Having recently suffered with our Brethren another onslaught of professorial decrees in the form of grades, we wish to add our two cents to the wailing and moaning. Having advocated in past editorials the complete abolition of grades and replacement with a pass-fail system, we acquiesce in the stubborn refusal of the administration to consider this "revolutionary" notion. So, we offer a compromise.

We suggest an option at the beginning of each course, whereby each student would have the choice of working toward a course grade or accepting pass/fail for the course. Thus, those students who "need" to be graded, for whatever purpose, could still receive their magic, mysterious marks. Those students who wish to drop out of the grade "rat-race" could opt for pass/fail. While ranking those students who do receive course grades might be a bit more difficult, these administrative costs are far outweighed by the benefits of allowing those who prefer cool contemplation to avoid the heat of the kitchen.
As a beginning, we suggest implementing this idea in a few junior/senior courses to see how it works. Hopefully, if the program meets with acceptance it could be expanded to include the Freshman courses and relieve those in the most dire need of relief.

THE STAFF

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A SMALL THANK YOU

by Bill Pell

This issue of The Appeal is respectfully dedicated to the illustrious members of the law school secretarial pool for devotion to and perseverance in their duties. Their concern for the well-being of the students is exemplified by the manner in which the secretaries exert Tender Loving Care in typing final exam questions and their great solicitude in handing us our grades.

Perhaps most of all, the students owe the secretaries eternal gratitude for cleaning up the muddle that was, and now properly is, called our "bulletin board." Until early this month it was blind-fool luck if a notice was discovered. Now, however, it is a matter simple enough for the most backward of our intellectual conglomeration to discover those notices pertinent to them.

We of The Appeal rely on them completely to type, proofread and, at times, rewrite our newspaper. Up to now their expert services have gone unheralded. Without them, The Appeal would be conveyed to the student body via the town crier, Ed Powell.

Thus, we say "BRAVO" to the members of the secretarial pool. Thank you, and keep up the good work.

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A CONVERSATION

by Nathaniel C. Hamilton

"Pardon me, can you tell me how to get to Fourth and Dunn?"
"Yes; yes, I can."
"Well fine, how do I do it?"
"Walk down the street past Nick's to the telegraph office."
"OK."
"Now start again, but this time go east past the old graduate library."
"But those two directions are in direct contradiction with each other."
"Forget about what appear to be obvious contradictions and learn to pick out the relevant facts of each situation. Moreover, don't be so quick to judge what is a direct contradiction until you have been properly trained to do so. It took me years to learn that east and west are not necessarily mutually exclusive but totally dependent upon your frame of reference and linguistic conditioning. However, if it will set your mind at ease, I will tell you that one of the directions is invalid for though it was once thought to have been correct it has been proved by a process of trial and error to be absolutely
wrong, at least for the time being."
"Well, if it's invalid then why bring it up?"
"Idiot!"
"Sorry."
"Now this time when you start out go just two blocks and then turn left for one block."
"I see."
"Good. Now once more start out and continue for five minutes. Any questions?"
"Can you tell me how to get to Fourth and Dunn?"
"But I have. I have demonstrated to you in the cases I put forward the concepts of locomotion, direction, distance and time. By fitting these concepts into the framework of your own fact situation you will be able to derive the answer to your question."
"Oh, I think I am beginning to understand. If I 'walk' 'east' for 'two blocks and then turn left for one block' I should arrive at Fourth and Dunn in 'five minutes.'"
"You might."
"I might. What do you mean I might? Do you know where Fourth and Dunn is or don't you?"
"Actually I don't. But that's not really important. What is important is that you learn the mental processes that are involved in arriving at an answer. Whether you ever actually arrive at an answer is immaterial."
"But you see I really do want to get to Fourth and Dunn and it is getting late."
"You mean there actually is a Fourth and Dunn?"
"Yes, and it is a real place where people live and love and are born and die."
"Now strange. Have you tried the library?"

