Summer 1974

A Message from the Dean

Douglass G. Boshkoff
Indiana University School of Law

Follow this and additional works at: http://www.repository.law.indiana.edu/boshkoff
Part of the Legal Biography Commons, Legal Education Commons, and the Legal Profession Commons

Recommended Citation
http://www.repository.law.indiana.edu/boshkoff/32

This Writing by Dean Douglass Boshkoff is brought to you for free and open access by the Law School Deans at Digital Repository @ Maurer Law. It has been accepted for inclusion in Douglass Boshkoff (1971-1972 Acting; 1972-1976) by an authorized administrator of Digital Repository @ Maurer Law. For more information, please contact wattn@indiana.edu.
In the last issue of the Bill of Particulars I described our hiring procedures. This time I would like to look at a related topic: How graduates of this Law School get teaching jobs. Are you surprised to learn that you have classmates teaching at 22 law schools in the United States? It is an impressive list.

University of Alabama
C. Dallas Sands, J.D.'41
Albany Law School, Union University
Anita Morse, J.D.'68
University of Arizona
Thomas Schuessler, J.D.'68
Winton Woods, J.D.'65
Boston University
William E. Ryckman, LL.B.'58
University of California, Davis
Gary S. Goodpaster, J.D.'65
Donald H. Wollett, LL.B.'42
California Western School of Law of U.S. International University
Robert K. Castetter, LL.M.'54
Thomas A. Coyne, J.D.'64
Case Western Reserve University
Lewis R. Katz, J.D.'63
Catholic University of America School of Law
Richard E. Carter, J.D.'61
University of Connecticut
Daniel L. Rotenberg, LL.B.'55
Gonzaga University
Thomas Crandall, J.D.'69
Indiana University, Bloomington
Jurij Fedynskyj, J.D.'65
Val Nolan, Jr., J.D.'49
Indiana University Indianapolis Law School
John S. Grimes, J.D.'31
Kenneth M. Stroud, J.D.'61
University of New Mexico
Willis H. Ellis, J.D. '34
Northern Kentucky State College
James K. Gaynor, J.D.'50
Notre Dame University
Paul R. Moo, J.D.'47
Ohio Northern University College of Law
Bennie E. Goodley, J.D.'71
Hayward D. Reynolds, J.D.'65
Stanford University
J. Keith Mann, LL.B.'49
State University of New York at Buffalo
David R. Kochery, J.D.'49
University of Tennessee
Forrest W. Lacey, LL.B.'41
Texas Southern University School of Law
Martin L. Levy, J.D.'70
Valparaiso University
Russell A. Willis, LL.B.'48
Vanderbilt University
Herman L. Trautman, J.D.'46

I would like to encourage more Indiana graduates to consider a law teaching center. Perhaps some details about career opportunities and placement procedures will interest you.

Each year I talk to a few graduates who are interested in law teaching and the conversation soon gets around to the question of salary. Certainly this is not a life for anyone who wishes to become rich. It’s fine if you already are rich or if you don’t want to be rich, but if you have expensive tastes and meager resources you had better stay in practice. Nevertheless, the pay is not bad.

For the academic year just completed (1973-74) the American Bar Association reported a national median law teacher salary of $21,000, and the statistics available to me show salaries ranging from a low of $9,000 to a high of $46,000 (neither on our faculty). These figures do not include fringe benefits, which quite often are substantial (Many schools have very good retirement programs), and are reported on a 10-month basis. Summer Session teaching assignments, available at many schools, provide extra income. However, much of the compensation in teaching comes from the various satisfactions derived from your job.

Teaching positions are available all over the United States. During the 60’s there was a tremendous growth in the law teaching profession which paralleled the boom in law school enrollments. I do not expect the job market will be quite as active in the 70’s, but there still are good jobs to be had. Employment opportunities are relatively plentiful in the Southern United States while the market is tight on both coasts, particularly in the popular urban centers such as Boston and San Francisco. Your ability to get a teaching job in the school of your choice depends primarily upon two factors, the location of the school and your academic standing. If you are willing to consider a relatively unpopular location and have outstanding academic credentials, your chances of finding a teaching job are very good. Modest academic credentials or strong preferences for a popular region decrease the opportunities for employment. Law schools are attempting to add women and members of minority groups to their faculties and it helps to be in these categories. But a white male need not be discouraged because there are always good job opportunities for good people.

Graduates of this School who are interested in teaching jobs should write to me and not to the Placement Office. The teacher placement operation is quite specialized, and I handle it. The hiring season for law faculties begins in September or October for the following fall term. The height of the placement season extends from November 15th to February 1st; activity then tapers off.
But there always is a possibility of a vacancy on a faculty at any time. Some schools like to hire people for the term which begins immediately after Christmas and occasionally there are late openings. As I was writing this column I had a call from a law school dean seeking to fill a late vacancy.

