

UNBOUND

THE  
GARGOYLE



*Autumn  
1970  
Vol. 2 No. 1*

*Alumni Bulletin of The University of Wisconsin Law School*

Return address:

*The Gargoyle*

Law School  
University of Wisconsin  
Madison, Wisconsin 53706

Application for Second Class

Permit pending at Waterloo, Wis. 53594

## Letter

### From the Dean

With this issue, the *Gargoyle* begins its second year of publication. It has been well received. We have frequently received evidence that alumni are reading and enjoying it. You have noticed that we have limited its scope to news about the Law School—its program, its faculty, its students and its alumni. It is our plan to use it to provide continuous informal contact between the Alumni and the Law School, to the benefit of both. We do not plan to have it become another professional journal, full of speeches and articles.

To carry out our intentions effectively requires that we hear from you from time to time. We welcome your comments and suggestions. We have enjoyed the many accolades which the *Gargoyle* has received. We would appreciate specific suggestions and constructive criticism even more.

\* \* \*

Unlike other graduate programs in the University where enrollment is stabilized or receding slightly, the Law School is facing substantial growth in 1970-71. Although we have had only a slight increase in the number of applications this year, we have had a noteworthy increase in the quality of applications and a spectacular increase in the number of persons who have accepted our offers of admission, threatening us with a deluge we will be hard-pressed to handle.

We can only speculate as to why this is true. We have not lowered our standards of admission. It may be partly that the sudden drying-up of job opportunities for Ph.D's in other fields may have encouraged more well-qualified people to choose law as a career. A second possible reason is that the draft lottery, now in its second year, may have permitted some young men to make plans for the future with less uncertainty.

The new tuition rate for non-

resident students was established last year in August, after non-resident students had been accepted here and had rejected alternative opportunities. Almost all of them came anyway, and somehow scraped up the \$800 increase at the last minute.

With the class entering in September, 1970, we have the first true test of the effect of the increase in non-resident tuition. There is no doubt but that it has had an important impact. The percentage of non-residents entering has declined sharply this year over last. Almost all of the increased enrollment is made up of residents of Wisconsin. While we feel a primary obligation to the State of Wisconsin, we must have a good contingent of non-residents to continue to have standing as a national or even regional law school of first quality. Actually, non-resident students more than pay their way in law, so that an appropriate mix of resident and non-resident students, which gives the school a character and quality it cannot otherwise have, is no burden on the State.

As lawyers, of course we are delighted that so many well-educated and well-qualified young people have decided to come to our Law School. As Faculty and Law School administrators, we are hard-pressed to provide the kind of law school educational experience to which they are entitled.

Our budget for fiscal 1970 did not increase to meet even the increases in the costs of our present program resulting from enrollment increases. It provides nothing for added staff, equipment and facilities. It will take added effort by all of us to do our jobs during the next few years. Fortunately for me, as Dean, our Faculty is energetic and dedicated and profoundly interested in improving the quality of legal education, despite the handicaps under which we must work. It is a School of which I am proud and of which I think you should be proud, too.

Sincerely,

Spencer L. Kimball



Robert Curry, Dean Kimball

### TABLE OF CONTENTS

|  |    |
|--|----|
| Letter from the Dean .....   | 2  |
| Whatever Is Happening To Legal Education? .....                          | 3  |
| Students Have an Active Year ....  | 5  |
| Law School Experiments With Pre-Admission Summer Program .....           | 6  |
| Women Lawyers on the Increase  | 6  |
| Curriculum Review—Wisconsin Style .....                                  | 7  |
| Tuerkheimer Joins Faculty .....  | 10 |
| Law Review Celebrates 50th Anniversary .....                             | 11 |
| Associate Dean Baldwin to Iran ..  | 13 |
| Class Agents Appointed .....   | 14 |
| Smongeski Research and Scholarship Funds Established in Law School ..... | 15 |
| Alvord Fellow Named .....  | 15 |
| In Memoriam—Glen Mundschau .....   | 15 |

### THE GARGOYLE

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

VOL. 2, NO. 1 AUTUMN, 1970

Ruth B. Doyle, editor

Publication office, 213 W. Madison St., Waterloo, Wis. Second class permit pending at Waterloo, Wisconsin.

POSTMASTER'S NOTE: Please send form 3579 to "Gargoyle", University of Wisconsin Law School, Madison, Wisconsin. Subscription Price 50¢ per year for members, \$1.00 per year for non-members.

## Letter

### From the Dean

With this issue, the *Gargoyle* begins its second year of publication. It has been well received. We have frequently received evidence that alumni are reading and enjoying it. You have noticed that we have limited its scope to news about the Law School—its program, its faculty, its students and its alumni. It is our plan to use it to provide continuous informal contact between the Alumni and the Law School, to the benefit of both. We do not plan to have it become another professional journal, full of speeches and articles.

To carry out our intentions effectively requires that we hear from you from time to time. We welcome your comments and suggestions. We have enjoyed the many accolades which the *Gargoyle* has received. We would appreciate specific suggestions and constructive criticism even more.

\* \* \*

Unlike other graduate programs in the University where enrollment is stabilized or receding slightly, the Law School is facing substantial growth in 1970-71. Although we have had only a slight increase in the number of applications this year, we have had a noteworthy increase in the quality of applications and a spectacular increase in the number of persons who have accepted our offers of admission, threatening us with a deluge we will be hard-pressed to handle.

We can only speculate as to why this is true. We have not lowered our standards of admission. It may be partly that the sudden drying-up of job opportunities for Ph.D's in other fields may have encouraged more well-qualified people to choose law as a career. A second possible reason is that the draft lottery, now in its second year, may have permitted some young men to make plans for the future with less uncertainty.

The new tuition rate for non-

resident students was established last year in August, after non-resident students had been accepted here and had rejected alternative opportunities. Almost all of them came anyway, and somehow scraped up the \$800 increase at the last minute.

With the class entering in September, 1970, we have the first true test of the effect of the increase in non-resident tuition. There is no doubt but that it has had an important impact. The percentage of non-residents entering has declined sharply this year over last. Almost all of the increased enrollment is made up of residents of Wisconsin. While we feel a primary obligation to the State of Wisconsin, we must have a good contingent of non-residents to continue to have standing as a national or even regional law school of first quality. Actually, non-resident students more than pay their way in law, so that an appropriate mix of resident and non-resident students, which gives the school a character and quality it cannot otherwise have, is no burden on the State.

As lawyers, of course we are delighted that so many well-educated and well-qualified young people have decided to come to our Law School. As Faculty and Law School administrators, we are hard-pressed to provide the kind of law school educational experience to which they are entitled.

Our budget for fiscal 1970 did not increase to meet even the increases in the costs of our present program resulting from enrollment increases. It provides nothing for added staff, equipment and facilities. It will take added effort by all of us to do our jobs during the next few years. Fortunately for me, as Dean, our Faculty is energetic and dedicated and profoundly interested in improving the quality of legal education, despite the handicaps under which we must work. It is a School of which I am proud and of which I think you should be proud, too.

Sincerely,

Spencer L. Kimball



Robert Curry, Dean Kimball

### TABLE OF CONTENTS

|  |    |
|--|----|
| Letter from the Dean .....   | 2  |
| Whatever Is Happening To Legal Education? .....                          | 3  |
| Students Have an Active Year ....  | 5  |
| Law School Experiments With Pre-Admission Summer Program .....           | 6  |
| Women Lawyers on the Increase  | 6  |
| Curriculum Review—Wisconsin Style .....                                  | 7  |
| Tuerkheimer Joins Faculty .....  | 10 |
| Law Review Celebrates 50th Anniversary .....                             | 11 |
| Associate Dean Baldwin to Iran ..  | 13 |
| Class Agents Appointed .....   | 14 |
| Smongeski Research and Scholarship Funds Established in Law School ..... | 15 |
| Alvord Fellow Named .....  | 15 |
| In Memoriam—Glen Mundschau .....   | 15 |

### THE GARGOYLE

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

VOL. 2, NO. 1 AUTUMN, 1970

Ruth B. Doyle, editor

Publication office, 213 W. Madison St., Waterloo, Wis. Second class permit pending at Waterloo, Wisconsin.

POSTMASTER'S NOTE: Please send form 3579 to "Gargoyle", University of Wisconsin Law School, Madison, Wisconsin. Subscription Price 50¢ per year for members, \$1.00 per year for non-members.

## Whatever Is Happening To Legal Education?

Richard Effland '40

Professor of Law  
Arizona State University

Virtually every alumnus is convinced that his was the greatest class ever to graduate from the University of Wisconsin Law School (indeed, the class of 1940 was the greatest) and that little could be done to improve legal education as he knew it. After all, he is living proof of both propositions.

Nevertheless, we are all aware of certain facts of life: (1) that our whole social and legal structure is undergoing change at an increasingly rapid rate; (2) that government, like the society it purports to govern, is increasingly complex; (3) that the sheer volume of "law in the books" staggers the mind and forces us into patterns and degrees of specialization; (4) that new legal methods may have to be structured to replace methods which society, rightly or wrongly, seems to be rejecting as ways of accommodating change; and (5) that the lawyer as a counselor deals with people whom he finds more and more difficult to understand and assist. All of these factors, and others which doubtless occur to you, mean that legal education must undergo continuous evaluation.

Another major factor which will inevitably be reflected in legal education is the kind of student who enters law school. First, he is brighter intellectually (not the same as "wiser") as reflected by the steadily climbing LSAT scores. Secondly, for better or worse he is less disciplined than the student a decade ago, and less willing to undertake, or even undergo, discipline. He reflects his undergraduate education and the modern trend to find "right" answers by emotion and experience rather than rational inquiry. Third, perhaps freed by our affluent society from the fear of not

making a living, perhaps repelled by the very affluence in which he is raised, he has a strong moral commitment to bringing about a better world. He is more willing to question the whole system, legal and otherwise. Conditioned by his lifetime in which there has been continuous war and in which violence has robbed us of leaders, he is less respectful of "right" as opposed to "might". Such a student is bound to impact legal education itself. Already in many law schools he has sought and gained a voice in the curriculum and internal governance. (Lest this development shock you too much, I recall that Dean Lloyd Garrison had our 1940 class organize a committee to suggest curriculum changes; Dick Tinkham and I served on that committee.) The present students will call for the best in teachers if the traditional values of a legal education are to be preserved and successfully passed on to these students. Their questioning, their brilliance, their commitment to a better society must be channeled into constructive programs. This is a real challenge to the teaching profession. Legal education has begun to respond and will continue to do so.

So the kind of legal education you and I experienced is undergoing change. This should be healthy; it reflects growth. It may not be the kind of change or in the direction you and I would prefer. But in our criticism we must be constructive as well as understanding, and also lend our support to the attainment of a constantly improving law school. The thoughts which follow reflect, of course, my personal experience as a teacher who has always tried to hold in healthy tension the need of the students to be stimulated and guided, the need of the public for competently trained practitioners and judges, and the longer-range dream of a just legal order.

The current trends in legal education, which give it its present look and which, in my opinion, are here to stay are: (1) increasing emphasis on clinical experience of widely varying types, (2) departure from the traditional casebook and so-

called Langdell case system analysis in the classroom, (3) experiments in trying to teach the fundamental skills of the lawyer (in contrast to teaching subject matter as such), and (4) continued reshuffling and consolidation of subject matter in an effort to fit essentials into three years (the traditional time mold is still with us, at least for the time being).