HEIDI REVISITED

by Vic Streib

I found myself on a huge, luxurious, omnipotent vessel steaming through the night. About the time I read the name on the life preserver -- S.S. Titanic -- I felt us crash into a huge iceberg. I had no way of knowing the degree of damage.

I sought out the Captain -- a friendly fellow with a heavy 5 o'clock shadow. Standing next to him was his First Mate -- a not-so-friendly fellow with an acid tongue. Assuming he was omniscient, I asked him if the ship had been damaged. The Captain assured me that the ship couldn't possibly be damaged, as it was indestructible and the most magnificent vessel the world had ever seen. The First Mate conveyed the same notion, but somehow his way of putting it was a bit more cryptic. I asked all of the Captain's friends, and they assured me that nothing could possibly be wrong with their ship. Of course, their confidence may have been based on the fact that they were all part-owners of the ship.

Finding another group in the TV lounge, I asked them about the damage from the iceberg. None of them had even noticed the iceberg collision, and they knew nothing about any damage. They just wanted me to leave and quit interrupting the TV football game. As I was leaving I noticed that they were all sitting in the center chairs, with no one sitting to the right or to the left -- and most of them were asleep.
I found a large group of people on the rear deck, shouting and screaming. They knew the damage might be serious and had heard reports, from David Brinkley, of gaping holes in the hull and flooding of the lower decks. They immediately formed committees and moved into action. One committee passed out Band-aids to close the holes, and another committee began bailing furiously with teaspoons and thimbles. All the time they cursed the Captain for ramming the iceberg.

The last group on the ship were the rejects. Beaded, bearded, and bombed, they smoked funny brown cigarettes and talked in a strange jargon. They all believed the ship was sinking and were doing all they could to hasten the process. Some claimed they had drugged the ship's pilot to insure disaster. A few of them were dreaming of building a new ship when this one sank, but it was apparent that they had neither the necessary tools nor the know-how to use them.

Being unsatisfied with all of these groups, I went to examine the ship myself. As I had feared the damage was staggering and repair was impossible. Indeed, scars from past collisions were certain to sink the ship even if this new damage did not. Like a good sailor I reported my findings to the Captain's Cabal. Shocked at my insolence they told me that if I didn't like "our" ship I could just leave it and they would even provide the lifeboat.

Amid shouts of "good riddance" from the First Mate, I shoved off into the dark night alone. Looking back at the almost totally submerged vessel, I saw the Captain reassuring his friends that the ship was indestructible. At the other end I saw the energetic group still bailing frantically with their teaspoons and thimbles. The last sound the ship emitted came from the TV lounge. With only seconds left in the football game, the rising water had short-circuited the TV set and the group cried in unison "Heidi revisited!"

RELEVANCY

by Ronald Payne

Indiana University Law School is undoubtedly a good law school with outstanding professors, excellent facilities, a sound curriculum and an efficient administration. However, the school lacks one essential element - relevancy. Is this law school serving the needs of a contemporary society and of its individual students? Is it aware of the new emphasis on urban problems, civil rights and related fields? Is it contributing to a more expansive, realistic legal profession for tomorrow, or is it holding on to the outmoded techniques of yesteryear's legal educational theories? Is it refusing to accept or recognize that today's students need not be taught in the traditional, conservative, academic, irrelevant approach of yesterday but need to be stimulated and motivated by a bold, active method that brings home and more clearly defines the lawyer's role in the reformation of law and his task in relation to the society as a whole?

