more quickly with such an approach, and it also leaves the businessmen with a certain flexibility to work out any problems that may surface.

Negotiation solves such problems far more often than rigid enforcement of contract, Macaulay found.

"You can settle any dispute if you keep the lawyers and accountants out of it," one businessman told him.

That may have been an exaggeration, but Macaulay came away from his early studies with a feeling that contract law as it was traditionally taught didn't have much real-world importance.

"I suppose I overreacted in my first thinking about it — you know, 'law doesn't matter,'" he said. "But I think the proper reaction has got to be that law may matter, law may matter a tremendous amount, but when, where, and how are empirical questions to which we don't have certain answers."

The type of research Macaulay was doing in the early 1960s has blossomed over the years at the UW and elsewhere. But two decades ago, Macaulay was a fairly lonely pioneer.

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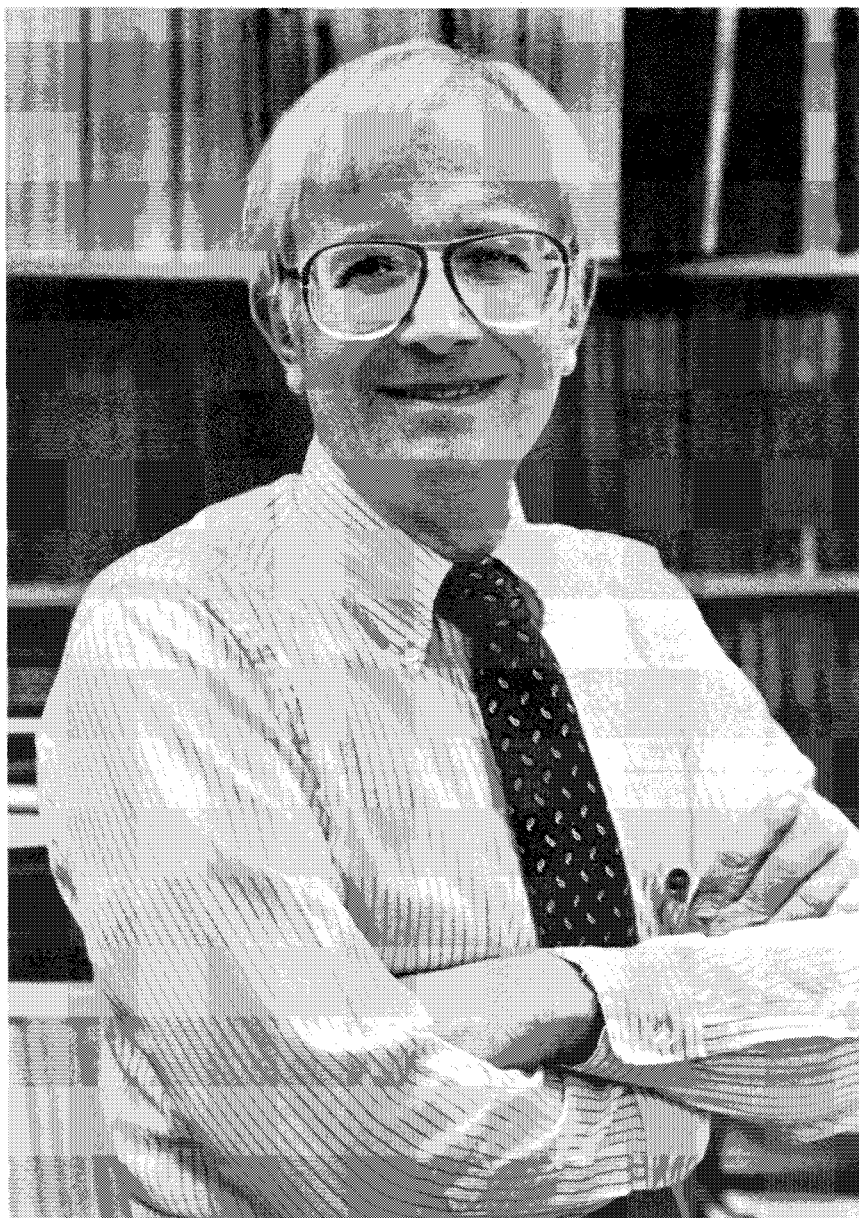
*What Macaulay showed was that the world described in the appellate opinions and in the rules they talk about is a fairyland, Alice-in-Wonderland world which bears almost no relationship to the way real businessmen operate the real economy.*

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Duncan Kennedy, a contracts professor at Harvard law school, calls Macaulay an under-recognized but "incredibly significant figure" in the field of contract law.

"For a hundred years of the teaching of contract law in American law schools, the basic assumption was that you were really reading about the American economy when you read the facts of the legal opinions and what rules the judges applied to those facts," Kennedy said.

