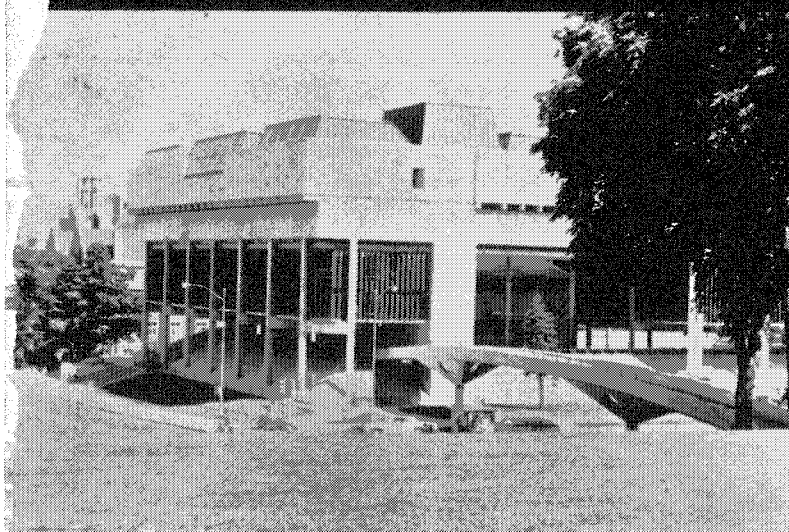
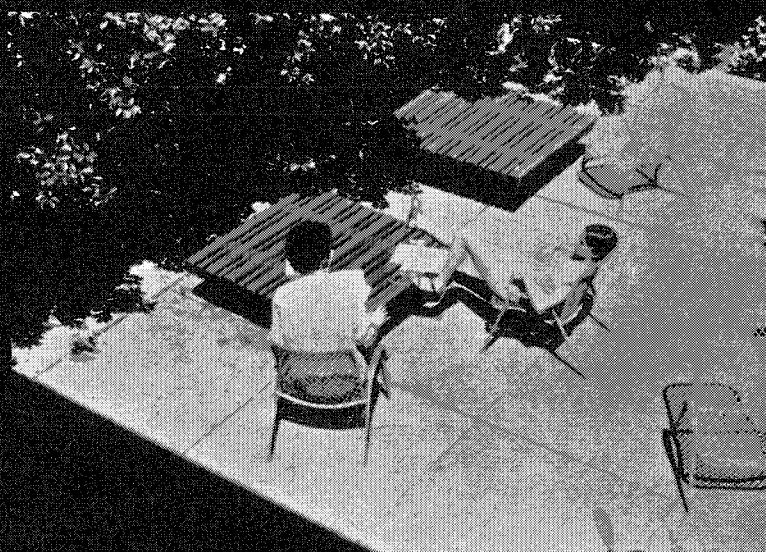


The GARGOYLE



*Alumni Bulletin of
The University of Wisconsin
Law School*

**SUMMER,
1974**

**VOL. 5
NO. 4**

Return address:

The Gargoyle

Law School
University of Wisconsin
Madison, Wisconsin 53706

Second Class Postage Paid at
Waterloo, Wis. 53594

316 10/98 12
36813 801



DEAN'S REPORT

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Dean Bunn's report this year was made on March 30, the day of the annual Spring Program.

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I am going to depart from that pattern to some extent—for two reasons. First, I have been almost totally preoccupied with trying to raise money for the school this past year. Second, Lloyd Garrison's presence and the campus's 125th birthday suggest a historical perspective.

I will start with a brief status report on the School's finances and then give you what I see as some of the historical reasons why we are no further ahead than we are. I will leave with you the question what can be done about it.

The accreditation controversy related directly to finances. All of the serious criticisms made by the accreditation-inspection team could be met by more funds. Progress has been made in two out of the three areas of criticism.

First and most important is the small size of the faculty for the large number of students. The

American Bar Association-Association of American Law Schools team recommended at least 13 more faculty members. By next fall, we hope to have received funds for 8 more full-time law teachers than we had at the time of the inspection.

Second is the low level of faculty salaries as compared with salaries at competitive schools. I can report no improvement on this score. We remain \$2,000 to \$7,000 behind law faculty salaries in competitive schools in, for example, the neighboring states of Illinois, Michigan, & Minnesota.

The third criticism was the small library budget and the inadequate library study space for the large number of students. The library budget has been substantially increased, and plans are underway to ask the Legislature for funds to build an 18-foot addition to the library.

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

Vol. 5, No. 4 Summer, 1974

Ruth B. Doyle, editor

Photos by Harvey Held

Publication office, 213 W. Madison St., Waterloo, Wis. Second class postage paid at Waterloo, Wis.

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In sum, I can report progress toward remedying some criticisms. But your school is still seriously underfunded, particularly when compared with other graduate and professional schools.

The 1972-73 instructional budget for the Law School included \$1,150 for each student. The average masters program in the Graduate School in the same year received \$3,130 per student for the same number of credits. The state budget devoted \$7,626 per student to the Medical School, and the federal government provided around \$5,000 more. A recent National Academy of Sciences study concludes that the national average educational expenditure per medical student is about \$10,000 after deducting the income received from patients' fees. Compare that with the \$1,150 per student in this Law School's budget!