Not only is relevance needed in the planning of the curriculum but, moreover, there must be an acute awareness by the professor in the way he teaches his course. To have a potentially exciting course taught by a professor who can't get next to his materials in a stimulating manner is almost as disappointing as not having the course at all.
One of the most irrelevant and ludicrous aspects of this law school is its grading system. It would seem that a law student who conscientiously studies the materials, understands them, and writes an articulate exam showing his understanding should receive at least an average grade. But for the professor to give unbelievably low grades to a large percentage of students (who are on the graduate level) defies justification and has no correlation or parallelism with the level of learning. Either the course materials are incomprehensible as to defeat any semblance of objectivity in grading, or the professor is lost in an unreal world reflected by an unfair and unexplainable grading of exams. Thus, in this type of grading system relevancy is lost, and the only explanation given is "that's the system." For a discipline that rationalizes its whole existence on logical analysis, this is an inadequate excuse and it makes a sham of the elaborate, formal process of learning law.

Indiana's Law School needs to take a good look at its position and attitude towards minorities and the recruitment and retention of minority students. Heretofore, Indiana seems to have had some type of "exclusionary rule" in relation to minorities, especially Blacks. With 40 per cent of all major American cities in a "predominantly Black" category, not to mention the attention demanded by the critical (and they are critical) sociological problems found in crime rise, welfare, housing, and labor practices, the time has long since past when a legal institution such as I.U. can take a token attitude toward Blacks and the monumental challenges involved therewith. The inflexible rigidity of traditionalism in this law school belongs to an era long gone. The realities of this nation's problems are staring I.U. smack-dab in the face. To turn away and retreat from so challenging a stare is unreal. Thus, I.U. must improve its reputation. It must take an active, involved part in the formulation of new techniques and become aware of the necessity for liberalizing traditional concepts.

It is not fair, however, to place the entire blame for irrelevancy on the administration and faculty. The students share the burden and likewise have a responsibility and part to play in bringing about change. If students don't give a damn about some of these outdated legal educational programs and principles (and it is they who are getting short-changed), then surely they shouldn't expect change to come by osmosis. Apathy and complacency are diseases at this law school and they are not hard to catch. It is said that a law student hasn't the time to worry about anything but his work, and to a certain point this is true. However, when the injustices heaped upon students affect their legal career, then to actively press for change would be to their advantage. The existence of complacency among I.U. law students chokes any effort for enlightening the approach to legal education. Like obsequious beings, the students slave on day after day, accepting irrelevancy. Why holler about being kicked when you have placed your rear-end in a vulnerable position?

If such a thing is possible, an "ironical paradox" exists here at I.U. When the courts are setting down guidelines in many areas, such as criminal behavior, police power, urban problems, reappportionment, civil rights, labor, and industrial expansion, it would seem that any law school would make a substantial effort to become more aware of the world about them. The school, in its programs, curriculum, grading, admissions and other areas, should seriously take a meditative pause and ask, "What's happening and where do we fit in?" This school is detached and divorced from any real involvement in this community or campus except for the efforts of a small number. This law school seems to hold to an anachronistic grading system. This law school has not the reputation for relevancy. This law school is an ivory tower in the middle of unprecedented change and, unfortunately, it has remained unscathed.
LAW SCHOOL ADDS TWO NEW DEANS

The law school administration will acquire a new look beginning with the 1970-71 academic year due to the addition of two new assistant deans. The administrative reorganization — an increase from two to four administrators — was proposed by Dean Harvey when he first came to I.U. It is felt that the reorganization will effect more efficient internal and external law school operations.

The new Assistant Dean for Administrative Affairs is Nicholas White. In addition to his administrative responsibilities, Mr. White will be a full professor teaching in the area of property law and local government. Most recently a full partner in Taft Slettininius & Hollister, Mr. White is a graduate of the University of Cincinnati Law School where he served as Editor-in-Chief of the law review and was elected to Order of the Coif. His undergraduate degree is from Ohio Wesleyan where he was elected to Phi Beta Kappa.

Assistant Dean for Student Affairs will be Mr. T. Bryan Underwood who will also serve as Associate Professor. Mr. Underwood holds degrees from the College of Wooster (Ohio) and Ohio State University Law School and has been a partner with Day Ketterer Rayley Wright & Rybolt of Canton, Ohio. Mr. Underwood is a member of the Order of the Coif and was Associate Editor of the Ohio State Law Journal.