As to clinical experience this is a happy combination of the time-old cry of the Bar that training of students should be more practical, the demands of the students that law school be more relevant, and the insight of some educators that a deeper social consciousness can be aroused (not taught so much as experienced) from contact with the poor and the law-breakers and the oppressed—groups of society who have fallen outside the normal private practice of law in the past but will increasingly receive legal representation through efforts of private firms operating neighborhood law offices, or on a smaller scale by individual lawyers devoting part of their time to noncompensated work (as many lawyers have always done without deliberately looking for such work), or through government financed programs, such as legal aid offices or Judicare.

The so-called casebooks of modern times bear less and less resemblance to the original casebook concept. I remember looking at Gray's Cases on Property once, some six volumes as I recall, setting forth all the property cases, English and American. What a staggering task for the student to synthesize those! But the proliferation of cases and the pressure to condense course credits for traditional areas like Property in order to make way for the "new" subjects makes it physically impossible to develop a concept by a series of cases, except in the first year courses where a deliberate effort must be made to teach the judicial process and development of the common law by case growth. But in second year courses this has given way to "display" cas-



es, either a leading case or one with a challenging fact situation or a modern case summarizing present law, supplemented by text and problems amplifying the doctrine of the principal case. Text more often than not presents material from other disciplines—psychology, economics, sociology—as well as legal materials. The Xerox machine has revolutionized course materials in another respect; the latest (and therefore in areas like constitutional law the most determinative) case can be made available for study; the teacher can innovate by introducing his own problems and text into the assigned reading.

In the classroom after the first year there is little need to recite on cases and have the professor cross-examine the student to test his knowledge of the facts, the reasoning, the fallacies, the pros and cons. This skill should have been mastered (and usually is) in the first year. The shift is to presentation and discussion of new problems designed to probe the student's depth of understanding of the assigned materials. In some courses written assignments based on problems can be fruitful; Professor Foster has been doing this in Conflicts and I have used it to a limited extent. The second year student and even more so the third year student has to be challenged to take the initiative in his own education. In seminars he should be engaged in research of some originality and in writing. In most seminars I have seen, this is not done well, but the failure is often attributable to the faculty as much as to the students. Partly it has been because the student sees no relevance in the assigned topics; we need to work out a method to give the student "live" issues to work on. And the present time lag between submission of papers and their grading only serves to inculcate habits of procrastination which the legal system can ill afford. Of course, the problem here is lack of faculty time; we need a smaller student-faculty ratio than budgets presently support. The fact is that

legal education is the cheapest professional education ever devised.

In the past we have concentrated on teaching subject-matter and only secondarily taught skills. The skill of negotiation, for example, is not taught in Contracts. Indeed we have done a poor job of even teaching drafting in such courses. The art of counseling, which calls for elementary knowledge of psychology and psychiatry, has been left to acquisition in practice by trial and error, unless one has the great luck to serve in a firm where a master teaches it by example and friendly advice to the young lawyer. The course in Legislation has dealt primarily with legal issues in formulating and interpreting statutes. The law schools have left to the political scientists the business of teaching lobbying and the making of governmental policy. All of this is now undergoing change. One of our seminar groups at Arizona State University undertook a study of a currently proposed bill, decided how it ought to be improved, and then successfully marshalled the pressure groups necessary to get the bill enacted with the amendment (over organized opposition, incidentally). Those students now believe the system works, or at least can work. In many schools negotiation is taught by the games approach. And the cry that lawyers need to be aware of the other sciences, social and physical, is finally being answered. Seminars in Law and Psychiatry evidence this by their

title. But Environmental Law calls for an appreciation of the problems created by technology as well as the theory of ecology. For example, in a field like air pollution, the law student has to understand the technical problem and the scientific solutions available, as well as the economic costs, before he can think about a legal order to achieve the right choices. As computers play a magnified role in commerce and industry, not only will law schools explore the legal ramifications, they will also explore use of computers to solve legal problems. Some law schools are already beginning to do this.

With the shift in emphasis, some traditional courses will be compressed and even eliminated (undoubtedly to rise again under a different, more "relevant" label). "Landlord-Tenant" has not been offered as a separate course for many years in most schools, but it is enjoying a revival as part of Poverty Law. Mortgages dropped out, but Real Estate Development contains a heavy dose of financing methods. So do not be disheartened if you cannot find Equity listed in the Bulletin. Be assured the fundamentals are there under some new and exciting title!

Where do we go from here? I wish I could foresee a major shift in legal education, but I fear it is a long way off even if I am correct.

#### WHERE ARE YOU NOW?

Help keep our mailing list up to date.

NAME.....

FORMER ADDRESS.....

NEW ADDRESS.....

no.

street

city

state

zip

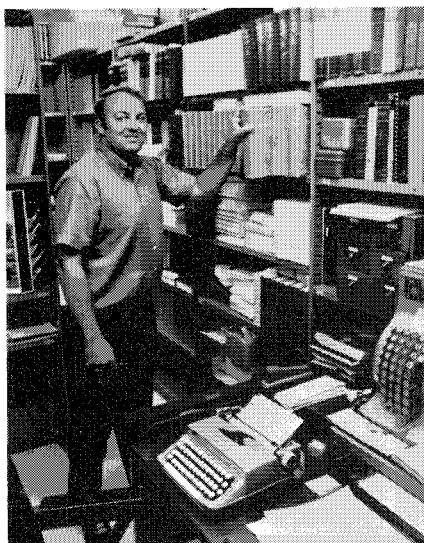
Personally I would propose a reduction to two years for the general preparation for admission to the Bar; this would be supplemented by a mandatory continuing legal education program for the first five years after admission for all members of the Bar, and an additional year or two of full-time study for the student wishing to get an advanced degree in a specialty. The former would be equivalent to the present third year but would be more meaningful in light of the experience of the student practitioner and could therefore be at a higher level and more advanced pace. The reduction of the regular degree work to two years would cut the cost of the initial legal education by a third, and the young practitioner would be better able to finance the continuing 5 year program over the longer period. This proposal is, I fear, unrealistic. Perhaps a modified form will be in more intensive post-graduate legal education, either by the law schools or the organized Bar, hopefully by a combination of these.

Only one thing remains constant: the Wisconsin Law School will be a fine school where young men and women will receive a top legal education, whatever comes. Wisconsin has always been a leader and, with alumni support, will continue its long tradition of greatness.

## Students Have An Active Year

Throughout a year of apparent student unrest and dissatisfaction, the Student Bar Association maintained a schedule of traditional student activities, which included the installation of a color television set in the student lounge in September, the Law Ball in April, and a host of other, more serious undertakings.

Supported by the proceeds of the



Book Mart (8% on a gross of \$100,000), and by the modest profits of the daily coffee sales in the lounge, SBA committees organized and provided funds for the Freshman Orientation Program, the Legal Education Opportunities Program, the Practice Exam for first year students, and the Course-Teacher Evaluation after the first semester.

As in the last two years, the Legal Education Opportunities Program, has received a substantial amount of the attention and budget of the SBA. About half of all SBA revenue was contributed to the LEO program. SBA committees conducted recruiting trips to colleges with predominantly black enrollments. Other SBA members conducted solicitations for funds, from a variety of sources.

Social activities sponsored or supported by SBA included three beer parties in the lounge, and the Senior Committee's Homecoming program.

The Student Bar Association served as spokesman for the student body on the major controversies of the year, and took the lead in preparing the law student response to the Cambodian invasion.

In addition, committees of law

students provided leadership and performed services during the periods of turmoil on the campus or in the broader community. For example, law students helped to organize a rumor center during the campus disorders in May.

On Law Day (May 1), a committee of the Student Bar Association presented a live radio program dealing with student dissent. Student Bar committees planned and presented programs in several areas of the state, dealing with the Report on Civil Disorders (Kerner Commission) and the Cambodian crisis.

An SBA committee presented a report on the disparity in pay between research assistants in the Law School and in other graduate departments. Weekly tutoring sessions for first year students was another service offered by SBA members during 1969-70.

Due in large part to SBA efforts, 1969-70 saw students serving as active members of several law school committees. On both Admissions and Scholarships, student members participate in the establishment of policies, but not in the selection of particular applicants for admission and for scholarships. Students from the LEO program are selected by the Student Bar Association Council to be members of the LEO Committee.



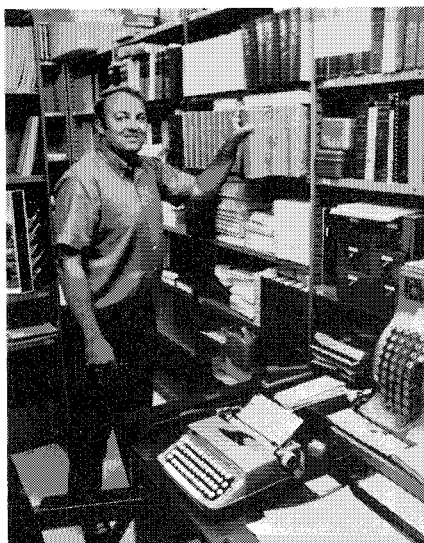
Personally I would propose a reduction to two years for the general preparation for admission to the Bar; this would be supplemented by a mandatory continuing legal education program for the first five years after admission for all members of the Bar, and an additional year or two of full-time study for the student wishing to get an advanced degree in a specialty. The former would be equivalent to the present third year but would be more meaningful in light of the experience of the student practitioner and could therefore be at a higher level and more advanced pace. The reduction of the regular degree work to two years would cut the cost of the initial legal education by a third, and the young practitioner would be better able to finance the continuing 5 year program over the longer period. This proposal is, I fear, unrealistic. Perhaps a modified form will be in more intensive post-graduate legal education, either by the law schools or the organized Bar, hopefully by a combination of these.

Only one thing remains constant: the Wisconsin Law School will be a fine school where young men and women will receive a top legal education, whatever comes. Wisconsin has always been a leader and, with alumni support, will continue its long tradition of greatness.

## Students Have An Active Year

Throughout a year of apparent student unrest and dissatisfaction, the Student Bar Association maintained a schedule of traditional student activities, which included the installation of a color television set in the student lounge in September, the Law Ball in April, and a host of other, more serious undertakings.

Supported by the proceeds of the



Book Mart (8% on a gross of \$100,000), and by the modest profits of the daily coffee sales in the lounge, SBA committees organized and provided funds for the Freshman Orientation Program, the Legal Education Opportunities Program, the Practice Exam for first year students, and the Course-Teacher Evaluation after the first semester.

As in the last two years, the Legal Education Opportunities Program, has received a substantial amount of the attention and budget of the SBA. About half of all SBA revenue was contributed to the LEO program. SBA committees conducted recruiting trips to colleges with predominantly black enrollments. Other SBA members conducted solicitations for funds, from a variety of sources.

Social activities sponsored or supported by SBA included three beer parties in the lounge, and the Senior Committee's Homecoming program.

The Student Bar Association served as spokesman for the student body on the major controversies of the year, and took the lead in preparing the law student response to the Cambodian invasion.

In addition, committees of law

students provided leadership and performed services during the periods of turmoil on the campus or in the broader community. For example, law students helped to organize a rumor center during the campus disorders in May.