These are *operating* costs. They do not include the more expensive capital costs of building laboratories and hospitals as compared with law school class rooms.

Your Law School has clearly been short-changed in relation to other graduate education on this campus. It also comes off badly in relation to law schools in most neighboring states. In a 1972 computation of direct cost per student made by another school, Wisconsin ranked behind all other Big Ten schools included in the study: Illinois, Indiana, Michigan, Minnesota, and Ohio State. But the most pronounced discrepancy is between legal education on the one hand, and graduate and medical education on the other.

Why the discrepancy? Most of the difference in cost is in the difference in numbers of teachers. And, while the differences are peculiarly acute at Wisconsin, the phenomenon is national. According to a Carnegie Commission on Higher Education study, in most medical schools, there is one teacher to every one or two students. In most graduate departments, there is one teacher to every five students. At Wisconsin Law School, at the time of the Accreditation report, there was one teacher to every 28 students. We hope to reduce that to 1 to 22.5 by fall. Many other law schools are more fortunate. But even the most fortunate are only 1 to 14 or thereabouts. At Yale, which has a 1 to 14 ratio, the total budget of the law school in a recent year was \$2.2 million for 600 students. The total budget of Yale's medical school was \$23 million for 400 students.

Why is it that professional education for doctors gets ten times more from society than professional education for lawyers? Why is it that the average graduate school masters degree program receives three times more?

Why has law as a profession been unable to secure a larger share in the 100 years since university law schools have become the principal training ground for the profession?

Legal education in the form we know it today began to take shape after the Civil War. Jacksonian egalitarianism had succeeded before then in eliminating almost all formal education requirements for admission to the bar. During and after the age of Jackson, lawyers got what little training they had—before they held themselves out as lawyers—by “reading law” in

early treatises, by watching lawyers try cases, and by copying correspondence, pleadings and briefs in longhand in lawyers' offices. They often paid a good lawyer for the privilege of doing this.

Law Schools existed at first as a supplement to law office training. Teachers were practitioners and judges who taught “black letter” law by lecture. The professor's lecture notes were relied on later when the former students argued cases or counseled clients. Aside from Blackstone, Kent, Story and a few other texts, the law books were few.

The book my great grandfather used most in practice in Galesville and Sparta 125 years ago was “The Points of a Horse.” Most disputes which he helped resolve involved horse trades. Whether he lectured on the “points of a horse” when he taught in this school in the early 1870's I don't know. When I talk about the need for teaching practice skills, I think some of the faculty assume that what I mean is teaching such things as “Points of a Horse.”

In 1870, two years after this school started, a revolution in legal education began at Harvard. A new law dean, Christopher Columbus Langdell, believed that law was an inductive science. Its principles, he thought, were to be extracted from certain appellate opinions. The extraction could only be done well by academics in law schools: “What qualifies a person,” he said, “to teach law is not experience in a lawyer's office, not experience in dealing with men, not experience in the trial or argument of causes—not experience, in short, in using law, but experience in learning law;” . . . that is, the experience of a student or a teacher in a law school in reading and analyzing appellate opinions.

continued

Harvard's overall preeminence in education and Langdell's genius and energy produced radical changes in legal education. Langdell edited the first successful case books. He promoted the "Socratic dialogue" method of teaching in law schools. He sought teachers willing to make teaching a full time career. He chose very bright men and did not require them to have any practical experience. He demanded periodic evaluation of students by written exams. He doubled the years of instruction.

And he was followed throughout the country. Wisconsin, a little behind, instituted the case system at about the turn of the century. This was during the tenure of Dean Richards, an honor graduate of Langdell's Harvard.

Langdell's contribution to legal education was enormous. Moreover, one of the greatest virtues of this method was that it was cheap. It permitted the instruction of law students in large classes like freshman and sophomore college students. Socratic dialogue classes, I think, should be smaller than college lecture classes assuming everyone is to participate regularly. But if the teacher calls only once a semester on each student, or talks only to the best and the brightest, Socratic discussion classes of 200 are possible. My entering class at Columbia in 1947 was 217 and we sat through all our first year classes together. The student who recited was grilled unmercifully, but that terrible experience happened to each student no more than once a semester in each class.

Langdell's method was successful because it offered a useful grounding in the principles of law and their extraction from appellate opinions which most lawyers didn't teach their law office ap-

prentices. His method was also stimulating. First year law students still find a challenge in the reading, analysis and discussion of appellate cases. And as I said his method was cheap. Even with a few small advanced classes, law schools needed only one teacher for every 20 to 25 students because the required "bread and butter" courses could be very large.

Moreover, there was no expectation that law teachers would do significant research beyond the reading of appellate opinions for teaching purposes. This also made legal education less expensive. Even a wealthy university like Stanford devoted only \$20,000 to legal research from a recent year's \$37 million research budget. The Stanford medical school, on the other hand, got \$20 million for research.

Wisconsin's strong research tradition, begun in Lloyd Garrison's years, is unusual for law schools. Yet our budget this year contains only about \$100,000 from all sources for research. The medical school budget contains about \$4.5 million.