Much of the law teacher placement activity in the past has taken place at the annual meeting of the Association of American Law Schools held from December 27 to December 30. Recently, the market has been extremely active, so active that placement activity interfered with traditional Association functions.

This year the AALS is experimenting with a separate teacher placement meeting to be in Washington, D.C. over the Thanksgiving weekend. We will probably go there to interview teaching prospects, and while there we will try to introduce our graduates to deans at other schools. Anyone who is seriously interested in a teaching job should (1) write me and (2) write the Association of American Law Schools at Suite 370, One Dupont Circle, N.W., Washington, D.C. 20036, requesting an application form for the Teacher Registry. You will have to pay $25 to be listed in the AALS Teacher Registry, but it is worth it. Many schools examine the Registry (a glorified name for a compilation of resumes on a standard form) and use it to schedule interviews at the recruitment meeting.

This Registry comes out in four editions a year, but by far the most important edition is the one issued immediately prior to the recruitment meeting. The deadline for inclusion in that issue is near, and so if you are considering a teaching career you ought to write the AALS immediately.

Prior to the recruitment meeting I will send a letter to a number of my friends listing Indiana graduates who would like to get a teaching job. This letter will include a brief biographical sketch of each candidate together with an offer to provide further information and faculty appraisals if the addressee is interested in a particular candidate. In the past this solicitation has been quite helpful to teaching candidates.

There are other paths of entry into the teaching profession. A number of schools including Indiana have legal writing programs staffed by recent law school graduates, usually called instructors or teaching fellows. Some of you may be interested in trying to get one of these appointments prior to securing appointment on another law school faculty as an assistant professor. These jobs are also ordinarily filled between November and February.

Some law teachers get their first jobs following a year of graduate study at one of the notably few law schools in the United States with substantial LL.M. programs. There are two reasons for seeking to enter the teaching profession in this fashion. First of all, you may not have a very good law school record and wish to secure better academic credentials or you may believe that the degree from another school will increase your chances of getting a good job. I ordinarily would not recommend this strategy to an Indiana graduate. The School is well enough known so that the additional degree will not do you much good. Occasionally students come out of a graduate year with an academic average much higher than the one achieved in law school, but this is the exception rather than the rule.

The year of graduate study is expensive and I am therefore hesitant to recommend it as a way of entering law teaching. Don't misunderstand me. The year of study for the LL.M. degree can be a very valuable experience for some people. But it is worth considering only if it is interesting to you apart from its job producing potential.

What about practice? How long should you practice before seeking a teaching position? I generally advise our graduates to look for teaching jobs after they have had between two and five years' experience in practice. After five years you are going to be making too much money to make the switch unless you are the extraordinary person who can live with a reduced standard of living. It may be possible to find a good teaching job at a satisfactory salary with 10, 15, 20 or 23 years of practice experience but the chances decrease as the years go by.

There are many more things I could tell you about the teacher placement activity carried on by this School. However, I have to keep in mind space limitations for this column and it probably would be better, in any event, if I answered your particular questions. If you are interested in a teaching career call or write me and also send in for the AALS registration form. I look forward to hearing from at least a few of our readers.

Douglass G. Boshkoff

Recent graduates hang out shingles

The day of young law graduates hanging out their shingles and starting solo practices is not past. Young men and women are still seeking opportunities to be their own bosses and to acquire broad experience in all phases of the law.

This Spring after he had interviewed with several law firms, Russell D. Millbranth JD'74, had to make a choice—would he go with a firm in a large city or would he enter private practice on his own? He chose the latter, and he's now comfortably settled in Winamac, Ind., as the sixth attorney in Pulaski County.

Millbranth says that he realized that if he would join a city firm he would be put into a limited area and his experience would be somewhat restricted. By practicing alone, he says, "I'm limited only by how hard I want to work."

As a bachelor, Millbranth had the freedom to go where he wanted to. He says that he chose Pulaski County because he wanted to develop himself and learn all areas of the law, and "It's all available in this county."

He was also attracted to the county by an opening on the Republican ticket for a candidate for prosecutor.

In the early weeks of his practice, Millbranth has found clients and friends. He says, "People here have been extremely receptive to me. It's a tightly knit but friendly place." He adds that other lawyers have been helpful and willing to lend a hand and answer questions—although he's tried to avoid reliance on them. He also says that the judges and county officers have been most helpful.

In judging his education at the IU Law School as preparation for solo practice, Millbranth says, "I feel as if I'm not