On Law Day (May 1), a committee of the Student Bar Association presented a live radio program dealing with student dissent. Student Bar committees planned and presented programs in several areas of the state, dealing with the Report on Civil Disorders (Kerner Commission) and the Cambodian crisis.

An SBA committee presented a report on the disparity in pay between research assistants in the Law School and in other graduate departments. Weekly tutoring sessions for first year students was another service offered by SBA members during 1969-70.

Due in large part to SBA efforts, 1969-70 saw students serving as active members of several law school committees. On both Admissions and Scholarships, student members participate in the establishment of policies, but not in the selection of particular applicants for admission and for scholarships. Students from the LEO program are selected by the Student Bar Association Council to be members of the LEO Committee.





## Law School Experiments With Pre-Admission Summer Program

Sixty-eight students were enrolled in a special pre-admission program for 8 weeks during the summer of 1970. Established as an experiment, the program enrolled students whose credentials, while fairly good, did not quite meet the admission standards that had to be applied for the class entering in September, 1970 because of the overwhelming demand for admission to the School.

The plan for a summer pre-admission program came as a result of a study of the admissions procedure which was used in 1969-70. The Admissions Committee noted that in 1969, 605 applicants had been accepted for admission; 305 first year students actually enrolled. More applicants were rejected than were accepted; about 40% of resident applicants were rejected, and about 60% of the non-residents.

It became clear, as the applications were studied, that the predicted first year averages of the top 200 rejected and the lowest 200 accepted were only moderately different. The predicted first year average is determined by a formula which includes grade point averages and Law School Admission test scores.

Students selected for the summer program all came reasonably close to acceptability by standards applied in 1970-71. A significant percentage of them are certainly capable of success in the Law School, though the records do not make it possible to predict which will have the motivation and discipline needed to succeed in law.

The special program consisted of regular courses in Civil Procedure (taught jointly by Profs. Raushenbush and Foster) and Torts (taught by Prof. Campbell). Credit was not given for courses taken, but the students accepted into the Law School after the Program do not need to repeat those courses. They will, however, be required to earn an ad-



**Richard V. Campbell**

ditional 90 credits for graduation. Classes for each course were held daily during the 8 week period. Civil Procedure met 5 days a week and Torts 6 days.

The regular summer resident and non-resident tuition was charged to all participants. Residents paid \$205; the three non-residents paid \$805. No financial aid was available, although students accepted into the entering class were assured that additional loans would be made, if needed, to compensate for the loss of summer earnings.

Examinations in the two courses were given on August 11 and August 13. On August 22, 31 students were notified of their admission to the Law School.



**Walter B. Raushenbush**



**G. W. Foster**

## Women Lawyers On the Increase

One of the most noteworthy changes in Law School enrollments all over the country is the rapid increase in the number of women students. The Wisconsin Law School is no exception.

Over fifty women were enrolled full-time in the Law School at the beginning of the academic year 1969-70. Forty-seven of these finished the year. Of these, 9 graduated in June, 1970. In June, there were 23 female students in the first year class and 15 in the second year. Of the 47 enrolled, 15 of them were on the Dean's Honor list, having earned averages of 85 or better, at the end of the first semester. The Wisconsin Law Review in 1970-71, has a woman executive, Mrs. Angela Bartell. Three women are currently members of the staff, and more women are eligible to join in September, 1970, on the basis of their academic performance.

Sixteen of them are married, some to other law students.

There will be at least 40 women in the class entering in September, 1970, which will make a total enrollment of at least 78 female students. Of twenty scholarships offered to members of the entering class, 3 of the recipients will be women. One of the two Detling scholars, chosen from the outstanding graduates of the University of Wisconsin in 1969-70, is a woman. Many other women, both entering and continuing students, are receiving financial aid.

## Law School Experiments With Pre-Admission Summer Program

Sixty-eight students were enrolled in a special pre-admission program for 8 weeks during the summer of 1970. Established as an experiment, the program enrolled students whose credentials, while fairly good, did not quite meet the admission standards that had to be applied for the class entering in September, 1970 because of the overwhelming demand for admission to the School.

The plan for a summer pre-admission program came as a result of a study of the admissions procedure which was used in 1969-70. The Admissions Committee noted that in 1969, 605 applicants had been accepted for admission; 305 first year students actually enrolled. More applicants were rejected than were accepted; about 40% of resident applicants were rejected, and about 60% of the non-residents.

It became clear, as the applications were studied, that the predicted first year averages of the top 200 rejected and the lowest 200 accepted were only moderately different. The predicted first year average is determined by a formula which includes grade point averages and Law School Admission test scores.

Students selected for the summer program all came reasonably close to acceptability by standards applied in 1970-71. A significant percentage of them are certainly capable of success in the Law School, though the records do not make it possible to predict which will have the motivation and discipline needed to succeed in law.

The special program consisted of regular courses in Civil Procedure (taught jointly by Profs. Raushenbush and Foster) and Torts (taught by Prof. Campbell). Credit was not given for courses taken, but the students accepted into the Law School after the Program do not need to repeat those courses. They will, however, be required to earn an ad-



**Richard V. Campbell**

ditional 90 credits for graduation. Classes for each course were held daily during the 8 week period. Civil Procedure met 5 days a week and Torts 6 days.

The regular summer resident and non-resident tuition was charged to all participants. Residents paid \$205; the three non-residents paid \$805. No financial aid was available, although students accepted into the entering class were assured that additional loans would be made, if needed, to compensate for the loss of summer earnings.

Examinations in the two courses were given on August 11 and August 13. On August 22, 31 students were notified of their admission to the Law School.



**Walter B. Raushenbush**



**G. W. Foster**

## Women Lawyers On the Increase

One of the most noteworthy changes in Law School enrollments all over the country is the rapid increase in the number of women students. The Wisconsin Law School is no exception.

Over fifty women were enrolled full-time in the Law School at the beginning of the academic year 1969-70. Forty-seven of these finished the year. Of these, 9 graduated in June, 1970. In June, there were 23 female students in the first year class and 15 in the second year. Of the 47 enrolled, 15 of them were on the Dean's Honor list, having earned averages of 85 or better, at the end of the first semester. The Wisconsin Law Review in 1970-71, has a woman executive, Mrs. Angela Bartell. Three women are currently members of the staff, and more women are eligible to join in September, 1970, on the basis of their academic performance.

Sixteen of them are married, some to other law students.

There will be at least 40 women in the class entering in September, 1970, which will make a total enrollment of at least 78 female students. Of twenty scholarships offered to members of the entering class, 3 of the recipients will be women. One of the two Detling scholars, chosen from the outstanding graduates of the University of Wisconsin in 1969-70, is a woman. Many other women, both entering and continuing students, are receiving financial aid.

## CURRICULUM REVIEW— WISCONSIN STYLE

**EDWARD L. KIMBALL**

**Professor of Law**

**Chairman, Curriculum Committee**

During the past two years the University of Wisconsin Law School has been engaged in special efforts to review its curriculum and teaching program. The school has long had a standing committee on the curriculum, reflecting a commitment to continual modernization of the subject matter and techniques of teaching law, but in 1968 it was thought that a major effort should be made to reconsider the direction, methods, and substance of legal education at Wisconsin. At about the same time a number of other major law schools, reflecting the same disquiet about the state of legal education, began to institute studies of the teaching function. The Association of American Law Schools also created a special committee to consider questions of this sort. Professor William Klein, who in 1968-69 was chairman of our Curriculum Committee, is a member of the AALS committee.

The impetus for curricular review has come not only from the faculty. Students, too, have urged that law schools have lagged behind the times and left graduates inadequately prepared to deal with acute problems of the nation, including race relations, crime, poverty, urban decay, population pressure, environmental deterioration, and war. Recognition that these are in significant measure appropriate concerns for the law and lawyers, and the possibility of new kinds of law practice related to these problems have captured the interest of a large number of today's law students.

Students are also concerned that they have a voice in law school decisions about the kind of education they receive. There is respect for faculty judgment, but no passive acceptance of its accuracy or unassailability. There is a feeling that the faculty is too steeped in traditional

lawyers' roles to appreciate the depth of desire of many students to dedicate their careers to dealing with other things than what they term "money law." Whatever the accuracy of this view of the faculty, the faculty was willing to create the student voice requested by adding to the enlarged faculty Curriculum Committee three students who could participate fully in discussions and in formulating proposals for action by the whole faculty. Student members of the Committee were also invited to be present at faculty meetings discussing Committee proposals and to participate actively in the presentation of those proposals.

During the two years the Curriculum Committee has felt under conflicting pressures. It has sought to respond at the same time to a feeling in many faculty that we should give extended, basic reconsideration to the whole of legal education and to a feeling of many students that time is too short for the kind of long-term review that ought ideally be made. The committee's compromise has been to launch into discussions of far-reaching questions about objectives and means which it knows cannot be brought to any quick resolution, while being willing to interrupt these discussions to deal with suggestions for short-range change. It accepts the possibility that some of the short-range reforms may turn out to have been profitless tinkering in the event we should eventually decide to strike out in wholly different directions. But it has been unwilling to take the position that all changes must wait until the day when we have rethought the philosophy of legal education.

A brief description of some of the more specific matters the Committee has considered and of some of the actions it has recommended to the faculty will illustrate the nature of the short-range changes being made or considered.

### COURSE OFFERINGS

There has been little suggestion that we ought to drop any courses we are presently teaching, except as a means of conserving resources to be expended in other ways. The

range of subjects useful to lawyers has been expanding, not merely shifting. The traditional courses continue to constitute the staple offerings, though constantly being revised internally. Even when additional courses are made available, the large majority of students continue to take very nearly the same old courses. Even students who are eager to broaden their horizons realize that the long-established public and private law courses are likely to be valuable to them in the future. And even new subject matter areas are often, upon closer examination, merely special applications of existing bodies of law. For example, a course offered last year dealing with the legal relations and rights of students and school administrators took advantage of a timely topic to explore questions of constitutional and administrative law which have wide application.

The major innovation in course offerings is the Clinical Program, begun last year under the supervision of a special committee. Under this program as many as 25 students receive credit hours toward graduation for supervised law work of various kinds. Some students work in the Dane County Legal Services Center, helping with civil and criminal legal aid cases; others work in governmental agencies, such as the Division of Corrections, dealing with law problems. This goes on under the direction of Professor Allen Redlich, who gives personal supervision to some students and coordinates the supervision given other students. Though the clinical program can be considered a matter of teaching method rather than of subject matter, it does represent expansion to miscellaneous real law problems of the kind of individualized study that has previously been associated particularly with seminars.