For these reasons, law schools "are run on the 'cheap'," to quote the recent Packer, Ehrlich report on legal education prepared for the Carnegie Commission on Higher Education. "Traditionally," the report states, "legal education has been inexpensive relative to other types of graduate education. This tradition of low funding lives on into an age in which legal education has changed and become more expensive."

What are some of these changes which are more expensive? Langdell's case method was a great improvement and with modification still seems successful for the first year. But when it is the basis for the whole curriculum, it has serious drawbacks. First, as Willard Hurst pointed out more than 25 years ago, it isolated legal studies from other social studies. Under Willard's and Lloyd's guidance, Wisconsin became distinguished at an early date for its leadership in interdisciplinary teaching and research concerned with the interaction of law with society.

A number of teachers continue to bring history, economics and other social sciences into the classroom to remedy the case method's avoidance of other disciplines. But as enrollments have grown, so has class size, and interdisciplinary teaching has suffered. Effective training of students, for example, in the use of economics as a tool for legal analysis, requires individual supervision and small group discussion.

Even as a study limited to law, Langdell's method focused on appellate courts at the expense of legislatures, administrative agencies, trial courts, or lawyers' offices. We now teach courses in legislation and administrative procedure. But the influence of Langdell is still so great that we use appellate opinions as teaching materials and focus on what the courts do to the products of legislatures and administrative agencies.

continued

We have modified Langdell's teaching technique in other ways. But the large classes remain with us. From Langdell's exclusive focus on the legal principles to be deducted logically from the cases, the modern law teacher has shifted to pragmatic problem solving, a search for the functions and the processes of the law, as well as an attempt to teach students the skills of case and statute analysis. But course books are still largely case-books and many classes contain 80-150 students.

Willard long ago pointed to another defect in Langdell's method: "In no respect was the case-method curriculum more narrow than in ignoring the bulk of lawyer's special skills. A lawyer must draft documents; he must untangle complicated tangles of raw fact (and not merely handle the pre-digested 'facts' stated in reported opinions of courts); he must weigh facts for the formulation of policy in counseling clients, and know how to choose and employ legal tools as positive instruments of policy. But these things the student learned under the case method only as neglected by-products of reading the assigned opinions, or from passing classroom references drawn from his instructor's experience. The Langdell curriculum put a firm intellectual discipline in place of lax apprenticeship; but it offered no substitute for other aspects of training that had been a part of the better office education."

To reproduce these aspects of law office training in law schools is difficult and expensive. Yet such training may not be provided elsewhere, except at the expense of mistakes which hurt the client. If a student hangs out his own shingle upon graduation, or his firm is unable to afford close supervision for him in his early years, he will learn these skills if at all only through trial and error at the expense of the client.

The states which for many years required a post-law school clerkship before admission to the bar generally no longer do so. Until recently, this school required either a clerkship in a lawyer's office or a practice course in the law school. But the clerkship requirement could not be administered evenly because we had no way of overseeing what went on in lawyers' offices. Yet we didn't have, and still don't have, enough money to require the practice course of every student. Skills training is not worth much unless the student's analysis of a complicated fact situation, his drafting of a legal document, his examination of a witness, his interviewing of a client or negotiation of a settlement are supervised on a one-teacher to one-student basis. How can such supervision be offered to 300 graduating seniors when we have a little more than 10 teachers (on a full time basis) for that class and they have many other things to teach?

We offer some students the chance to write for the Law Review, for an advanced seminar, or for an advanced legal writing course. We offer others the opportunity to participate in a mock trial or oral argument, or to compete in a moot court or client counseling competition. But only a fraction of the 300 who will graduate this year will have these opportunities. We have not the funds to make them available to all.

The School has the beginnings of a clinical program in which students work with real clients and real problems in the prisons, in prosecutors' and defenders' offices, and in government agencies. Lawyers' skills can be acquired this way. But there are the same dangers of inadequate supervision

and laxness of discipline as were presented by law office apprenticeships. Our clinical program was seriously criticized by the accreditation team because we had not provided enough faculty time to it to give effective supervision. We could not, for we did not have the funds.

As a result, in Wisconsin, a lawyer can still be admitted to the bar and hold himself out to the public as a qualified practitioner without ever having had to analyze a complicated fact situation presented to him in a thick client's file or a lengthy trial transcript. He can do so without any experienced criticism of his ability to analyze legal problems in writing except the grades he gets on his finals and one legal writing course taught by second and third year students. He can do so without any skilled evaluation of his ability to present a legal argument orally beyond that which occurs incidentally in class. He can do so without ever having drafted a legal instrument, examined a witness or interviewed a client. Medical students, by contrast, must serve preceptorships in their fourth year and internships after they graduate—before they can hold themselves out as doctors. In 1937, Lloyd Garrison recommended preceptorships and internships for law students. They are still not required today.

Dean continued

Are we as a profession prepared to say that lawyers' skills are that much easier to acquire on the job, without supervision, than doctors' skills? Are we prepared to say that our mistakes are that much less important to the client and to society? Should we be surprised when Chief Justice Burger says many lawyers cannot try a case well, and the press and public seem to agree? To refresh your recollection, Burger also said "we are more casual about qualifying the people we allow to act as advocates in the courtrooms than we are about licensing our electricians."