Offices for the new Assistant Deans will be located on the ground floor near the Placement Office. Associate Dean Boshkoff will use the office presently assigned to Assistant Dean Thorpe.

RICHARD JONES APPOINTED TO FACULTY

The Law School has recently appointed Mr. Richard Jones to serve as Assistant Professor. Mr. Jones attended Loyola School of Law for two years and will be a 1970 graduate of Arizona State University School of Law. He was appointed to serve on the law journals of both schools. Mr. Jones holds both a B.S. and M.S. in Accounting and has worked as an Appellate Conferree for the Internal Revenue Service. He will join the I.U. Faculty of Law for the fall semester of 1970.
CURRICULUM CHANGES

The requirement that a student take Comparative Law, International Law, English Legal History or Jurisprudence for graduation has been dropped by the Law School. This was announced in December and made retroactive to September, 1969. Consequently, the only requirement beyond the first-year curriculum is the completion of a research seminar or its equivalent. The dropping of the group requirement is in no way intended to disclaim the value of these courses and the administration recommends them for students desiring to receive a well-rounded legal education.

RALPH NADER TO SPEAK

Ralph Nader, known as the consumer's crusader and the only poor lawyer in Washington, will speak at the I.U. Auditorium at 4:00 P.M. on April 16, 1970. His appearance is in connection with a special honors seminar entitled The Human Implications of the Computer. There will be no charge for admission, but be there early to be certain of getting a seat.

FINANCIAL AID FOR LAW STUDENTS

Approximately 20% of law school students are recipients of law school fellowships. These fellowships are made from a fund resulting from a University budget allocation (2/3 of fund) and donations from alumni (1/3 of fund). Awards range from $200 per year to $2,000 per year.

The Office of Scholarships and Financial Aid is an office for the entire university which provides undergraduate scholarships and administers loan programs and the federal work/study program. The deadline for loan applications is April 1st, but the law school's Admissions and Scholarship Committee doesn't receive the budget allocation for the fellowship fund until mid-April. Therefore, since fellowship awards must necessarily be made after April 1, it is suggested that law students apply for loans and work/study now. Then, if the student receives a fellowship award, he can return the borrowed funds any time before August. Moreover, if the student isineligible for a loan or work/study, he has an even stronger case for being awarded a fellowship.

The two criteria considered in awarding fellowships are scholastic achievement and financial need. Although no fixed weights are given these criteria, the bulk of law school fellowships go to those students in the top half of their class. Since the "total need" of the applicant is considered, financial assistance from parents and Bloomington's high living costs are relevant considerations.

All alumni gifts not designated for a specific purpose are funneled into the fellowship fund. Even the $25.00 fee for exchanging the LL.B. degree for the J.D. degree goes for fellowships. By designating the awards "fellowships" instead of "scholarships," non-resident recipients are excused from paying out-of-state tuition fees.

Professor Popkin is Chairman of the Admissions and Scholarship Committee. Other committee members are Professors Pratter, Tarlock and Thorpe. The committee is currently considering the addition of a student(s) to membership. On March 11,
members of the committee will meet with students to discuss the general topic of financial aid and answer specific questions.

RESULTS OF FINAL EXAM QUESTIONNAIRE

(Ed. note: Following are most of the questions and percentage selection of answers as reported by the Faculty-Student Ad Hoc Committee on Final Examinations.)