### REQUIREMENTS FOR GRADUATION

The Law School continues to require 90 credit hours for graduation, but it no longer prescribes any specific courses after the first year. This is a return to the situation of some years ago, when only the first year

was required. The faculty has taken the view that a law degree is the starting point for too many different kinds of careers to justify any rigid specification of courses. The first year continues to be required for several reasons: uniformity in exposure of students to fundamental skills, vocabulary, and concepts is thought important. There is economy of effort in having students who are at roughly the same stage of development grouped together. When all students have received a common, firm grounding, there seems less reason to demand any kind of uniformity in their training. The awarding of the J.D. now means, therefore, that a student has been exposed to the traditional first year curriculum, has studied law for three years, and has done creditable work. In form the student is allowed to specialize in his field of interest as narrowly as he pleases; in fact there is little such specialization. First, most students do not have a highly specialized interest, and those who do still desire to be broadly trained. Second, any who might be tempted to some sort of distorted program are restrained by the simple fact that there are not enough courses offered in any one field to allow narrow specialization. Third, nearly all students wish to be admitted to the Bar. It is important to remember that the awarding of a J.D.—an essentially academic credential—is not the same as admission to the Bar. While allowing graduation on the conditions stated above, the Law School does not certify graduates for admission to the Bar on motion unless they have taken all the courses which were previously required for graduation. For example, a student can obtain a J.D. without having had a course in Evidence, but he cannot be certified for admission on motion in Wisconsin unless he has had Evidence. And, of course, if he intends to write the bar examination of any state he must be prepared to respond to questions of evidence.

Some less sweeping changes have been made in graduation requirements, also. Legal Bibliography continues to be required, but is now a

shortened, no-credit course. Satisfactory passing of the course has been made a prerequisite to taking other first semester examinations. Legal Writing, in the first year, has been made a two credit course, giving credit more nearly commensurate with the effort demanded by the Legal Writing assignments.

Of the 90 credits required for graduation, as many as six may now be taken in graduate courses outside the Law School, provided those courses are related in some substantial way to law study and the student gets a grade of A or B. This is an option which has been open to students for some time upon special application; the change is to make the option routinely available. Graduate courses in labor-management relations or economics are examples of non-law courses students may properly include as a minor part of their law training.

Legal Process has been a sore spot with students for years. The faculty is agreed that the objectives of the course are fundamental; the students are agreed that the present course is not a satisfactory means to achieve the objectives. The criticisms, even if misguided, represent at least a serious problem of communication. Those teachers responsible for the course are presently working out alternatives to the course materials which have been used for some years.



Edward L. Kimball

## TEACHING FORMAT

The case method of teaching—a marvelous invention — has been abused by overwork and misapplication. A number of teachers at Wisconsin are developing new ways to present law materials. For example, several have adopted a problem-solving approach to their courses. (They have done this independent of the Curriculum Committee, but with its encouragement.) Legal Bibliography teaching is now largely automated. The faculty approved an experiment with a “tutorial” or “super seminar,” in which a small group of students participated in a seminar which extended over two semesters and which involved 5 credits rather than the traditional two credits for a seminar.

The clinical program, mentioned previously, is another innovation in teaching. Students have long been helping handle Legal Aid problems on a wholly volunteer basis. The Law School has, with financial help from a foundation grant to support some of the extra faculty input required, undertaken to make such supervised practice-type work a regular part of its course offerings. It is early, after only one year's experience, to pass any final judgments on the program, but it illustrates our continuing search for better ways of teaching law.

The impersonality inherent in large classes is always regrettable, but particularly so in the first year, when some students have major difficulty adjusting to the demands and ways of a new discipline. We thought this might be combatted to some degree if we could manage to give each first year student one small class. During the past year most first year courses, which would otherwise be divided into three sections of about 90 students each, were divided into four sections. Two sections had only 20 students apiece, while the remaining two sections were increased to about 120. It was hoped that the detriment in increasing the size of already large classes would be more than offset by giving each student a chance to be in one really small group. Student and faculty response has been favorable,



## Curriculum, cont'd.

despite the increased workload which teaching extra sections or grading extra examinations thrusts upon the faculty. The ability to give more individualized instruction, to get better acquainted personally, and to assign short writing assignments during the course of the semester were all advantages which have led us to try the experiment again this coming year.

To evidence our special concern for new students the Committee recommended that the Dean name a faculty member First Year Coordinator, to be a particular point of contact for beginning students with

problems not better handled by the Dean's office, and to keep an eye on the first year program as a whole.

Another innovation under serious discussion is institution of reading courses in some subjects, designed for the student who wishes to acquaint himself with basic literature in a field and can demonstrate mastery of it by examination, without either teacher or student having to meet with the usual frequency in the classroom. Still another innovation being considered is "team teaching," with several faculty members jointly responsible for teaching to a group of beginning students the content of the whole first year curriculum. This would give them the freedom

to experiment with various arrangements of coursework, while assuring that the students had the same basic coverage as other students.

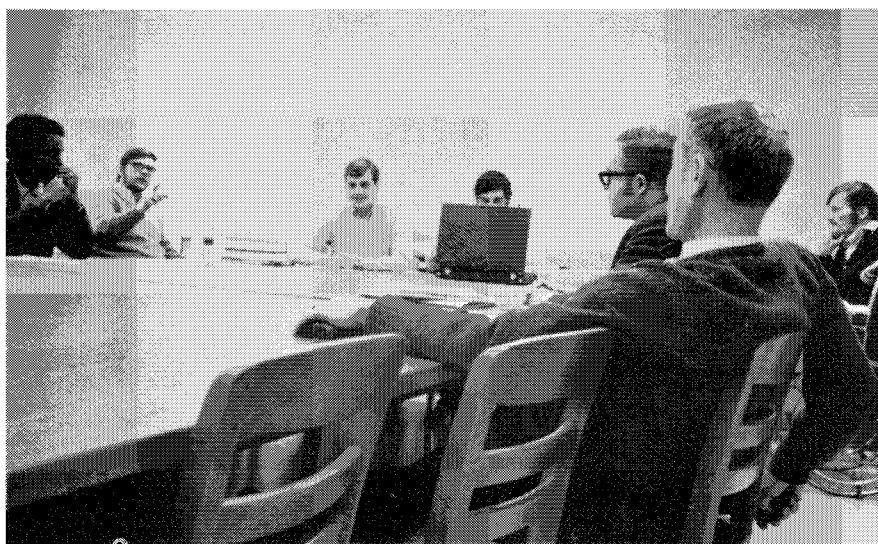
## EVALUATION

During the past year perhaps a disproportionate amount of the Committee's time has been taken up with student-initiated proposals for change in the method of grading and reporting student performance. Many faculty members consider these questions of relatively low importance among the issues facing the school, but the depth of student concern, expressed by student members of the Curriculum Committee and by a referendum, is such as to make the question important, whatever its intrinsic significance might be.

Two minor changes were made: examinations are now identified only by number rather than name, formalizing what had been the practice of many faculty. And numerical rank in class is no longer assigned. Grades are available and a graph depicting the distribution of grades within the class is available, so that a student can indicate to a prospective employer how he stands in relation to others in his class, but the possibly-misleading statistic of numerical rank in class is no longer created.

After discussion and study and debate lasting much longer than any but the most realistic among us had foreseen, the faculty passed at the very end of the school year a motion which, for the experimental period of one year, allows each second or third year student to take as many as 10 credit hours on a pass/fail basis. The ten hours includes those courses (such as Trial Court, Law Review, and seminars) which have been on a pass/fail (i.e., satisfactory/unsatisfactory) basis all along.

In separate but related action the faculty decided that next year's entering class would not be told their precise numerical grades on first semester examinations and that the numerical grade would not appear





on their transcripts, but would be used only as a basis for determining whether the student had shown sufficient ability to continue into the second year of study and eventually to graduate.

The discussions about grading revealed the complexity of the problem and laid bare how many uncertainties there are about what grades do and should be expected to do. Those who favor retaining the numerical grading system used for generations at Wisconsin believe (1) that the numerical grades are in fact reasonably good assessments of the degree to which skills and information which lawyers need have been mastered by the student, (2) that the reward and threat which grades represent do significantly motivate most students to do their best, (3) that it is proper in a tax-supported professional school to use grades to motivate student effort beyond the motivation that self-interest (in the sense of preparation for a career) otherwise would provide, and (4) that the value of grades outweighs the costs which this grading system may have in fostering anxiety, destructive competitiveness, and a work-only-for-grades attitude.

Those who urge some kind of pass/fail system which (as this one does) retains numerical grades for most of the courses feel (1) that basic competency for graduation can be adequately determined by merely noting that a student "passed," without further specification, (2) that informing the student how well he has done can be better handled by a brief written evaluation than by a number grade, (3) that evaluation for the benefit of employers is sufficiently performed by the grades in courses still graded in the traditional way, (4) and that the freeing of students—even in only a part of their courses — from the pressures of working for a grade is a healthy development. The feeling is that if the work-for-grades syndrome can be broken down, students will find their incentive in a desire to prepare for their chosen profession and in the satisfaction of mastery. Ex-

cessive anxiety (particularly in the first semester), unhealthy competitiveness, psychological barriers between the graders and the graded, and creation of artificial motivations are seen as undesirable concomitants of the present grading system. In addition, grades tend to force an equal attention to all courses, even when a student with crystalized career objectives may find some much more useful than others. Permitting him to take the less useful courses on a pass/fail basis requires him still to demonstrate at least minimum competency in the field, while allowing him to concentrate more of his energies upon courses which he feels will be most valuable to him in the long run. The man who wishes to be a corporation lawyer may want to have some acquaintance with the special problems of civil liberties, and vice versa, but he may wish to devote major attention to his field of special interest.

The faculty was substantially divided upon the merits of pass/fail, but a majority was prepared to embark upon a limited term, limited scope experiment. The Curriculum Committee will attempt during the next year to learn whether in fact the ability of students to take some courses in which they need only establish their basic competence (after the manner of a bar examination) has more benefits than detriments.



Frank Tuerkheimer

## Tuerkheimer Joins Faculty

Joining the Law Faculty in September, 1970, is Frank J. Tuerkheimer, who has recently resigned as Assistant to the Deputy Mayor of New York City. Mr. Tuerkheimer will teach Torts and Evidence.

An honors graduate of Columbia College in 1960, Mr. Tuerkheimer earned his law degree at New York University School of Law in 1963. He served as Note Editor of the NYU Law Review, and was a Root-Tilden Scholar.

From 1965 until 1969, he was Assistant to United States Attorney Robert Morgenthau for the southern district of New York. During this period, he was supervisor of all securities fraud cases, and supervised investigations into possible violations of federal law in a wide range of cases. He conducted innumerable Grand Jury presentations, and acted as prosecutor in thirty-four criminal cases, which included securities frauds, violations of the Neutrality Act, and the first prosecutions under the Civil Rights Act, involving alleged unconstitutional deprivations of property.

As Assistant United States Attorney, he conducted the preparation and argument of ten appeals before the Second Circuit Court of Appeals.

After his graduation from Law School, Mr. Tuerkheimer served one year as Law Clerk to U.S. District Judge Edward Weinfeld for the southern district of New York. In 1964-1965, as an African-Asian Public Service Program Fellow of the Maxwell School of Syracuse University, he served as Legal Assistant to the Attorney General of Swaziland. His responsibilities, in addition to those of prosecutor, included the drafting of regulations, and the codification of Swazi law and customs. The latter responsibility involved numerous conferences with tribal elders, in order to codify the oral traditions of the Swazi people.

Professor Tuerkheimer and his wife Barbara are the parents of one child.

on their transcripts, but would be used only as a basis for determining whether the student had shown sufficient ability to continue into the second year of study and eventually to graduate.