Law schools will probably never be able to turn out finished counsellors or skilled trial lawyers. But can society afford the continuing failure to require any education beyond Langdell's case method before admission to the bar?

Many law schools are now trying to offer more than that. Dean Sovorn of Columbia says that the "depth and range of law school commitment to skills training have increased so markedly in the last few years that the change can fairly be called radical." But few law schools can afford to offer these changes to more than a fraction of their students. Indeed Sovorn suggests that some students take a year off from school to clerk in firms between their second and third years. He seems to recognize that the educational deficiency is as much a problem for the bar as it is for the schools.

Professor Millard Ruud, the new executive director of the Association of American Law Schools, also recognizes the change in law school teaching resulting from what he calls the "recognition that law schools have not done much to train their graduates in the arts and skills of lawyering—interviewing clients, arbitrating, negotiating settlements, as opposed to just knowledge of the law."

"For many years," Ruud said recently, "the way we taught was with an instructor and a large number of students engaging in some form of Socratic dialogue. We still do some of that," he added, "but now a good deal of our teaching is done in clinical settings . . ."

There is a great debate within law schools on the merits of clinical education and of attempting to teach practice skills. But many schools seem to have recognized the need for something more than Langdell's method. Few of them, however, can afford to offer all or even most of their seniors very much lawyers' skills training beyond what can be assimilated in a large classroom.

I am not alone in feeling frustrated by the need for major changes in legal education and the lack of funds to pay for them. These frustrations have been felt by many other deans. The American Bar Foundation is now launching a study of the ills of legal education under Spencer Kimball's leadership. A part of the study will be the economics of legal education. Roger Cramton, Dean of Cornell and the man who outlined for the ABF the need for an economic study of legal education, says:

"Financial considerations are likely to be a serious constraint, since legal education has traditionally been cheap education, even by undergraduate standards. It is widely believed that broad use of new teaching methods, such as specialized training in the relationship of law to other scholarly disciplines, development of research and writing skills by individualized in-depth study, and supervised introduction to a variety of lawyer's skills such as counseling, interviewing, and advocacy, would be vastly more expensive than the large class, case method of instruction. Yet, higher education is generally experiencing a period of retrenchment and financial depression, and it is clear that the law schools' requests for additional resources from students, government, university funds, or private donors will require a persuasive economic justification."

I hope I have convinced you that legal education at Wisconsin as elsewhere needs a substantial new injection of funds. I leave with you this question: Where is the money going to come from?

* * *

ENJOY THE SUMMER

GOLF, FISHING,
SWIMMING,
GARDENING,
TENNIS, WATER
SKIING

AND

REMEMBERING
THE LAW SCHOOL
FUND



Professor Joel Handler

HANDLER NAMED GUGGENHEIM FELLOW

A year's leave of absence to continue his research into the uses of the legal system by social movements has been awarded to Professor Joel Handler by the John Simon Guggenheim Memorial Foundation.

His study will seek to determine the extent to which social movements groups are able to mobilize resources through the use of the legal system which would not otherwise be available to the groups. Professor Handler will analyse in depth a number of groups, which will be selected for study in terms of their social and political importance. Groups such as the United Farm Workers and the Black Panthers might be used in studying defensive uses of the law. Civil rights groups, pro-abortionists, and consumers are examples of groups who use the law to further affirmative goals.

A study of the impact of social movement litigation on society will be included. The extensive use made of the legal system, particularly the widely spreading litigation, during the 1960's was hastened by certain decisions of the Federal Courts, by statutory changes involving voting rights, consumer protection and environmental controls. Ralph Nader mo-

bilized young lawyers to reform the administration process. Private foundations supported public interest law firms.

To what avail? That's what Professor Handler is going to find out.

Professor Handler, Princeton, 1954, and Harvard Law School, 1957, came to Wisconsin in 1964. At least half of his time since coming to Wisconsin has been spent in extensive research into law and sociology, as Assistant Director of the Institution for Research on Poverty, and as a fellow of the Institute. He is the author of three books relating to the welfare system: *The Deserving Poor* (1971), *Reforming the Poor* (1972), *The Coercive Social Worker* (1973), which is a comparative study of the development of British and American social services, and one book on lawyers, *The Lawyer and His Community* (1967). He has produced numerous articles and monographs.

He teaches Welfare, Law and Administration as well as "Social Work, Advocacy, and the Law" in the School of Social Work.

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FACULTY NOTES

April Fools Day brought an early morning streaker to Professor Shirley Abrahamson's large Class in Taxation, held in Room B-25 of the Law School. The visitor was appropriately attired in a black ski mask and shoes.

* * *

Gerald Thain, who will join the Faculty for the academic year, 1974-75, participated in a Conference on *Government, You and Advertising*, on April 25 and 26 at the Ramada Inn, Waukesha. Mr. Thain is formerly the head of the Division for National Advertising, Bureau of Consumer Protection, Federal Trade Commission. He spoke on FTC's Two Steps Toward Truth in Advertising: Information Disclosure and Ad Substantiation on Thursday, April 25, and on the Division of Authority Between FTC and NARB—Either Cooperation or Competition, on Friday, April 26.