"What Macaulay showed was that the world described in the appellate opinions and in the rules they talk about is a fairyland, Alice-in-Wonderland world which



Prof. Stewart Macaulay

bears almost no relationship to the way real businessmen operate the real economy," Kennedy added.

"Macaulay established for the first time in the Western legal world, and more clearly than anyone had even said it before, that you couldn't assume that the descriptions in the appellate opinions of what was going on had any direct relationship to the way people behave."

Such a stance is bound to be controversial, and not everybody is as enthusiastic about Macaulay as Kennedy is.

For example, Grant Gilmore, a

legendary contracts professor at Yale Law School, once characterized Macaulay as the "Lord High Executioner of the Contract is Dead school," adding that he was "completely uninterested" in the "sociological" types of work Macaulay was doing.

Others — like the Ford Foundation, the National Science Foundation, and U.S. Department of Justice — are very interested, however. With the help of a grant from Ford, the Disputes Processing Research Center, which carries on the research tradition pioneered by Macaulay, was established at the UW in 1977.

Centered in the law school, the program's two biggest projects right now are the Civil Litigation Research Project, a nation-wide study of the causes, costs, and outcomes of civil disputes; and the Milwaukee Dispute Mapping Project, an intensive study of consumer disputes in Milwaukee.

Such research has a practical goal, according to David Trubek, the law school's associate dean for research.

"We'd like to help make civil justice in the United States more efficient and more fair," said Trubek. "But if you want reform to be successful you've got to base it on knowledge of how the system actually works — not only how the courts process disputes, but also what happens to disputes that are never brought to a court."

Macaulay's kind of research has also radically changed the way contracts courses are taught at law schools all over the country, but especially at the UW.

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*Theory that is not practical is games, it's not theory.*

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Gone are Fuller and other weighty casebooks filled with doctrine. In their place are materials compiled (and updated yearly) by Macaulay and the seven other professors who teach contracts at the UW. Included in the materials is a selection by Macaulay titled, "Is the Law of Contracts Necessary?"

His answer? Yes, but not without some caveats.

Doctrine is still taught at the UW law school, of course, and even the contracts students get a healthy dose of it. In fact, Macaulay was on the board of advisors to the Reporter of the Restatement of Contracts Second.

But throughout the UW's contracts courses, there's a push for legal theory that take account of the law in action, not just the law as it appears in books of appellate court decisions.

Macaulay explained why.

"Theory that's not practical is games, it's not theory," he said.

— David Pritchard



## Macaulay on Legal Education

(excerpts from his article, "Law Schools and the World Outside Their Doors II.")

Both the legal profession and legal education have officially authorized group portraits which are offered to the public. Most lawyers and law professors recognize that a few facial blemishes have been retouched to make the portraits look better, but most of us talk as if we assume that the official picture is a fairly good likeness. In the past decade scholars have begun to offer us a more reliable picture of who lawyers are and what it is that they do. We also are learning more of the reality of legal education.

Two recent studies of the bar in Chicago — Heinz and-Lauman and Zemans-and-Rosenblum — suggest that there is an important gap between what is taught in law school and most of the practice of law. Of course, such gaps are characteristic of the entire American legal system, which tends to promise different things than it delivers. Moreover, concern about a gap between university legal education and the practice of law is longstanding. Indeed, there is something of a ritual here, with actors representing both the profession and the academy declaiming predictable matched sets of opposing arguments.

However, the two studies of the Chicago bar suggest that it would be profitable to think about the functions served by what law schools do and do not teach about the legal system and the roles of lawyers in it. It will be clear that I am using the two studies as a kind of Rorschach test, and the four authors should not be held responsible for what I read into their work. Moreover, I may be wrong about the nature of legal education in the 1980s; I can only guess what is going on in classrooms all over the country.

We can conclude that the two studies of the Chicago bar reveal a gap between legal education and the practice of many lawyers. Generally what is taught seems aimed at the work of those professional specialties with high prestige, what Zemans and Rosenblum call "the ideal symbolic work of the profession."

Accepting the accuracy of this picture, we can ask whether this gap makes any difference to anyone. On one level, it is easy to conclude that it does. Judges, lawyers and law professors regularly debate the competence of the bar and the law schools' responsibility for what some see as far too many poorly trained attorneys. On another level, the gap between the academy and the practice is seen as serving important functions. I will sketch some of the polemics before I turn to what I see as more serious arguments.

Elite lawyers have long worked hard to distance themselves from what they see as the lesser mem-

bers of their profession. Recently charges have been made that large numbers of lawyers do not know how to try cases. The proposed reform is an immediate change of legal education so that all future lawyers would have received training in what the reformer sees as critical courtroom skills.

