

students apart from the all-University graduation.

We believe that such activities are worthwhile for the Law School. However, we make no recommendation as to any specific program because we feel that individual programs should be worked out by the Dean and the Student Bar.

Conclusion. There appears to us to be a higher degree of satisfaction with the Law School among students and faculty members this year than in the recent past. Moreover, although prospects for the future well-being of the Law School appear good, we believe that the problems caused by the part-time attendance program re-

quired by the Legislature merit serious attention by the Administration and all concerned alumni.

Respectfully submitted,

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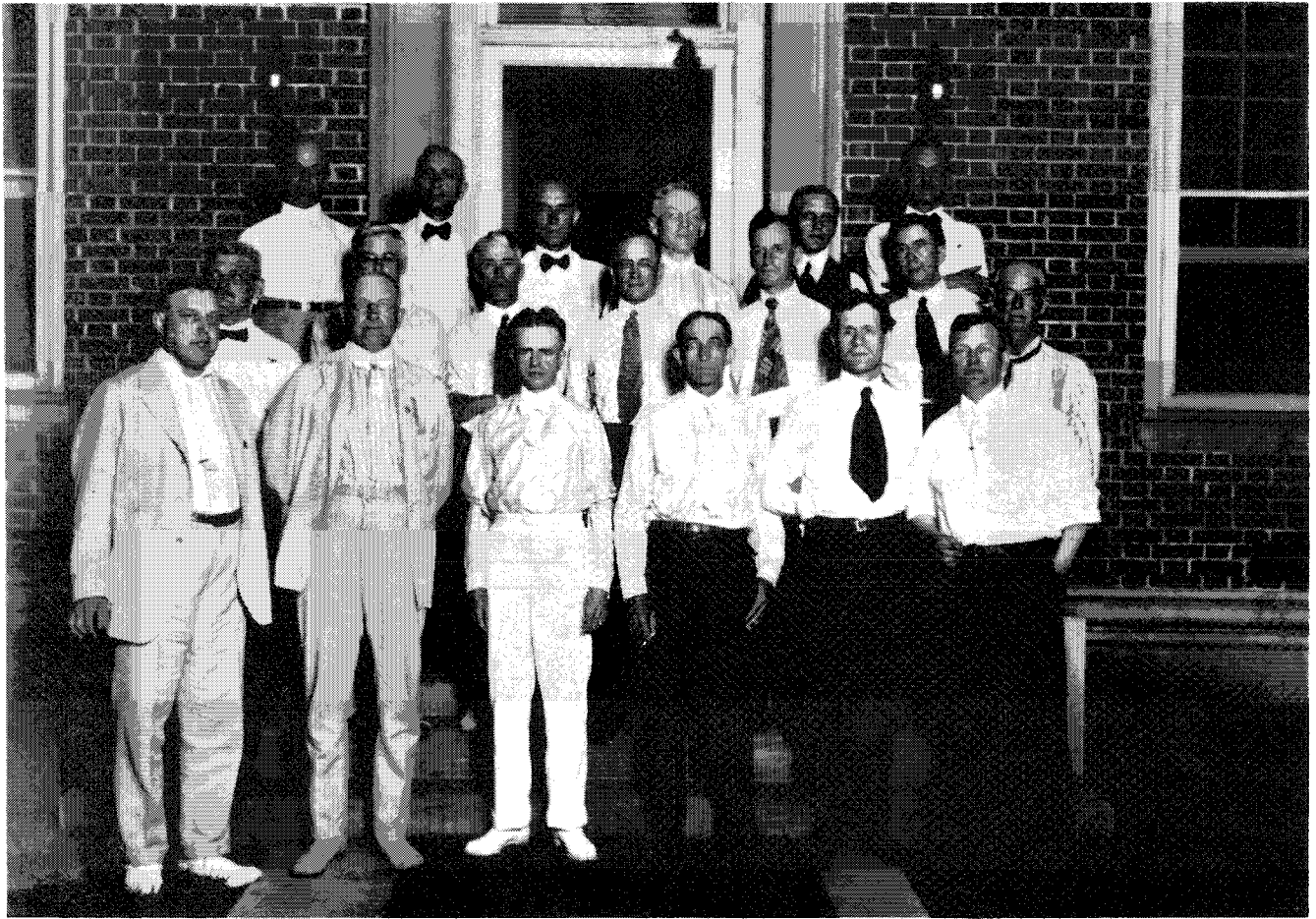
ON THE LIGHTER SIDE

Speaking at the recent Board of Visitors Dinner, Associate Dean Stuart G. Gullickson told two stories that are included here with apologies to all who are, were or would be a dean. Said Dean Gullickson:

"Isn't the law wonderful! An assistant professor can take a single point of law and turn it into a whole lecture. An associate professor can take that same point and construct an entire course from it. A full professor is able to take the self-same point and build an entire career from it. And then there is the dean — he is the one who has forgotten what the point was!