1. Do you feel that Juniors and Seniors should have the option to write a paper in lieu of their professor's final exam?
   (204 voted) Yes  No
   35%  15%

2. Do you feel that there should be any restriction on the number of courses in any one semester in which students may write a paper in lieu of a final exam?
   No limitation Maximum of two papers Maximum of one paper
   (193 voted) 54% 34% 12%

3. Do you feel that this option should be made available to freshmen?
   (202 voted) Yes  No
   (Freshmen voted 50-50) 35% 65%

4. Would you avail yourself of this option?
   (196 voted) Yes  No
   31% 19%

5. Under this option, do you feel that the student ought to be able, if they wish, to turn in as many as two drafts to his professor before his final paper is graded?
   (205 voted) Yes  No
   63% 32%

6. Would you take advantage of the option in question 5?
   (192 voted) Yes  No
   75% 24%

7. Under this option, do you feel that the student ought to be required to turn in as many as two drafts to his professor before his final paper is graded?
   (204 voted) Yes  No
   14% 86%

8. In the event that a large number of students availed themselves of the paper option, would you object to having students edit and revise your drafts under a professor's general supervision [in addition to your professor's comments]?
   Yes  No
   47% 53%

9. If you object to allowing a student to write a paper in lieu of a final examination, would you be agreeable to a paper on which the student would receive his course grade if in addition the student was required to pass the final examination before he could receive credit for the course?
   (65 voted) I would now agree  I am still opposed
   63% 32%
10. Would you avail yourself under the option in question 9?
   (113 voted) Yes No
   54% 46%

11. Do you feel that the following students should be able to take one course
    pass-fail each semester?
    (200 voted) Only Seniors Only Seniors & Juniors All Students No Students
    12% 39% 44% 5%

12. Would you favor take-home examinations?
    (196 voted) Yes No
    56% 44%

13. Are you satisfied with the present final examination and grading system?
    (201 voted) Yes No
    15% 85%

BLEED A LITTLE

by J. E. Heupel

Still bleeding over final grades? Then why not bleed a little for your fellow man? The American Red Cross Bloodmobile will be set up in Alumni Hall on March 9, 10, and 11, to take your pint donation. The hours of operation will be from 11:00 a.m. to 5:00 p.m.

If you attended the last Bloodmobile in November when a record 1346 pints were collected, you may have had a fairly long wait. But not this time, the Red Cross pledges. The Bloodmobile will be set up in both Alumni Hall and the Solarium, with 50% or more beds, and a great many more nurses to help speed you through. All you have to do is to make an appointment by calling 332-7292, and then show up. The total time for those people with appointments should not be much longer than an hour. During the first two days, donors without appointments will be admitted only when beds are available. On the last day from 1:00 p.m. until closing, it will be "first come - first serve" for everyone.

Why give blood? There are many reasons, the prime one being that human blood can not be manufactured -- it must be given. The need for blood increases with nearly each new medical miracle. Open-heart surgery often needs 10 or more pints of blood. Victims of auto accidents also often need blood, or plasma for shock. It is not uncommon to completely change the blood of a new-born baby adversely affected by the Rh factor. The list is endless. Last year over 5,600,000 pints of blood were used in the United States. But of the 105,000,000 Americans eligible to donate, only 2-3%, or 3,000,000 actually donate, and this is not enough to effectively meet the expanding needs. Another important factor is that whole blood is only good for 3 weeks -- so a continuing program of giving is necessary.

What are the benefits of giving? The humanitarian aspects are self-evident. But there is also a materialistic benefit. By giving a pint of your blood, you protect both you and your family so that your combined blood needs will be replaced by the Red Cross anywhere you might be in the United States during that year. Few insurance companies pay for the cost of the blood itself -- which often runs $50 a pint or more. Thus by giving, you are creating a family insurance policy --
for the cost of one pint of blood!

You say you have a fear of needles? Don't let that stop you. Giving blood is relatively painless. Most people say its easier than a vaccination. And if you needed blood, you wouldn't let your fear stop you from receiving it -- so why let it stop you from donating? Many law students are giving a pint of blood regularly. Why not find one and ask him about it. And while you're at it, remember that he has "saved a life."