Elsewhere, I have pointed out that we only have weak opinion evidence indicating that there is a real problem. We do not know what percentage of what kind of lawyer representing what kind of client in what kind of case does an inadequate job as measured by what standard. Indeed, what appears to be inadequate competence at trial in some cases may be no more than a lawyer doing the best s/he can in light of what the client can pay. Perhaps lawyers should turn away clients who cannot pay for complete first class legal service rather than trying to wing it on their behalf, but this seems to be something other than a question of competence.

Moreover, at a time when legal services programs are being crippled or destroyed by a group of elite lawyers, we must look behind the rhetoric of competence and wonder about the actual motives of those pressing for training in trial techniques. We know that only a very small fraction of all disputes entering the legal system ever go to trial. It is possible, and I think likely, that more damage is done to clients by lawyers who draft inadequate documents, negotiate poor settlements or plea-bargains and place their own interests before those of their clients, than is done by poor trial lawyers. Even lawyers who are masters in a courtroom may be incompetent if they regularly take cases to court which never should have been tried in the first place.

If the reformers deserved to be taken seriously, they would be arguing for an appraisal of what most lawyers do for most clients. Moreover, any such appraisal would have to be concerned with cost barriers to access to justice — qualifications, skill and the opportunity to do a competent job must be paid for by someone.

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*Indeed, what appears to be inadequate competence at trial in some cases may be no more than a lawyer doing the best s/he can in light of what the client can pay.*

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All in all, I think we can look with some skepticism at the charges of incompetence in the courtroom and the need for a crash program directed at all law students. Certainly we should note that changes in legal education will not trouble lawyers now in practice — although some or many of them are the ones who are supposed to be incompetent. Moreover, the reformers want someone else to pay for the changes. Law schools are asked to find the money to pay for intensive training in trying cases for all their students. At the very least, we can ask the advocates of this reform to put their money where their mouths are — law school deans will happily accept cash, checks or money orders.

Yet the excesses of the bar can always be matched, if not topped, by the excesses of the law professors. For example, a professor at an elite law school recently was quoted as defining the mission of legal education as teaching students "how to think and to obtain critical analytical faculties." He continued that "if you want to jump on this bandwagon arguing for more instruction of practical skills such as client counseling and negotiation techniques, then our law schools will become trade schools, and we shouldn't kid ourselves about it."

I've often heard this position taken by law professors; one version talks of teaching students "to think like a lawyer." Usually, teachers fail to specify the lawyer they want their students to emulate. Most law professors have few heroes on the bench, and their classes are devoted to scoring points off appellate opinions.

Certainly, few law professors are teaching their students to think like most of the lawyers I interviewed in my 1979 study — those lawyers were concerned with the costs of gaining the best result they could through bargaining in the shadow of the law. They thought tactically rather than what most law professors would call analytically.

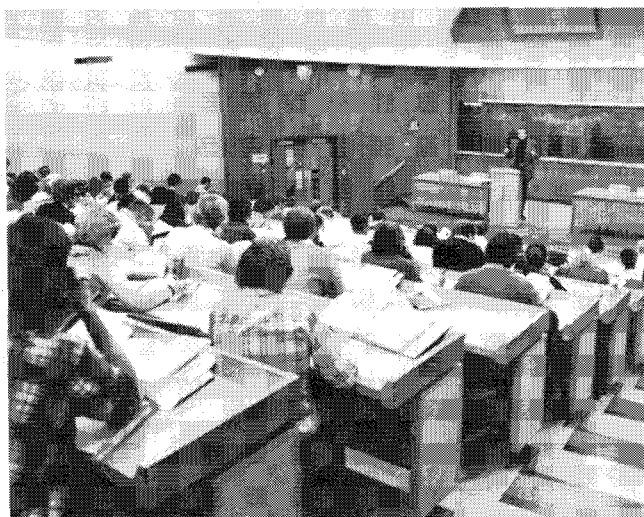
Moreover, both my study and the two Chicago bar studies indicated that many lawyers use "critical analytical" skills that are not usually taught in law school. They analyze situations so they can plan transactions and draft documents designed to ward off trouble and to deal with some of the problems which might arise rather than researching the intricacies of case law and drafting briefs with conceptual niceties.

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*Law Schools are asked to find the money to pay for intensive training in trying cases for all their students. At the very least, we can ask the advocates of this reform to put their money where their mouths are — law school deans will happily accept cash, checks or money orders.*

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We can wonder whether most law professors really are attempting to teach their students to think like law professors — or, more accurately, to think as law professors of a particular type think. Perhaps law professors are teaching their students to think as the professors would have lawyers think in what the professors see as an ideal world. This would be one in which there were no transaction costs in bringing rules into play, all clients could afford first-class legal craft, and all who played legal roles would be autonomous from any influence other than correct legal analysis. Clean reason rather than dirty deals would typify the system. Judges would respond to correct analytical technique and write opinions which would serve as models for both beginning and experienced lawyers. Trial judges, police, and officials of administrative agencies would carry out the law as properly explained. The public would respond with confidence to a legal system where reason rules,



and the pronouncements of the courts would affect behavior of all concerned so that there never would be a gap between the law on the books and the law in action.