The discussions about grading revealed the complexity of the problem and laid bare how many uncertainties there are about what grades do and should be expected to do. Those who favor retaining the numerical grading system used for generations at Wisconsin believe (1) that the numerical grades are in fact reasonably good assessments of the degree to which skills and information which lawyers need have been mastered by the student, (2) that the reward and threat which grades represent do significantly motivate most students to do their best, (3) that it is proper in a tax-supported professional school to use grades to motivate student effort beyond the motivation that self-interest (in the sense of preparation for a career) otherwise would provide, and (4) that the value of grades outweighs the costs which this grading system may have in fostering anxiety, destructive competitiveness, and a work-only-for-grades attitude.

Those who urge some kind of pass/fail system which (as this one does) retains numerical grades for most of the courses feel (1) that basic competency for graduation can be adequately determined by merely noting that a student "passed," without further specification, (2) that informing the student how well he has done can be better handled by a brief written evaluation than by a number grade, (3) that evaluation for the benefit of employers is sufficiently performed by the grades in courses still graded in the traditional way, (4) and that the freeing of students—even in only a part of their courses — from the pressures of working for a grade is a healthy development. The feeling is that if the work-for-grades syndrome can be broken down, students will find their incentive in a desire to prepare for their chosen profession and in the satisfaction of mastery. Ex-

cessive anxiety (particularly in the first semester), unhealthy competitiveness, psychological barriers between the graders and the graded, and creation of artificial motivations are seen as undesirable concomitants of the present grading system. In addition, grades tend to force an equal attention to all courses, even when a student with crystalized career objectives may find some much more useful than others. Permitting him to take the less useful courses on a pass/fail basis requires him still to demonstrate at least minimum competency in the field, while allowing him to concentrate more of his energies upon courses which he feels will be most valuable to him in the long run. The man who wishes to be a corporation lawyer may want to have some acquaintance with the special problems of civil liberties, and vice versa, but he may wish to devote major attention to his field of special interest.

The faculty was substantially divided upon the merits of pass/fail, but a majority was prepared to embark upon a limited term, limited scope experiment. The Curriculum Committee will attempt during the next year to learn whether in fact the ability of students to take some courses in which they need only establish their basic competence (after the manner of a bar examination) has more benefits than detriments.



Frank Tuerkheimer

## Tuerkheimer Joins Faculty

Joining the Law Faculty in September, 1970, is Frank J. Tuerkheimer, who has recently resigned as Assistant to the Deputy Mayor of New York City. Mr. Tuerkheimer will teach Torts and Evidence.

An honors graduate of Columbia College in 1960, Mr. Tuerkheimer earned his law degree at New York University School of Law in 1963. He served as Note Editor of the NYU Law Review, and was a Root-Tilden Scholar.

From 1965 until 1969, he was Assistant to United States Attorney Robert Morgenthau for the southern district of New York. During this period, he was supervisor of all securities fraud cases, and supervised investigations into possible violations of federal law in a wide range of cases. He conducted innumerable Grand Jury presentations, and acted as prosecutor in thirty-four criminal cases, which included securities frauds, violations of the Neutrality Act, and the first prosecutions under the Civil Rights Act, involving alleged unconstitutional deprivations of property.

As Assistant United States Attorney, he conducted the preparation and argument of ten appeals before the Second Circuit Court of Appeals.

After his graduation from Law School, Mr. Tuerkheimer served one year as Law Clerk to U.S. District Judge Edward Weinfeld for the southern district of New York. In 1964-1965, as an African-Asian Public Service Program Fellow of the Maxwell School of Syracuse University, he served as Legal Assistant to the Attorney General of Swaziland. His responsibilities, in addition to those of prosecutor, included the drafting of regulations, and the codification of Swazi law and customs. The latter responsibility involved numerous conferences with tribal elders, in order to codify the oral traditions of the Swazi people.

Professor Tuerkheimer and his wife Barbara are the parents of one child.



**Back Row: Carl Ross, Managing Editor, James Clark, Editor-in-Chief.  
Front Row: Earl Hazeltine, Managing Editor, Angela Bartell, Articles Editor,  
Walter Dickey, Articles Editor.**

## Law Review Celebrates 50th Anniversary

The *Wisconsin Law Review's* 50th anniversary issue will be published in December, 1970.

\* \* \*

The law reviews of the United States form a unique network in the publishing field, since they are the leading publishers of legal research and analysis. "... the law review," wrote Chief Justice Earl Warren in the 50th anniversary issue of the *Marquette Law Review* in June, 1967, "has now long since achieved a unique position in our jurisprudence. It has served not only to limit the law as it is (or is thought to be) but to probe, plumb, query, criticize, provoke and explore—in an on-going effort to make the law an ever-more effective tool for regulating conduct and resolving differences."

Not all would agree with the Chief Justice's view of the power of the Law Reviews over the law itself. But few would dispute Dean Robert Boden's appraisal (in the same issue of the *Marquette Law Review*) that the law review's greatest value, is "not in the service it can render to the Bench and Bar but in

the training ground it provides for young men preparing for careers in the legal profession. In this sense, the nation's law reviews probably stand alone among the co-curricular teaching devices in institutions of higher learning in this country."

Some would agree with the appraisal of Yale's Professor Fred Rodell, who bluntly wrote a "goodbye to Law Reviews" in 1937. "The leading articles, and the book reviews too, are for the most part written by professors and would-be professors of law whose chief interest is in getting something published so they can wave it in the faces of their deans when they ask for a raise, because the accepted way of getting ahead in law teaching is to break constantly into print in a dignified way. The students who write for law reviews are egged on by the comforting thought that they will be pretty sure to get jobs when they graduate in return for their slavery, and the super-students who do the editorials and dirty work are egged on even harder by the knowledge that they will get even better jobs."

In an era when tenure and promotions in academic positions depend upon scholarly research and publication as well as on successful

teaching experience, the ability of student editors of law reviews to select or reject professors' manuscripts is an awesome power over their livelihood. Indeed the power they wield may be greater now than when Professor Rodell made his critical comments in 1937. This power will continue, and perhaps grow, as long as the student operated law reviews dominate the publication of legal scholarship.

Membership on *Law Review* continues, also, to provide great advantages to the students who are chosen, although as the criteria for membership change in some law schools, the advantages may be lessened. Some schools apparently believe the selection based on first year grades alone should no longer be the sole qualification. Some law schools such as Harvard have provided at least an optional pass-fail system in the first year, which eliminates grades as the basis of selection for law review.

\* \* \*

Established in 1920, the *Wisconsin Law Review* began as a quarterly published through the joint efforts of Faculty and students. Professor "Herbie" Page was its first editor, and the first faculty Board of

Editors was composed of Frank J. Boesel, E. A. Gilmore, H. S. Richards, Howard L. Smith, Oliver S. Rundell, J. B. Sanborn and John D. Wickhem. The first student Editor-in-Chief was Leon F. Foley, now of Milwaukee. His editorial assistants were Kenneth Grubb, Francis Higson, H. W. Robinson, Malcolm Whyte, Roy F. Burmeister, Herman R. Salen, Rudolph M. Schlabach, E. C. Soderberg, Stafford Trotman, Kenneth S. White, and D. V. W. Beckwith. Lead articles in early law reviews were usually the work of the faculty members of the Board of Editors, with the students providing a section called Notes-Recent Decisions.



**Leon F. Foley**  
**First Editor-in-Chief**  
**Wisconsin Law Review**

The *Law Review* records are unclear about procedures used in the publication of early *Reviews*. It appears that, in addition to writing all the leading articles, the faculty editorial board selected the student editors, and, in fact, did all the editing themselves. An Editor-in-Chief from that earlier time reports that he was simply notified, at the end of his first year, that he had been selected for *Law Review*, but that the basis of his selection was not disclosed to him. He was selected as Editor-in-Chief in the same way at the end of his second year. As Editor-in-Chief, he wrote notes as he

had in his second year; he never saw a leading article before it appeared in print, nor did he have any responsibility whatsoever for the publication of the *Review*.

Although it has grown in 50 years from 509 pages in Volume 1 (1920) to over 1000 pages today, the appearance of the *Wisconsin Law Review* has changed only a little. The content of its leading articles, which are now received from authors all over the country, has changed to reflect the changing times and the current interests of lawyers. Tort law questions no longer are the grist in a modern law review.

But, on the whole, the *Wisconsin Law Review*, and, indeed, its fellow law reviews, have remained a continuous institution, relatively unchanged, in a world which, at times, at least, has seemed to be turning upside down.

\* \* \*

Since 1935, the *Wisconsin Law Review* has been entirely a student publication, although each Board of Editors has a Faculty Advisor. Particularly in the selection of leading articles, other faculty members are informally consulted from time to time.

Membership on the *Law Review* has traditionally been limited to law students who, after 2 semesters, have weighted averages of 85 or better. All such students are invited to become candidates, and almost all of them accept. During the third semester, each candidate is required to complete a publishable note. These notes, which are unsigned, usually deal with cases of current and compelling interest. The Notes section, under the supervision of the Notes editor, makes up a substantial portion of each issue of the *Law Review*.

In addition to the publishable note, each candidate during the first half of the fourth semester, is required to make substantial progress toward the completion of a Comment, which deals with a broader legal issue in a more detailed and incisive way than does the Note.

On the basis of these two assignments, membership in the *Law Review* is awarded by April 1 of the

candidate's second year. Again, almost all candidates who conscientiously complete the Note and the first draft of the Comment are accepted for voting membership. In any year, there are 35 to 40 voting members of the *Review*, about 20 of them second year students.

All voting members participate in the selection of the Editorial Board, which includes the Editor-in-Chief, Managing Editors, Articles Editors, Notes and Comments Editors and a Research Editor.

Any voting member is eligible to be a candidate for an editorial position. On the day of elections, each is allowed to say whether or not he wishes to be considered a candidate for each office. Each candidate for a position gives a short speech, and answers the questions of his fellow members, before the voting occurs. Voting members in their third year who are not elected to editorial positions serve usually in an advisory capacity and do little writing or editing.

During 1970-71 the *Review* is attempting, for the first time, to broaden its membership by including some students with weighted averages between 82 and 85. These will be invited, if they wish to be considered as possible candidates for *Law Review*, to submit, during the first week of school, a short paper on a special problem or case. On the basis of this sample of analytical writing, some will be selected to become candidates, and will compete for membership by completing the Note and the first draft of the Comment, just as other candidates do.

\* \* \*

As has been said, the *Law Review* changes slowly. Change is difficult. Not only does the 1970 *Law Review* resemble all *Wisconsin Law Reviews* for years past; it resembles closely all law reviews currently published. Their contents are similar. There appears to be a "National Law Review Writing Style" in 1970-71, as there was in 1937, when Professor Fred Rodell wrote in the *Virginia Law Review*, "... it seems to be a cardinal principle of law review writing and editing that nothing

may be said forcefully and nothing may be said amusingly . . . in the interest of something called dignity."

Mr. James Clark, 1970-71 Editor-in-Chief, reports that editors train candidates in the "Law Review Style," which seeks to make points carefully, briefly and to remove any extraneous, non-legal ideas, statements, or words in the interest of making its articles succinct and, at the same time, complete and accurate. *Law Review* editors all over the country use the United States Government Printing Office *Style Manual* and the *Uniform System of Citation*, a manual, now in its eleventh edition, prepared by the Harvard, Columbia and the University of Pennsylvania Law Reviews and the Yale Law Journal. Standardized style permits regular readers of law reviews to use them for quick and easy reference.