"When I practiced law in Mer-

rill," Dean Gullickson went on, "I had some doctor friends who annually traveled to North Dakota for bird hunting. On one of these trips they chanced to rent the best bird dog any of them had ever seen, a dog named 'Professor'. The next year they returned and asked the outfitter for 'Professor'. 'Oh, you can't have him this year,' the outfitter answered. 'But we're willing to pay double,' cried the doctors. 'It's not the money, he's just no good anymore. Another party took him out and, after he had done his usually outstanding job, they thought they would honor him by calling him Dean. Now all he will do is sit on his tail and bark.'"



Law Class of 1894 Reunion at the Madison Club

UNIVERSITY OF WIS. ARCHIVES

Although the 25th reunion of the Class of 1894 was held long before the first Annual Law School Spring Program, such reunions have been part of the Program tradition from its beginnings. This year's events will be held on May 1-2, and will include reunions for the Classes of 1931, 1936, 1941, 1946, 1951, 1956, 1961, 1966, 1971, and 1976. Details are forthcoming, but mark your calendars now for the 38th Annual Spring Program.

38TH ANNUAL
LAW SCHOOL SPRING PROGRAM
1-2 MAY 1981

(The following article is adapted from a background paper written by Prof. William Clune for a recent faculty retreat. The paper resulted from interviews with most faculty members soliciting their comments about curriculum concerns as well as ideas for reform or restructuring. Some of the suggestions have a broad base of support and are at least potentially feasible. Others, clearly identified, were born in Prof. Clune's mind and are given here for the first time. The faculty retreat is one step towards completion of a Self-Study, required for reaccreditation by the American Bar Association.)

CURRICULUM IDEAS

Writing Skills Courses The most widespread sentiment on the faculty was the need to improve the writing skills of our students, including the sense of craft in writing. Many people felt that too many of our students are drastically deficient in writing skills and that teaching is capable of making significant improvements. This was not a criticism of the legal writing course or even a comment on the first year curriculum. On the contrary, legal writing is conceived by most of us to convey bibliographical, analytical and elementary writing skills. The lack of more advanced writing skills was seen as a failure of the second and third year curriculum. That is to say, most people with this point of view saw the need for an advanced writing experience in the second and third years. The task should be of major proportions, including conceptualization, research, outlining, and drafting. The experience could not be meaningful without detailed feedback to the student at each stage of the writing process, and the feedback, it was felt, would have to come from faculty.

Some law schools, such as Arizona, provide this experience in a course called a "super seminar." In such courses, faculty members take a relatively small group of students — say ten or 15 — and work with them through a complete writing project.

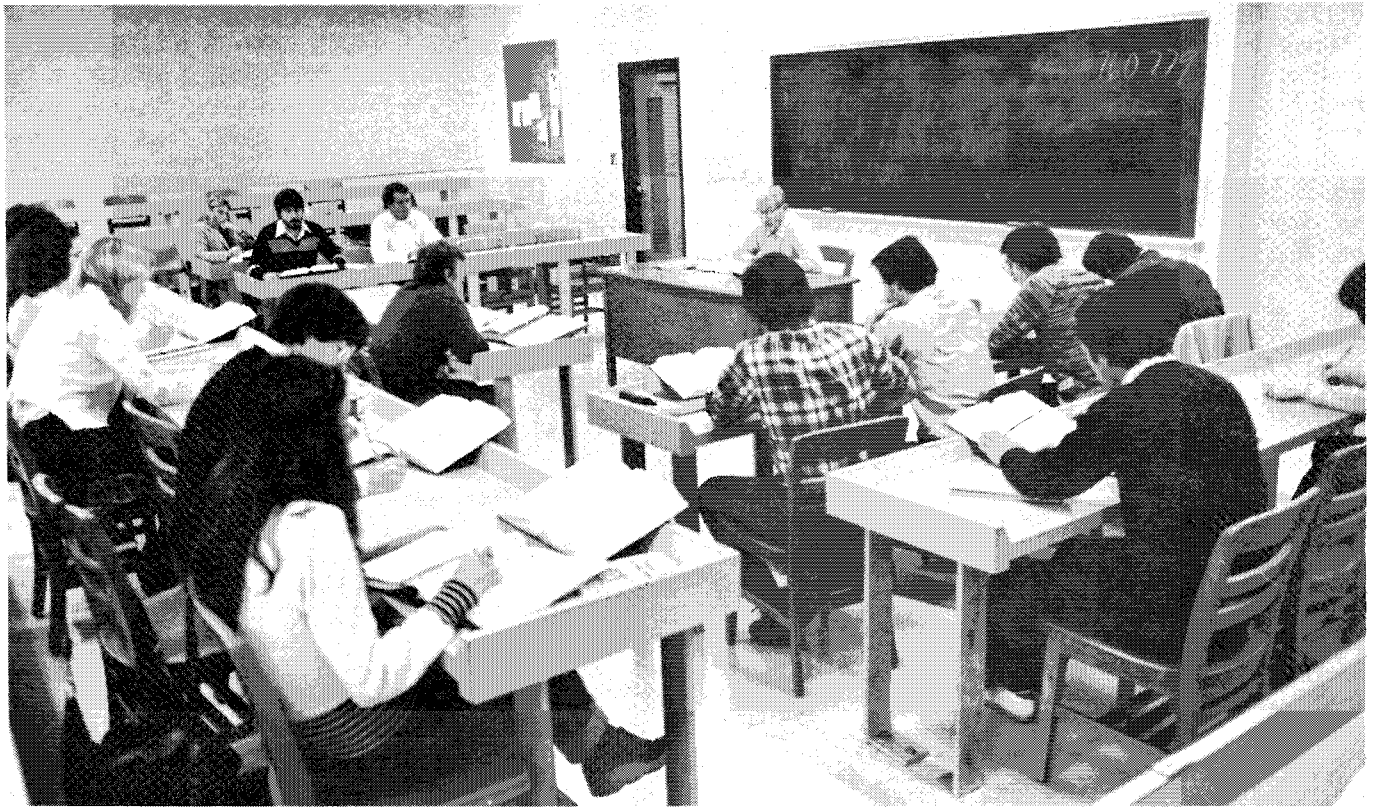
Typically, the product would be a research paper in an area of the faculty member's interest; but experiences other than research seminars could readily fill the underlying skills objective. Law Review and certain clinical experiences involving major writing projects come to mind. The essence of the writing skills experience is faculty feedback at each incremental stage of producing the paper. Thus, comments and discussion should take place at perhaps each of two outlining stages and each of two drafts. The extra work for faculty members might or might not require an adjustment of teaching credit. If more credit were given, an already difficult resource question, discussed below, would become more difficult. Extra teaching credit was not given at Arizona, and it may be that such writing seminars do not require many class meetings. (This is, they could