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*All in all, I think we can look with some skepticism at the charges of incompetence in the courtroom and the need for a crash program directed at all law students.*

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Into this lovely utopian project come agitators urging attention to what lawyers actually do in the real legal system. They are met with concern about becoming a mere trade school.

In the real world, however, there would be serious problems if university-based law schools refused completely to perform as trade schools, preferring instead only to develop "critical analytical faculties."

On one hand, potential clients and the society have an interest in minimizing the number of incompetents at the bar. Large law firms and government agencies may be able to afford to carry young lawyers for a time while putting them through basic training. Lawyers who represent individuals and small businesses, however, tend to learn by trial and error at their clients' expense. At the very least, law school must not get in the way of this learning.

On the other hand, professors of philosophy, history, literature and the other humanities also claim to be involved in teaching "how to think" and developing "critical analytical faculties," and do it more cheaply. Law school deans justify the difference in pay by pointing out that law schools — even those at the most elite universities — are trade schools. They seldom put the matter so indelicately. They talk of market factors such as the salaries in practice commanded by those with the credentials necessary for professorships. Lower standards for law professors' tenure also tend to be rationalized in terms of connection with the profession.

# 39th Annual Spring Program May 14-15, 1982

- Benchers Society dinner
- Annual Meeting and Luncheon,

Featuring:

election of officers

presentation of Distinguished Service Awards

recognition of reunion classes (1932, 1937, 1942, 1947, 1952, 1957, 1962, 1967, 1972 and 1977)

Watch your mail for details

## FACULTY/ALUMNI NOTES

Prof. June Weisberger was a guest speaker at the 10th Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions in New York. Her topic was Campus Bargaining and the Law.

Prof. Robert Gordon published an article entitled "Historicism in Legal Scholarship" in the Yale Law Journal (90 Yale L.J. 1017).

University of California-Davis Law Prof. Jean C. Love ('68) has been elected Chairman of the California Law Revision Commission. She has served on the Commission since being appointed by Gov. Brown in 1977.

Thomas J. Bauch ('66), former editor of the Law Review, has been appointed General Counsel for Levi Strauss & Co. He was previously with Marcor-Montgomery Ward and a special assistant to the solicitor of the US Department of Labor.

Roland Tong ('67) was fatally shot in his San Francisco law office on January 28, 1982. Mr. Tong, an ordained Baptist minister, was widely recognized in his community for his devotion to the well being of others. He was an untiring advocate for children and the elderly and will be missed by his family, friends and community.

## ON THE LIGHTER SIDE

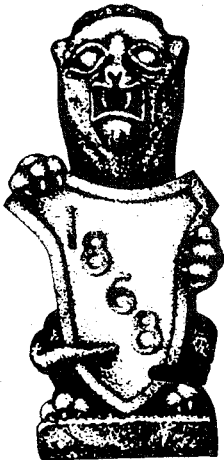
Smarting from the revelation that we were duped (see "Editors Note"), the Lighter Side retreats to the safety of statistical data. While ordinarily statistics are about as much fun as a chicken bone in the throat, these should at least interest you. While researching early graduates it occurred to me that while large graduating classes are a fairly recent phenomena, a lot of sheepskins have been passed out by this institution. A little work with a calculator confirmed this theory. In fact, the graduating class of May 1981 pushed the total number of graduates to 10,066! To illustrate the recent rapid growth in this number, it took from 1869 to 1902 to reach 1,000; to 1931 to reach 2,000; to 1941 to reach 3,000; to 1951 to reach 4,000; to 1957 to reach 5,000; to 1965 to reach 6,000; to 1970 to reach 7,000; to 1974 to reach 8,000; and

to 1978 to reach 9,000. The first class of 100 or more was in 1931. The class of 1981 totaled more than 300! The last time a class of less than 100 graduated was in 1964 and the last class of less than 200 in 1971.

The first woman Law School graduate was Elsie M. Buck in 1875. It took until 1924 and 1925, however, before there were women in two consecutive classes. The cumulative total number of women graduates reached 100 in 1952, 200 in 1973, 300 in 1975, 400 in 1977, and now stands at 868 through 1981, or 8.6% of all graduates. The last class without a female member was 1961, while 1979 marked the first class with 100 or more women graduates.

It might also interest you to know that of the more than 10,000 graduates from 1869 to 1981, approximately 75% are now living and receiving this Gargoyle.

### Have you remembered?



I CARE!  
13th Annual Fund Drive

I do care! My contribution for the future of my Law School is \$ \_\_\_\_

Special requests or instructions:

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Class of 19\_\_\_\_

All contributions are tax deductible

Checks should be made payable to WLAA or the UW Foundation