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Professor James MacDonald participated in Earth Week (April 22-28) sponsored by the Hooper Ecology Club on the U.W. campus. He presented a lecture on Environmental Law on Tuesday, April 23, and participated in a panel discussion on Energy Alternatives on Wednesday, April 24. Professor MacDonald also has recently participated in the Milwaukee Sentinel's annual Forum for Progress, May 6, 1974, at the Milwaukee Memorial Center.



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ALUMNI HONOR WALKER, GARRISON

Two distinguished long-time lawyers received special citations from the members of the Wisconsin Law Alumni Association, at the annual meeting of the Association on March 30. They are: former Dean Lloyd Garrison, New York, and Miss Dorothy Walker, (1921) Portage. Both were present for the occasion.

In practice which spans more than 50 years, Miss Walker has been primarily a trial lawyer. She served two terms as Columbia County District Attorney, starting at the age of twenty-three. Formerly associated with the firm of Grady, Farnsworth and Walker, she has practiced alone since 1938.

Mr. Garrison, recently retired as a partner in the New York firm of Paul, Weiss, Rifkind, Wharton and Garrison after more than twenty-five years, was honored for his great contribution to legal education, particularly to the Wisconsin Law School during his years as Dean, 1932-42.

Miss Walker's award was presented by Edwin Larkin (1931), Eau Claire. Mr. Larkin fulfilled his office practice requirement in Miss Walker's office, more than 40 years ago.

Professor Willard Hurst paid tribute to Dean Garrison, saying, "His deanship was marked by creation of innovative courses, as in collective bargaining, land use, legislative process. He encouraged the law faculty to reach out for active involvement with university colleagues in the social sciences



Mr. Garrison, Professor Hurst



Mr. Larkin, Miss Walker

... He experimented with new ties of the law school to the public and private practice of the Law." Interviews with both recipients appeared in the *Gargoyle*, vol. 2, no. 4, summer 1971.

Professor Hurst made his third consecutive appearance as presenter, having made the awards to Emeritus Professor Nathan Feinsinger in 1972 and the late Professor Charles Bunn in 1973.

The Distinguished Alumni-Faculty Award was established by

WLAA in 1966. Selections are made jointly by the Board of Directors and the Board of Visitors. To be eligible for consideration, one has to be a graduate of the U.W. Law School or a full-time faculty member, over 65 years of age, who has made an outstanding contribution to the profession, within or without the school or state, as a practitioner, teacher, judge, or in government. Each recipient received a plaque, engraved appropriately.

FEMALES DOMINATE MOOT COURT ARGUMENTS

The Moot Court final arguments are a traditional part of the annual Spring Program. Each year a constitutional question pending before the United States Supreme Court is selected for study in the course in Appellate Advocacy under Professor Samuel Mermin. Participants in the final arguments are selected by an elimination process in which all members of the appellate advocacy class participate by writing briefs and engaging in practice arguments.

What made the 1974 program so different from any of its predecessors is that 5 of the 6 students who participated in the final argument are female. The winning individual argument was made by Karen Handorf, a second year

student from Dallas, Wisconsin. Other female members of the two finalist teams were Linda Bochert, Marguerite Moeller, Nina Kirkpatrick, and Katharine Gansner. Robert Binder was the lone male. (Mrs. Gansner's husband, William, received on the same day the award of the International Academy of Trial Lawyers for excellence in trial and appellate advocacy.)

The question for argument this year is one of great relevance to Law Schools all over the country, the DeFunis case which arose in the state of Washington, and which has been declared moot in a recent U.S. Supreme Court decision.

The issue can be stated as follows: "Where a white applicant was excluded by the University of Washington Law School although his academic qualifications were higher than those of some minority applicants who were admitted, can he properly claim that the school's minority preferential admission program violates the equal protection and due process clauses?"

The decision rendered by former Wisconsin Supreme Court Chief Justice George Currie, Justice Bruce Beilfuss and Federal District Judge James Doyle was not on the merits of the case, but simply that the petitioner's team of Karen Handorf, Linda Bochert and Marguerite Moeller had given the more effective performance.



Handorf, Moeller, Bochert, Binder, Kirkpatrick, Gansner

AWARDS - 1974

The annual Awards Convocation provides a pleasant opportunity for the presentation of special honors and prizes. On March 30, a large group gathered to receive awards and to congratulate the winners. The Law Student Wives were host to a reception following.

U.S. Law Week Award Randall S. Knox
For the most satisfactory progress during 3rd year

University of Wisconsin Foundation Award Frederick Fink
To student most improved from first to third semester

Mathys Memorial Award for Appellate Advocacy . . . Karen Handorf
Selected at the close of arguments, March 30, 1974

Milwaukee Bar Foundation Moot Court Prizes Karen Handorf
 Selected at the close of arguments, March 30, 1974 Linda Bochert
 Marguerite Moeller
 Robert Binder
 Nina B. Kirkpatrick
 Katharine Gansner

International Academy of Trial Lawyers Award . . . William Gansner
For excellence in trial and appellate advocacy

Insurance Trial Counsel of Wisconsin, Inc. Joseph S. Quinn
For outstanding achievement Marshall W. Green
in Insurance Law