BLUEBOOK ON THE FORMATION OF STUDENT-FACULTY COMMITTEE ON
GRADES AND FINAL EXAMINATIONS

As organizer of this ad hoc committee, I would like to put an end to the rumor that this committee was formed by the Faculty to serve as a temporary pacifier for the growing concern and unrest among the student body concerning our present grading system. Quite the contrary, I asked three students, each from one of the three classes, and three professors who were concerned about the possible inequities of our present system and who, if they agreed with us, would devote time in attempting to change it. In determining which students from the senior and junior class would be beneficial in respect to the purposes of this committee, my personal feeling was that if the student in both classes who presumably would have the most to lose in any change from the status quo were on the committee, the chance of a successful change in our present grading system would be enhanced. As a result, the committee consisted of Professors Patrick Baude, Joseph Brodley, Edward Sherman and students Dick Boyle, Hilt Steuart, Bill Resneck and myself.

From the start, Committee's objective was to first examine the source of student's dissatisfaction and secondly, to solicit suggestions from both faculty and students and thirdly to determine either desirable modifications to our present system or an alternative grading system. Consequently, our committee prepared a questionnaire which has been reproduced with the recorded responses in this issue of The Appeal. Some critics claim that our questionnaire was biased but I leave that to the individual reader. However, I feel that I can speak for the committee in saying that the questionnaire was intended to solicit the unbiased opinions of the student body.

The current status of the committee is the following, as a first step, we are presently drafting a proposal to be presented at a Faculty meeting. The proposal would provide the option for all Junior and Seniors to take one course pass-fail per semester since this was the desired change by a substantial majority who answered the questionnaire. (Since over 50% of the student body answered the questionnaire, there was no need to refute the seemingly popular "silent majority" argument.) We are hopeful that this option will become effective and applicable this semester.

Presently we are compiling statistics of courses taught in our law school which had a grade determined other than by just a final exam. Therefore if any professor who taught such a course in the past three years would turn in such data to any member of the committee, we would greatly appreciate your efforts. Moreover, we are studying other law school experiences with their attempts to change the grading system and articles written concerning this problem. I might add, that we are interested in anyone who would like to share their services or ideas with us.

Respectfully submitted,
Stephen Trattner
NEW JD/MBA JOINT PROGRAM

Professor Brodley held a meeting of interested students on February 24 to discuss a proposed joint program of the law school and the graduate business school. This program would take four years (106 credit hours) to complete after which time the J.D. and the M.B.A. would be awarded simultaneously. Neither the Law Faculty or Business Faculty has approved this program yet, but it will consider approval soon.

Participants in the program would spend their first year in law school, their second year in the graduate business school, and the last two years in a combined schedule. The last year would include a year-long course jointly taught by law and business professors requiring a major paper. Law students presently in their second year would spend the next two years in the graduate business school.

Professor Brodley predicted that graduates of such a combined program would meet a strong market for their talents. They would be strongly qualified as lawyers/business counselors whether working in a private law firm, a corporate legal staff or a business management position.
SUGGESTION: Since legal research is such an important part of the law profession and since the acquisition of this skill is so time consuming, why shouldn't the tutorial and moot court programs be given three hours credit in accordance with the time required? Instead, it is piled on top of the already burdensome load of Freshmen with only the token one hour credit.

OUR COMMENT: We have passed the suggestion on to the powers-that-be and hereby include a few of our own. Last year's Freshman class, being faced with no credit for these programs, raised enough hell until at least one hour of credit was provided. Our observation would be that continually pressing the administration on this subject might get it boosted to 1 1/2 hours in a few years.

SUGGESTION: Is it possible to make the library a bit quieter than a barnyard? After all, there are other facilities in the Law Building available for bantering and braying. The first floor has an especially odious study atmosphere with all the traffic it bears, and the current fad of holding table parties does much to thwart we future attorneys in the pursuance of our scholastic duties. I wish to make a public plea for library courtesy. If that fails, I will hire Larry Bizarri, disguised as a typical law student, to spy on tranquility transgressors.