operate more like 10 or 15 small directed research projects than a traditional seminar.) Faculty members who have taught such seminars report that they are pedagogically successful and an exceptionally good way to get to know second and third year students and insure that they are working hard.

It seems to me that there is an enormous amount going for this proposal. The second and third year curriculum was identified by the faculty as in need of serious attention, and this was identified as the most serious area of need. Unfortunately, there is an enormous, perhaps impossible, budget constraint. The putative writing seminar is like other "new wave" skills courses in demanding an extraordinary amount of faculty resources. If we were to require one such experience of every law student sometime during the second and third year, we would need



Prof. William Clune



to serve about 250 students a year (I am guessing that about 50 students per year already have experiences which could be readily adapted to the new format). In round numbers, that means offering about 20 writing seminars per year. As always, the problem is which of our alternative current offerings to cut back. The first year small section program is very popular, and I do not see support for abandoning it. This seems a bad time to recommend cutting back on core survey courses, which may have been cheated somewhat in recent years as it is. Ordinary seminars are an obvious candidate for retooling as writing seminars, but I do not think we offer nearly enough of these to fill the bill. Perhaps it is logical to ask whether our current skills budget — and here I refer to clinical and simulation courses — reflects the sense of priorities which the faculty holds. Are writing skills so important that they should have first priority in our very expensive skills budget to the exclusion, if necessary, of other meritorious but less important functions? Such questions are difficult and controversial, but they are ex-

tremely typical of curriculum questions generally. It is easy to sit in one's office and think of wonderful educational innovations. Giving up some other worthwhile activities which have strong constituencies is quite another matter. A proposal which seems self-evidently meritorious in the abstract may seem highly problematic in light of its realistic costs.

Reorganization of the Business Curriculum Probably the next most significant area for possible change is the business curriculum. Specific changes here would have to be proposed by the faculty members in the business area, but the general principles can be discussed usefully by the whole faculty. There were two major areas of concern. On the one hand, it was felt that by comparison to common law and public law courses, we do a comparatively weak job in guaranteeing that our students possess a minimum degree of competence in business law. On the other hand, the business curriculum itself seems in need of restructuring and reordering; and the time is

ripe to do it. We have a fairly large group of young faculty members teaching the business courses with lots of interesting ideas for change. Let me address each of these areas of concern.

An argument can be made that we need to require some basic business law course, if necessary by de-requiring some other course. It would seem to me and others that federal income taxation is one of the most important courses in the law school, in terms of practical application, in terms of legal theory, and in terms of importance for public policy. In addition, that course can serve well as an introduction to business law. It deals with a wide spectrum of economic transactions and organizational forms, viewing them from the point of view of law, economic reality, and public policy. As important as these other courses are, it is difficult for me to see why the second constitutional law course or the second criminal law course or trusts and estates can be considered more important to the education of the law student than federal income taxation.

As for the reorganization of the business law curriculum, the basic