West Publishing Co. Book Award Frederick Rasmussen
For scholarly contribution to the Law School

William Herbert Page Award Stephen Felsenthal
For outstanding contribution to the Law Review

For Note: *Constitutional Law, Free Speech Doctrine
As Applied to Shopping Centers*
1973 Wis. L.R., 1099

George J. Laikin Award John Leroy Thilly
For outstanding Comment in the Law Review in special fields

For Comment: *Suing the State Under Title VII*
1973 Wis. L.R., 612

Wisconsin Land Title Association Patrick W. Schmidt
Jacob Beuscher Award

Wisconsin Law Alumni Association Prizes

First ranking student after 45 credits Brooke Murphy

Second ranking student after 45 credits Peter Gaines

Joseph Davies Prize Brooke Murphy
To outstanding member of the second year class

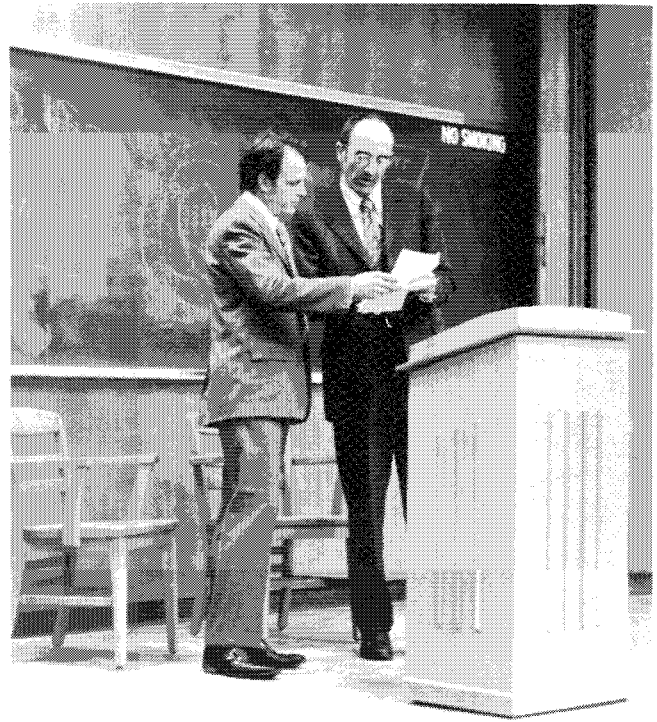
Daniel Grady Prize John Leroy Thilly
To the graduating student with highest standing

Salmon Dalberg Prize John Leroy Thilly
To outstanding member of the graduating class

Bruce R. Bauer	Mary D. Greenley	Mark D. Nelson
Peter C. Bazos	William D. Harvey	Michael N. Nowakowski
Ralf R. Boer	Judith M. Hawley	Michael A. Presti
Ralph M. Cagle, Jr.	James A. Klenk	Ronald J. Quillin
John T. Clark	John E. Kreidler	Frederick T. Rasmussen
James F. Daly	Richard J. Langrehr	Steven E. Rosen
Lloyd J. Dickinson	Helge K. Lee	Peter A. Sarasek
Dennis L. Fisher	Bradford M. Markham	Justin N. Segel
Michael A. Gehl	John A. McCay	Pauline H. Tesler
Marshall W. Green	Paul M. Murphy	John L. Thilly



Mrs. John Crawford, President of Lawyers' Wives of Wisconsin, welcome guest at awards reception.



Frederick Rasmussen, outgoing Editor-in-Chief of the Law Review, accepts award from Dean Bunn.



Coif-1974—Professor John Kidwell, presiding

MEET— SHIRLEY ABRAHAMSON

One of the great strengths of the Wisconsin Law School in the new era of Affirmative Action is the presence on the Faculty of two brilliant, dynamic female professors, long experienced in legal education, influential within the profession and the Law School. They are Professor Margo Melli who has served as Chairman of the Recruitment Committee (*Gargoyle*, March, 1974) and Professor Shirley Abrahamson.

Long before discrimination on account of race, religion or sex was recognized as the nation's most knotty problem, Shirley Abrahamson was laying groundwork for her own participation.

In 1953 she graduated from New York University (Phi Beta Kappa) and married Seymour Abrahamson. They enrolled in Indiana University—he in the Graduate School (Zoology and Genetics) and she in the Law School. She was a student of "high distinction," and graduated first in her class in 1956. She was a member of the Indiana Law Review.

When her husband accepted a Faculty position in Madison, she began to sink her roots deeply into the Madison community. She established herself in her profession by joining in 1962 the law firm which now bears her name: La Follette, Sinykin, Anderson and Abrahamson. She is the only member of the Law Faculty who maintains a regular on-going private practice.

She prepared herself carefully for an academic career by earning an SJD at Wisconsin in 1962. She acquired teaching experience by participating in the Summer Problems Course, which alumni will remember as a substitute for office practice. One semester she taught Professor David Fellman's course in Constitutional Law in the College of Letters and Science. She served as Assistant Director of the Legislative Drafting Research Fund at Columbia Law School. She has been Research Associate on the project which codified the Indiana Law School. She was a Research Associate in the Wisconsin Law School before she began teaching here. She joined the Faculty in 1961 as lecturer and became a Professor in 1969. She teaches Taxation regularly and Trusts and Estates occasionally—both large classes and seminars, always on a part-time appointment.