Another reason for the nationwide similarity in the 200 plus *Law Reviews* is the fact that almost all of them are printed by two or three printing companies. Under these circumstances, standardization is in the interests of economy and efficiency.

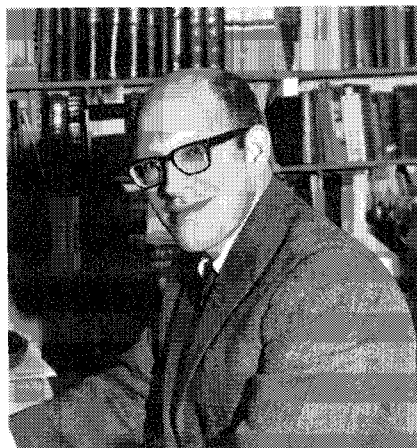
The constant turnover in editorial personnel, instead of promoting change and development, may actually prevent it. Each Board of Editors publishes 4 issues of the *Review*. There is little if any time during the brief tenure of any editorial board for careful consideration of the effects and implications of any alternative editorial plans. Such changes as do occur are often simply procedural.

The *Wisconsin Law Review* has for several years published in its Law and Society and Commentary sections many articles authored by non-lawyer social scientists and legal scholars that are not written in traditional *Law Review* style. These articles may, on occasion, discuss novel matters of interest only to a segment of the profession. Although often criticized by some members of the practicing bar, there is evidence that these sections do have a nationwide readership.

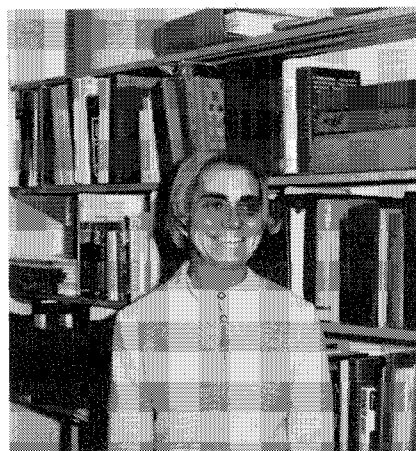
The 1970-71 editors are aware of dissatisfaction on the part of cer-

tain members of the legal profession with the seemingly abstract and esoteric nature of many articles in the *Review*. Recognizing that in some instances this criticism has been valid, an attempt is being made to achieve a better balance in the type of material published, and to insure that all articles, even when they are theoretical, still possess a substantial degree of practical and operational significance.

Recently, Editor-in-Chief James Clark and Research Editor James Gerlach addressed a questionnaire to members of the Wisconsin Bar requesting suggestions for subjects of interest and benefit to practicing lawyers. They hope that, when the response to the questionnaire is complete, they will be able to improve the quality and significance of those articles which will be particularly relevant to the practicing attorney.



Gordon B. Baldwin



Marygold Melli

## Associate Dean Baldwin to Iran

An appointment to a lectureship in comparative law sponsored by the Fulbright-Hayes Program will take Associate Dean Gordon B. Baldwin to the Faculty of Law, University of Tehran, Iran for the academic year 1970-71. He will serve as consultant in legal education in addition to performing teaching and research services.

In his capacity as a consultant, he hopes to encourage legal research of a type developed at Wisconsin. Heretofore legal scholarship has emphasized studies of doctrine as developed in the European codes filtered through Islamic law. Iran is one of the world's most rapidly developing countries, and the legal institutions appropriate to a simple economy are no longer appropriate. For example, Dean Baldwin states, Islamic law provides that all heirs share equally in the estate of the deceased. This prevents continuity in business and in agricultural operations. Nor is there any developed tort law in Iran. Injuries are redressed, if at all, in courts only if crimes and specific violations of statutes have been established. Dean Baldwin hopes to participate in the establishment of a scholarly law journal.

Iran is one of the few countries in the world with an acute shortage of lawyers. Most of the faculty have been trained in French, Swiss, or Belgian law schools, but a growing number have received their training in the United States.

Professor Marygold S. Melli will replace him as Associate Dean. Mrs. Melli, an honor graduate in the Class of 1950, has been a member of the faculty since 1961. She formerly served as Executive Secretary of the Wisconsin Judicial Council and as a member of the State Board of Public Welfare. She has taught in the field of domestic relations, sales, criminal procedure, and legal process.



may be said forcefully and nothing may be said amusingly . . . in the interest of something called dignity."

Mr. James Clark, 1970-71 Editor-in-Chief, reports that editors train candidates in the "Law Review Style," which seeks to make points carefully, briefly and to remove any extraneous, non-legal ideas, statements, or words in the interest of making its articles succinct and, at the same time, complete and accurate. *Law Review* editors all over the country use the United States Government Printing Office *Style Manual* and the *Uniform System of Citation*, a manual, now in its eleventh edition, prepared by the Harvard, Columbia and the University of Pennsylvania Law Reviews and the Yale Law Journal. Standardized style permits regular readers of law reviews to use them for quick and easy reference.

Another reason for the nationwide similarity in the 200 plus *Law Reviews* is the fact that almost all of them are printed by two or three printing companies. Under these circumstances, standardization is in the interests of economy and efficiency.

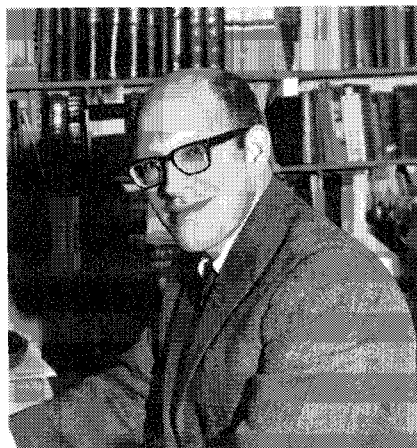
The constant turnover in editorial personnel, instead of promoting change and development, may actually prevent it. Each Board of Editors publishes 4 issues of the *Review*. There is little if any time during the brief tenure of any editorial board for careful consideration of the effects and implications of any alternative editorial plans. Such changes as do occur are often simply procedural.

The *Wisconsin Law Review* has for several years published in its Law and Society and Commentary sections many articles authored by non-lawyer social scientists and legal scholars that are not written in traditional *Law Review* style. These articles may, on occasion, discuss novel matters of interest only to a segment of the profession. Although often criticized by some members of the practicing bar, there is evidence that these sections do have a nationwide readership.

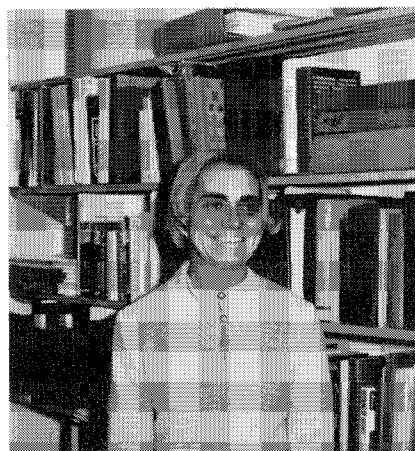
The 1970-71 editors are aware of dissatisfaction on the part of cer-

tain members of the legal profession with the seemingly abstract and esoteric nature of many articles in the *Review*. Recognizing that in some instances this criticism has been valid, an attempt is being made to achieve a better balance in the type of material published, and to insure that all articles, even when they are theoretical, still possess a substantial degree of practical and operational significance.

Recently, Editor-in-Chief James Clark and Research Editor James Gerlach addressed a questionnaire to members of the Wisconsin Bar requesting suggestions for subjects of interest and benefit to practicing lawyers. They hope that, when the response to the questionnaire is complete, they will be able to improve the quality and significance of those articles which will be particularly relevant to the practicing attorney.



Gordon B. Baldwin



Marygold Melli

## Associate Dean Baldwin to Iran

An appointment to a lectureship in comparative law sponsored by the Fulbright-Hayes Program will take Associate Dean Gordon B. Baldwin to the Faculty of Law, University of Tehran, Iran for the academic year 1970-71. He will serve as consultant in legal education in addition to performing teaching and research services.

In his capacity as a consultant, he hopes to encourage legal research of a type developed at Wisconsin. Heretofore legal scholarship has emphasized studies of doctrine as developed in the European codes filtered through Islamic law. Iran is one of the world's most rapidly developing countries, and the legal institutions appropriate to a simple economy are no longer appropriate. For example, Dean Baldwin states, Islamic law provides that all heirs share equally in the estate of the deceased. This prevents continuity in business and in agricultural operations. Nor is there any developed tort law in Iran. Injuries are redressed, if at all, in courts only if crimes and specific violations of statutes have been established. Dean Baldwin hopes to participate in the establishment of a scholarly law journal.

Iran is one of the few countries in the world with an acute shortage of lawyers. Most of the faculty have been trained in French, Swiss, or Belgian law schools, but a growing number have received their training in the United States.

Professor Marygold S. Melli will replace him as Associate Dean. Mrs. Melli, an honor graduate in the Class of 1950, has been a member of the faculty since 1961. She formerly served as Executive Secretary of the Wisconsin Judicial Council and as a member of the State Board of Public Welfare. She has taught in the field of domestic relations, sales, criminal procedure, and legal process.

## Class Agents Appointed

Robert Curry (Class of 1953), Class Agent Vice-Chairman of the National Committee of the Law School Fund has announced that the alumni listed below have agreed to serve as Class Agents. Class Agents will conduct the appeal for funds among their classmates who live outside the areas in which fund raising efforts are concentrated. They will supplement the work of local solicitors where there are organized local campaigns.

Class Agents are:

- |   |  |   |
|---|--|---|
| 1921 Dorothy Walker<br>108½ N. Cook St.<br>Portage, Wis.  | 1936 Joseph Werner<br>Orr, Isaksen, Werner, Lathrop & Hart<br>122 W. Washington Ave.<br>Madison, Wis.        | 1952 William J. Willis<br>Foley & Lardner<br>735 N. Water St.<br>Milwaukee, Wis.  |
| 1922 Ray T. McCann<br>Gold & McCann<br>152 W. Wisconsin Ave.<br>Milwaukee, Wis.                 | 1937 Walter Bjork<br>Dairyland Insurance Co.<br>625 N. Sego Rd.<br>Madison, Wis.                             | 1953 Paul F. Meissner<br>Shea, Hoyt, Greene, Randall & Meissner<br>735 N. Water St.<br>Milwaukee, Wis.  |
| 1924 Harold H. Persons<br>146 Kensington Dr.<br>Madison, Wis.                                   | 1938 Herbert Terwilliger<br>Genrich, Terwilliger, Wakeen, Piehler & Conway<br>403 Fourth St.<br>Wausau, Wis. | 1954 John C. Fritschler<br>Fritschler, Ross, Pellino & Protzmann<br>222 S. Hamilton St.<br>Madison, Wis.  |
| 1925 Sheldon Vance<br>Vance & Vance<br>322 E. Sherman Ave.<br>Ft. Atkinson, Wis.                | 1939 Willard Stafford<br>Stafford, Rosenbaum, Rieser & Hansen<br>204 S. Hamilton St.<br>Madison, Wis.        | 1955 Robert H. Consigny<br>Wickhem, Consigny & Sedor<br>1 So. Main St.<br>Janesville, Wis.  |
| 1926 Myron Stevens<br>Ross, Stevens, Pick & Spohn<br>1 So. Pinckney St.<br>Madison, Wis.        | 1940 Richard P. Tinkham<br>Tinkham, Smith, Bliss & Paterson<br>630 4th St.<br>Wausau, Wis.                   | 1956 David L. MacGregor<br>Brady, Tyrrell, Cotter & Cutler<br>735 N. Water St.<br>Milwaukee, Wis.   |
| 1927 Paul Moskowitz<br>312 E. Wisconsin Ave.<br>Milwaukee, Wis.                                 | 1941 Lawrence J. Fitzpatrick<br>J. J. Fitzpatrick Lumber Co., Inc.<br>5001 University Ave.<br>Madison, Wis.  | 1957 Bruce Gillman<br>Arthur, Tomlinson & Gillman<br>330 E. Wilson St.<br>Madison, Wis.   |
| 1929 William Krueger<br>Krueger & Thums<br>408 3rd St.<br>Wausau, Wis.                          | 1942 Jack R. DeWitt<br>Herro, McAndrews & Porter<br>110 E. Main St.<br>Madison, Wis.                         | 1958 Richard Olson<br>Roberts, Boardman, Suhr & Curry<br>110 E. Main St.<br>Madison, Wis.   |
| 1930 Alfred Goldberg<br>Padway, Goldberg & Previant<br>211 W. Wisconsin Ave.<br>Milwaukee, Wis. | 1943 Catherine Cleary<br>First Wis. Trust Co.<br>735 N. Water St.<br>Milwaukee, Wis.                         | 1959 Earl Munson, Jr.<br>LaFollette, Sinykin, Anderson, Davis & Abrahamson<br>110 E. Main St., Room 516<br>Madison, Wis.  |
| 1932 Geroge Kroncke, Jr.<br>First National Bank<br>1 So. Pinckney St.<br>Madison, Wis.          | 1944 Frank Coyne<br>1 W. Main St.<br>Madison, Wis.   | 1960 André Saltoun<br>Baker, McKenzie & Hightower<br>Prudential Plaza<br>Chicago, Illinois  |
| 1933 Floyd McBurney<br>McBurney & McBurney<br>111 So. Fairchild St.<br>Madison, Wis.            | 1947 Louis Gage, Jr.<br>Berg & Gage<br>58½ So. Main St.<br>Janesville, Wis.                                  | 1961 Thomas Zilavy<br>Ross, Stevens, Pick & Spohn<br>P.O. Box 1286, 1 So. Pinckney St.<br>Madison, Wis.<br>and<br>Thomas Ragatz<br>Roberts, Boardman, Suhr & Curry<br>110 E. Main St. Room 813<br>Madison, Wis. |
| 1935 Allan W. Adams<br>Hansen, Eggers, Berres & Kelley<br>416 College Ave.<br>Beloit, Wis.      | 1948 Warren Stolper<br>Murphy, Huiskamp, Stolper, Brewster & Desmond<br>2 E. Gilman St.<br>Madison, Wis.     | 1962 Robert Friebert<br>Shellow, Shellow & Coffey<br>660 E. Mason St., Room 404<br>Milwaukee, Wis.  |
|   | 1949 Harry Franke, Jr.<br>Grootemat, Cook & Franke<br>660 E. Mason St.<br>Milwaukee, Wis.                    | 1963 James O. Huber<br>Foley & Lardner<br>735 N. Water St.<br>Milwaukee, Wis.   |
|   | 1950 Joseph Melli<br>Melli, Smith & Shields<br>119 Monona Ave.<br>Madison, Wis.                              |   |
|   | 1951 Glen Campbell<br>Campbell, Brennan, Steil & Ryan<br>1 East Milwaukee<br>Janesville, Wis.                |   |

Continued, page 15.

## Smongeski Research and Scholarship Funds Established in Law School

Through the University of Wisconsin Foundation, the Law School has recently been granted the income from the bequest of Mr. Anton Smongeski of Stevens Point, who died at the age of 90 on September 24, 1968.

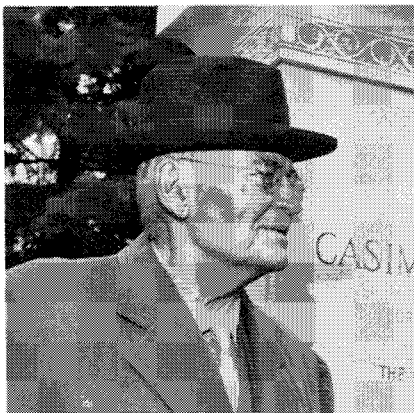
A 1908 graduate of the Law School, Mr. Smongeski practiced law in Stevens Point until his retirement in 1943. Mr. Smongeski was born in Two Rivers, the son of Polish immigrants. After his graduation from high school in 1897, he worked as a crab fisherman until 1904, when he enrolled in the Law School. During his lifetime, Mr. Smongeski often expressed his desire to assist the Law School, which he credited with much of the responsibility for his success.

Part of the income from his substantial bequest will provide annual Smongeski scholarships, for which recipients will be selected on the basis of need and academic achievement, with preference being given to residents of Portage and Manitowoc Counties.

Discretionary funding of Law School Faculty research and study which can "provide new insights that can be applied to contemporary and future needs of the community and in addition into teaching competence and instructional materials", will also be supported, according to the approved proposal.

"Our experience over the past two decades," the proposal states, "demonstrates that a free research year, or even a semester, may allow deep inquiry into problems that are only dimly perceived at the beginning. From such free periods, years of productive achievement can be generated."

The University of Wisconsin Foundation will manage the investment of the Smongeski bequest. A Smongeski Bequest Committee, composed of the Dean and two faculty members, (presently Profs. Hurst and Remington) will select projects to be supported from faculty proposals. The principal expenditures will be for the salaries of



**Anton Smongeski**

faculty members on leave for one or two semesters, with small additional amounts for secretarial assistance.

The first Smongeski scholarship winners, entering Law School in September, 1970, are Richard Fortune, Stevens Point, and Richard Reinke, Clintonville, a 1967 graduate of Wisconsin State University-Stevens Point. James Czajkowski of Milwaukee, a second year student, is also a recipient of a 1970-71 Smongeski award.

The first Smongeski Research Grant will be awarded during the 1970-71 academic year.

## Alvord Fellow Named

John Bruce, a graduate of the Columbia Law School and a returning Peace Corps volunteer from Ethiopia, has been selected as the Alvord Graduate Fellow for the academic year, 1970-71. His research will be in the area of law and land reform in developing nations.

Established in 1952, the Alvord Fellowship has assisted many promising law graduates to do graduate work in law. Mr. Ellsworth Alvord, who established the Foundation, attended the Wisconsin Law School for two years, prior to entering service in World War I. He earned his undergraduate degree at the University of Wisconsin, and was awarded an LL.B. in 1921 at Columbia Law School. He was senior partner in the Washington, D.C. law firm of Alvord and Alvord from 1930 until his death in 1964.

## IN MEMORIAM

### Glen Mundschau

Recent law graduates will be saddened to learn of the accidental death of Glen (Skip) Mundschau at his home in Cleveland Heights, Ohio, on May 10, 1970.

Mr. Mundschau, an honor graduate of the Law School, class of 1968, had been associated since his graduation with the firm of Jones, Day, Cockley and Reavis, Cleveland. He was a member of the Bar of Ohio.

During his Law School career, Mr. Mundschau was Note Editor of the Wisconsin Law Review, and a participant in the internship program in the administration of criminal justice. He was a member of Phi Delta Phi, and the Order of Coif.

Surviving Mr. Mundschau are his wife, Gail, and two young daughters.

Classmates and friends of Mr. Mundschau, who may be interested in contributing to a memorial, are invited to contact Franklin Jesse, 2 East Gilman Street, Madison, Wisconsin.

Class Agents, cont'd from page 14.  
1964 Frederick C. Christians

Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.

1965 Gordon L. Ware, Jr.  
Ruder & Staples  
503 3rd St.  
Wausau, Wis.

1966 Allan Torhorst  
Quality Carriers Inc.  
P.O. Box 339  
Burlington, Wis.

1967 Henry A. Bracht  
Polletti, Freidin, Prashker,  
Feldman & Gartner  
77 Third Ave.  
New York, N.Y.

1968 Franklin C. Jesse, Jr.  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.

1969 Edward Garvey  
Lindquist & Venum  
1010 Midland Bank Bldg.  
Minneapolis, Minn.

## Smongeski Research and Scholarship Funds Established in Law School

Through the University of Wisconsin Foundation, the Law School has recently been granted the income from the bequest of Mr. Anton Smongeski of Stevens Point, who died at the age of 90 on September 24, 1968.

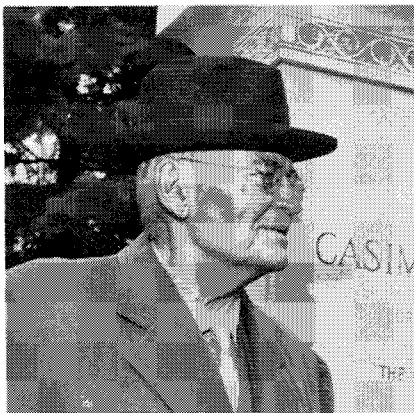
A 1908 graduate of the Law School, Mr. Smongeski practiced law in Stevens Point until his retirement in 1943. Mr. Smongeski was born in Two Rivers, the son of Polish immigrants. After his graduation from high school in 1897, he worked as a crab fisherman until 1904, when he enrolled in the Law School. During his lifetime, Mr. Smongeski often expressed his desire to assist the Law School, which he credited with much of the responsibility for his success.

Part of the income from his substantial bequest will provide annual Smongeski scholarships, for which recipients will be selected on the basis of need and academic achievement, with preference being given to residents of Portage and Manitowoc Counties.

Discretionary funding of Law School Faculty research and study which can "provide new insights that can be applied to contemporary and future needs of the community and in addition into teaching competence and instructional materials", will also be supported, according to the approved proposal.

"Our experience over the past two decades," the proposal states, "demonstrates that a free research year, or even a semester, may allow deep inquiry into problems that are only dimly perceived at the beginning. From such free periods, years of productive achievement can be generated."

The University of Wisconsin Foundation will manage the investment of the Smongeski bequest. A Smongeski Bequest Committee, composed of the Dean and two faculty members, (presently Profs. Hurst and Remington) will select projects to be supported from faculty proposals. The principal expenditures will be for the salaries of



**Anton Smongeski**

faculty members on leave for one or two semesters, with small additional amounts for secretarial assistance.

The first Smongeski scholarship winners, entering Law School in September, 1970, are Richard Fortune, Stevens Point, and Richard Reinke, Clintonville, a 1967 graduate of Wisconsin State University-Stevens Point. James Czajkowski of Milwaukee, a second year student, is also a recipient of a 1970-71 Smongeski award.

The first Smongeski Research Grant will be awarded during the 1970-71 academic year.

## Alvord Fellow Named

John Bruce, a graduate of the Columbia Law School and a returning Peace Corps volunteer from Ethiopia, has been selected as the Alvord Graduate Fellow for the academic year, 1970-71. His research will be in the area of law and land reform in developing nations.

Established in 1952, the Alvord Fellowship has assisted many promising law graduates to do graduate work in law. Mr. Ellsworth Alvord, who established the Foundation, attended the Wisconsin Law School for two years, prior to entering service in World War I. He earned his undergraduate degree at the University of Wisconsin, and was awarded an LL.B. in 1921 at Columbia Law School. He was senior partner in the Washington, D.C. law firm of Alvord and Alvord from 1930 until his death in 1964.