OUR COMMENT: Concur, concur. Add the fact that the library desk attendants conduct "shout-ins" of their own and the first floor of our library is totally useless for serious studying.
**RECENT HEADLINES**

by Lence Law Student

Professors Seek to Eliminate Final Exams.
Radical Law Students Balk at Discontinuance:
Exam Grading Seen As Fitting Punishment
For Professorial Classroom Failure.

Curriculum Reform Announced;
New Courses Include Contracts,
Torts, Property, Civil Procedure

Dean Studies Law Journal Pollution;
Appoints Top-Ranked Investigatory Committee.
Legal Mathematician Committee Member
Blitzkreigs Law Journal Staff
By Announcing Journal's Abolition
Before Committee Meets.
Journal Staff Bombs Back:
Elects Study Committee.

Students Gripe About Grade Posting:
Some Prof Do; Some Don't; Some Do & Don't.
Lack of Uniform Policy Seen as Reason
To Switch to Pass-Fail Grading System.

Streib, Larkin Appeal Pulitzer Prize Award;
Claim Others Contribute More to Law School Journalism

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**Advice from the Freshmen to Graduating Seniors**

by Bruce Mackowski

As you are prepping to groove upon rung seventeen of the ladder of your life, the stage at which you will be the equivalent of a blood-pumping computer part for some large corporation, the following cosmic wisdom is a vital appendage to your silly school certificate of earning power.

He recalled what his favorite professor, Leonard Leech, once told him about getting ahead in law. Leech said that, just as a good airplane pilot should always be looking for places to land, so should a lawyer be looking for situations where large amounts of money were about to change hands.
"In every big transaction," said Leech, "there is a magic moment during which a man has surrendered a treasure, and during which the man who is due to receive it has not yet done so. An alert lawyer will make that moment his own, possessing the treasure for a magic microsecond, taking a little of it, passing it on. If the man who is to receive the treasure is unused to wealth, has an inferiority complex and shapeless feelings of guilt, as most people do, the lawyer can often take as much as half the bundle, and still receive the recipient's blubbing thanks."

God Bless You, Mr. Rosewater or Pearls Before Swine p. 17
by Kurt Vonnegut, Jr.

It Really Happened

Q. Do you swear to tell the truth, the whole truth and nothing but the truth so help you God.
A. "No."
Q. What?!
A. No.

People v. Pierce (1969), CR 6030
San Diego, California

One Senior's Observations
by Vic Streib

Carl Klein's Comment:
"Saturday classes make it seem like there is no week-end; only like you are cutting classes for one day on Sunday."

Nashville's Judge Zieg:

When overhead complaining about a recent lull in cases before his court, His Honor received these suggestions:
- Offer a sale; run a special on 2nd degree burglary; only 1 month in jail if committed before March 1.
-Offer special sentences for those who
"beat the rush" by getting drunk and
disorderly now instead of waiting until spring.

Baude at his best:

- Like the time in Con. Law that he suggested a certain part
  of the Constitution might be "unstatutory".

- Like the time he delineated the sanctions against lying
  under oath to avoid a criminal contempt charge: "Of course,
  he would be liable to a charge of perjury and, at common law,
  subject to Divine punishment."

Boshkoff's offering:

A note from our Associate Dean directed me to this quote

"Contracts do not evanence because of perplexities in their construction, and their
consequences cannot be ignored because of vexations in damage ascertainment."

That's just the way Birmingham would have said it.

Wagner's Definitions:

English legal system: You can do everything that is not
not prohibited.

German legal system: You cannot do anything that is not
permitted.

French legal system: You can do everything that is
prohibited.

Russian legal system: You can't do anything that is
permitted.

Early Cop-Out:

Hope you caught the notice on the library bulletin board on
the second day of classes:

"Wanted; Gilbert's on:
Trusts
Income Tax
Evidence
Milt Stewart"

Zeus has fallen!
"I HAVE DETERMINED THAT THESE ARE DANGEROUS MEN."