In addition to her widely known community activities which include among many other things chairmanship and board membership of the area chapter of the Wisconsin Civil Liberties Union, membership on the "Committee of 30" which effectively sought to terminate the clashes between youths and the police in Madison's "Midland," and her present service as a member of the Grievance Committee of the State Bar of Wisconsin, she has contributed fully to the life of the University Community. She has been Chairman of the Committee which each year selects the uses of the Kemper Knapp Fund. She has served on the Chancellor's Committee on the Status of Women; she has been (and still is) a member of the Tenure Committee of the Law School, as well as of the Legal Education Opportunities Committee. She serves on the Executive Committee of the School of Education as well as on the Divisional Committee for the Social Studies. Her influence is felt everywhere she goes.



Professor Shirley Abrahamson

Next fall, she will be changing her academic focus somewhat. Along with Professor Arlen Christenson, she will become a staff member of the newly established Center for Public Representation (reported in the Spring 1974 *Gargoyle*). Together they will work with 10 students each semester in a clinical setting where each will receive closely supervised experience while participating in the Center's program.

She is a part of an earlier generation, one in which professional women had to extend themselves greatly to meet success. They were too few, so much was required of them. They had to develop balance, perspective and tact. They actually had to perform better than their male counterparts to establish themselves.

But, as the whole new era emerges, the doors now standing open for the new women have been slowly and steadily pried and pushed a crack or two at a time by a small and hardy band of female lawyers in each generation.

Shirley Abrahamson is one of these.

ALUMNI NOTES

WIS. ALUM NEW DEAN

Selected from a field of 35 candidates Professor *Judith G. McKelvey* (1959) will become Dean of the Golden Gate School of Law, San Francisco, on July 1. Professor McKelvey has been on the faculty of Golden Gate since 1968. She is the former Judith Ann Grant.

After her graduation from the Wisconsin Law School, she served several years as Attorney for the Federal Communications Commission.

* * *

Justice Nathan Heffernan, Chairman of the Board of Visitors, announced that the full report of the Law School visitation will be ready for publication in the Autumn *Gargoyle*.

DUES GO UP

Increases in dues for the Wisconsin Law Alumni Association were adopted unanimously by the Board of Directors at its meeting on March 30. First year alumni are still members without charge. Alumni from the classes 2 to 5 years out of Law School will now pay \$4.00 per year instead of \$3.50. All other alumni will pay \$7.00, up from \$6.50. Life memberships, formerly \$200, have been raised to \$250. Alumni who are 65 and under 75, will pay \$175 instead of \$150. Graduates who are more than 75 years of age will pay \$125, up from \$100.

The dues structure linked to *Law Review* subscriptions were also raised.

All dues notices will carry an explanation of the new scale.

* * *

ZILAVY NEW WLAA PRESIDENT

Thomas D. Zilavy, (1961) Madison, was elected president of the Wisconsin Law Alumni Association at the Annual meeting in Madison on March 30, 1974. He succeeds Judge Thomas H. Barland, Eau Claire, and has been Vice-president and Chairman of the Alumni Fund Drive during the past year. Mac A. McKichan, (1934) Platteville, was named vice-president.

New members of the Board of Directors include: John H. Niebler, Menomonee Falls (1966), Mordella Shearer, Kenosha (1948), George K. Steil, Janesville (1950), Dale R. Sorden, Milwaukee (1953) and Stanley A. Miller, Madison (1974). They join the following continuing members: Judge Barland, Eau Claire; Barbara B. Crabb, Joseph A. Melli, John C. Mitby, and Thomas D. Zilavy, all of Madison; John C. Tonjes, Fond du Lac; Mac A. McKichan, Platteville; John E. Shannon, Jr., Stevens Point. *Ex officio* members of the Board, named because of their regional responsibilities for the Fund drive and the WLAA investment committee are James J. Vance, Fort Atkinson; Lester S. Clemons, Milwaukee; Robert L. Curry, Madison; A. Roy Anderson, Madison; Rodney O. Kittelsen, Monroe; and Philip F. Schlichting, Appleton.

CAN YOU THINK OF ANY SOUND REASON NOT TO BELONG TO THE WISCONSIN LAW ALUMNI ASSOCIATION?

YES. MY REASONS ARE: _____

NO. SEND ME THE FORMS.

NAME _____

ADDRESS _____

CITY

STATE

ZIP

COUNTY

LAW SCHOOL CLASS

Appointed to the Board of Visitors are Edwin Larkin, Eau Claire, for a third term, Edward M. Parsons, Jr., Milwaukee, for a second term, and Mary V. Bowman, Madison, for a first term.

WLAA PLOTS 1974-75 EXPENSES

At its March 30 meeting at the Wisconsin Center, the WLAA Board of Directors accepted a detailed financial report for 1973-74, and adopted budgets for 1974-75.