## IN MEMORIAM

### Glen Mundschau

Recent law graduates will be saddened to learn of the accidental death of Glen (Skip) Mundschau at his home in Cleveland Heights, Ohio, on May 10, 1970.

Mr. Mundschau, an honor graduate of the Law School, class of 1968, had been associated since his graduation with the firm of Jones, Day, Cockley and Reavis, Cleveland. He was a member of the Bar of Ohio.

During his Law School career, Mr. Mundschau was Note Editor of the Wisconsin Law Review, and a participant in the internship program in the administration of criminal justice. He was a member of Phi Delta Phi, and the Order of Coif.

Surviving Mr. Mundschau are his wife, Gail, and two young daughters.

Classmates and friends of Mr. Mundschau, who may be interested in contributing to a memorial, are invited to contact Franklin Jesse, 2 East Gilman Street, Madison, Wisconsin.

Class Agents, cont'd from page 14.

- 1964 Frederick C. Christians  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.
- 1965 Gordon L. Ware, Jr.  
Ruder & Staples  
503 3rd St.  
Wausau, Wis.
- 1966 Allan Torhorst  
Quality Carriers Inc.  
P.O. Box 339  
Burlington, Wis.
- 1967 Henry A. Bracht  
Polletti, Freidin, Prashker,  
Feldman & Gartner  
77 Third Ave.  
New York, N.Y.
- 1968 Franklin C. Jesse, Jr.  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.
- 1969 Edward Garvey  
Lindquist & Venum  
1010 Midland Bank Bldg.  
Minneapolis, Minn.

## Smongeski Research and Scholarship Funds Established in Law School

Through the University of Wisconsin Foundation, the Law School has recently been granted the income from the bequest of Mr. Anton Smongeski of Stevens Point, who died at the age of 90 on September 24, 1968.

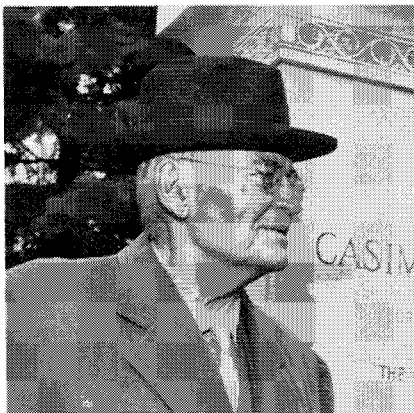
A 1908 graduate of the Law School, Mr. Smongeski practiced law in Stevens Point until his retirement in 1943. Mr. Smongeski was born in Two Rivers, the son of Polish immigrants. After his graduation from high school in 1897, he worked as a crab fisherman until 1904, when he enrolled in the Law School. During his lifetime, Mr. Smongeski often expressed his desire to assist the Law School, which he credited with much of the responsibility for his success.

Part of the income from his substantial bequest will provide annual Smongeski scholarships, for which recipients will be selected on the basis of need and academic achievement, with preference being given to residents of Portage and Manitowoc Counties.

Discretionary funding of Law School Faculty research and study which can "provide new insights that can be applied to contemporary and future needs of the community and in addition into teaching competence and instructional materials", will also be supported, according to the approved proposal.

"Our experience over the past two decades," the proposal states, "demonstrates that a free research year, or even a semester, may allow deep inquiry into problems that are only dimly perceived at the beginning. From such free periods, years of productive achievement can be generated."

The University of Wisconsin Foundation will manage the investment of the Smongeski bequest. A Smongeski Bequest Committee, composed of the Dean and two faculty members, (presently Profs. Hurst and Remington) will select projects to be supported from faculty proposals. The principal expenditures will be for the salaries of



**Anton Smongeski**

faculty members on leave for one or two semesters, with small additional amounts for secretarial assistance.

The first Smongeski scholarship winners, entering Law School in September, 1970, are Richard Fortune, Stevens Point, and Richard Reinke, Clintonville, a 1967 graduate of Wisconsin State University-Stevens Point. James Czajkowski of Milwaukee, a second year student, is also a recipient of a 1970-71 Smongeski award.

The first Smongeski Research Grant will be awarded during the 1970-71 academic year.

## Alvord Fellow Named

John Bruce, a graduate of the Columbia Law School and a returning Peace Corps volunteer from Ethiopia, has been selected as the Alvord Graduate Fellow for the academic year, 1970-71. His research will be in the area of law and land reform in developing nations.

Established in 1952, the Alvord Fellowship has assisted many promising law graduates to do graduate work in law. Mr. Ellsworth Alvord, who established the Foundation, attended the Wisconsin Law School for two years, prior to entering service in World War I. He earned his undergraduate degree at the University of Wisconsin, and was awarded an LL.B. in 1921 at Columbia Law School. He was senior partner in the Washington, D.C. law firm of Alvord and Alvord from 1930 until his death in 1964.

## IN MEMORIAM

### Glen Mundschau

Recent law graduates will be saddened to learn of the accidental death of Glen (Skip) Mundschau at his home in Cleveland Heights, Ohio, on May 10, 1970.

Mr. Mundschau, an honor graduate of the Law School, class of 1968, had been associated since his graduation with the firm of Jones, Day, Cockley and Reavis, Cleveland. He was a member of the Bar of Ohio.

During his Law School career, Mr. Mundschau was Note Editor of the Wisconsin Law Review, and a participant in the internship program in the administration of criminal justice. He was a member of Phi Delta Phi, and the Order of Coif.

Surviving Mr. Mundschau are his wife, Gail, and two young daughters.

Classmates and friends of Mr. Mundschau, who may be interested in contributing to a memorial, are invited to contact Franklin Jesse, 2 East Gilman Street, Madison, Wisconsin.

Class Agents, cont'd from page 14.

- 1964 Frederick C. Christians  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.
- 1965 Gordon L. Ware, Jr.  
Ruder & Staples  
503 3rd St.  
Wausau, Wis.
- 1966 Allan Torhorst  
Quality Carriers Inc.  
P.O. Box 339  
Burlington, Wis.
- 1967 Henry A. Bracht  
Polletti, Freidin, Prashker,  
Feldman & Gartner  
77 Third Ave.  
New York, N.Y.
- 1968 Franklin C. Jesse, Jr.  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.
- 1969 Edward Garvey  
Lindquist & Venum  
1010 Midland Bank Bldg.  
Minneapolis, Minn.



## Smongeski Research and Scholarship Funds Established in Law School

Through the University of Wisconsin Foundation, the Law School has recently been granted the income from the bequest of Mr. Anton Smongeski of Stevens Point, who died at the age of 90 on September 24, 1968.

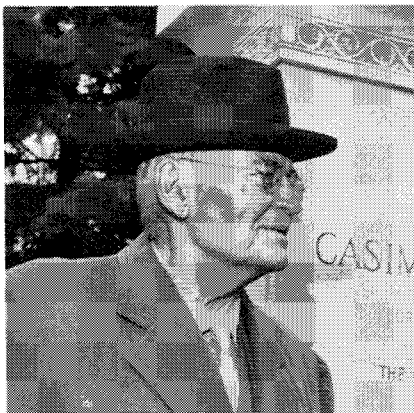
A 1908 graduate of the Law School, Mr. Smongeski practiced law in Stevens Point until his retirement in 1943. Mr. Smongeski was born in Two Rivers, the son of Polish immigrants. After his graduation from high school in 1897, he worked as a crab fisherman until 1904, when he enrolled in the Law School. During his lifetime, Mr. Smongeski often expressed his desire to assist the Law School, which he credited with much of the responsibility for his success.

Part of the income from his substantial bequest will provide annual Smongeski scholarships, for which recipients will be selected on the basis of need and academic achievement, with preference being given to residents of Portage and Manitowoc Counties.

Discretionary funding of Law School Faculty research and study which can "provide new insights that can be applied to contemporary and future needs of the community and in addition into teaching competence and instructional materials", will also be supported, according to the approved proposal.

"Our experience over the past two decades," the proposal states, "demonstrates that a free research year, or even a semester, may allow deep inquiry into problems that are only dimly perceived at the beginning. From such free periods, years of productive achievement can be generated."

The University of Wisconsin Foundation will manage the investment of the Smongeski bequest. A Smongeski Bequest Committee, composed of the Dean and two faculty members, (presently Profs. Hurst and Remington) will select projects to be supported from faculty proposals. The principal expenditures will be for the salaries of



**Anton Smongeski**

faculty members on leave for one or two semesters, with small additional amounts for secretarial assistance.

The first Smongeski scholarship winners, entering Law School in September, 1970, are Richard Fortune, Stevens Point, and Richard Reinke, Clintonville, a 1967 graduate of Wisconsin State University-Stevens Point. James Czajkowski of Milwaukee, a second year student, is also a recipient of a 1970-71 Smongeski award.

The first Smongeski Research Grant will be awarded during the 1970-71 academic year.

## Alvord Fellow Named

John Bruce, a graduate of the Columbia Law School and a returning Peace Corps volunteer from Ethiopia, has been selected as the Alvord Graduate Fellow for the academic year, 1970-71. His research will be in the area of law and land reform in developing nations.

Established in 1952, the Alvord Fellowship has assisted many promising law graduates to do graduate work in law. Mr. Ellsworth Alvord, who established the Foundation, attended the Wisconsin Law School for two years, prior to entering service in World War I. He earned his undergraduate degree at the University of Wisconsin, and was awarded an LL.B. in 1921 at Columbia Law School. He was senior partner in the Washington, D.C. law firm of Alvord and Alvord from 1930 until his death in 1964.

## IN MEMORIAM

### Glen Mundschau

Recent law graduates will be saddened to learn of the accidental death of Glen (Skip) Mundschau at his home in Cleveland Heights, Ohio, on May 10, 1970.

Mr. Mundschau, an honor graduate of the Law School, class of 1968, had been associated since his graduation with the firm of Jones, Day, Cockley and Reavis, Cleveland. He was a member of the Bar of Ohio.

During his Law School career, Mr. Mundschau was Note Editor of the Wisconsin Law Review, and a participant in the internship program in the administration of criminal justice. He was a member of Phi Delta Phi, and the Order of Coif.

Surviving Mr. Mundschau are his wife, Gail, and two young daughters.

Classmates and friends of Mr. Mundschau, who may be interested in contributing to a memorial, are invited to contact Franklin Jesse, 2 East Gilman Street, Madison, Wisconsin.

Class Agents, cont'd from page 14.  
1964 Frederick C. Christians

Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.

1965 Gordon L. Ware, Jr.  
Ruder & Staples  
503 3rd St.  
Wausau, Wis.

1966 Allan Torhorst  
Quality Carriers Inc.  
P.O. Box 339  
Burlington, Wis.

1967 Henry A. Bracht  
Polletti, Freidin, Prashker,  
Feldman & Gartner  
77 Third Ave.  
New York, N.Y.

1968 Franklin C. Jesse, Jr.  
Murphy, Huiskamp, Stolper,  
Brewster & Desmond  
2 East Gilman St.  
Madison, Wis.

1969 Edward Garvey  
Lindquist & Venum  
1010 Midland Bank Bldg.  
Minneapolis, Minn.