Scholarships—for regular students and participants in the Legal Education Opportunities Program—received the bulk of the money allocated. Thirty-one thousand dollars was approved for regular scholarships, in addition to the income from some WLAA endowments and other endowment gifts to the University. It is estimated that there will be approximately \$72,000 total from a number of different sources for regular scholarships in 1974-75. Almost half of the total amount available is contributed by the Directors from the discretionary funds at their disposal.

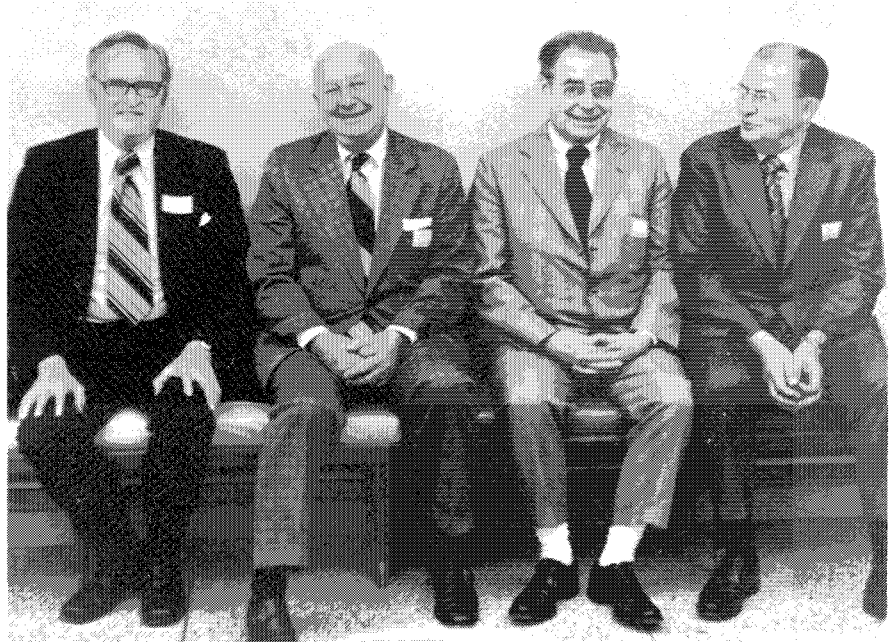
The Legal Education Opportunities Program will receive approximately \$50,000 for fellowships and other expenses, such as recruitment. The LEO Program also receives specially earmarked gifts to the alumni, a \$10,000 grant from the Knapp Fund, and money from the University budget to provide Advanced Opportunity Grants to members of minority groups.

The WLAA budgets provide money for assistance to Law Review and Moot Court competition. Investment of \$7,000 in the Deferred Endowment Fund which provides special insurance benefits to young graduates was also included.

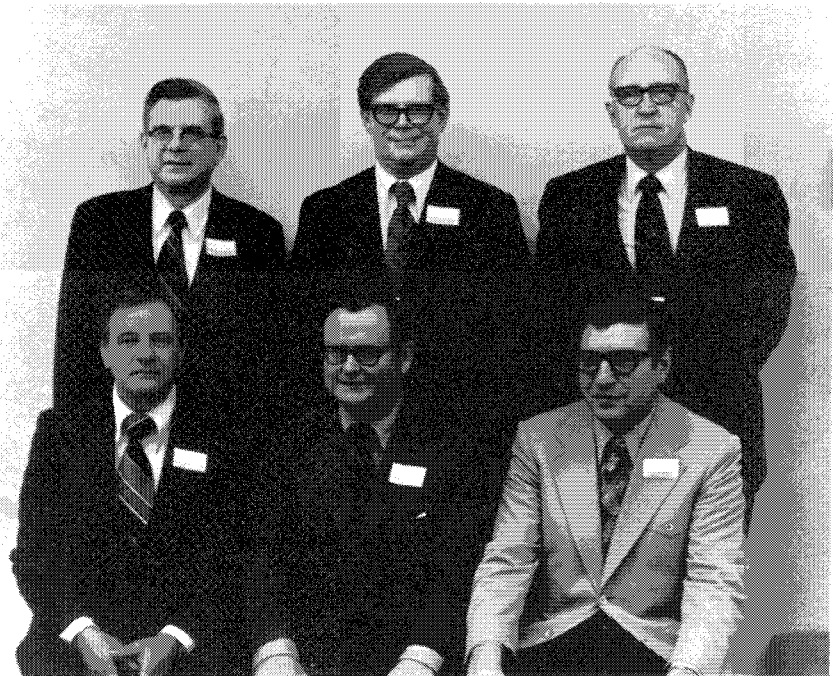
The chief addition to the WLAA budget was an allocation of \$10,000 for the support of a professional fund raiser for the 1974-75 drive.

The *Gargoyle* receives support from WLAA as do other activities designed to maintain contact between the Law School and its graduates, such as the Annual Visitation, the Spring Program, and the expenses of the fund drive.

OLD FRIENDS GATHER



Class of 1934
Stone, McKichan, Teschner, Guell



Class of 1949
First row: Jackson, Jacobs, Ihlenfeld
Back row: Parmentier, Burmeister, Barnett



**PROFESSOR
STEPHEN HERZBERG
CHOSEN TEACHER
OF THE YEAR
BY STUDENT BAR
ASSOCIATION**



Miss Walker addresses Alumni lunch.