

## JAMES E. JONES, JR. "DEAN" OF WISCONSIN LABOR LAW STUDIES

When James E. Jones Jr. was a teenager in Little Rock, Arkansas, in the late 1930's and early 1940's, he wanted to be a research chemist.

His friends, however, scoffed at the idea, pointing out that black people simply did not become scientists in the segregated society of the era.

"If you were half-bright and black, you prepared to be a professional, because you were going to work in the segregated system whether you were a lawyer, doctor, preacher or teacher," Jones says. "If you wanted to be a chemist, forget it. The only way you could be a chemist was to teach chemistry at the local high school or at the black college."

But Jones — now one of the nation's best-known labor law professors — was not about to let his future be limited by the color of his skin.

"I was damned if I was going to let segregation determine what I was going to do with myself," he recalls.

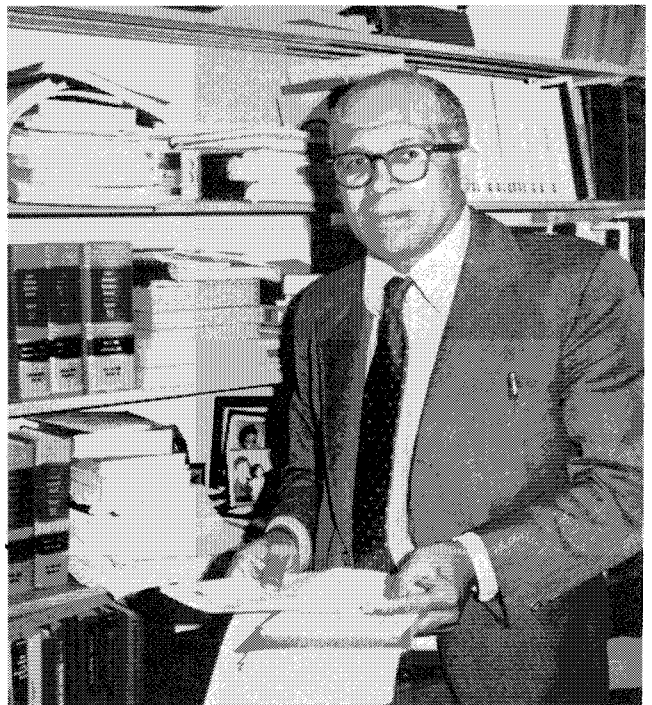
When Jones was 17, however, the United States entered World War II and the young man's study of chemistry in college was interrupted. After 3½ years in the Navy, Jones re-enrolled in Lincoln University, a black school in Missouri. But the war had soured him on the idea of being a scientist.

"We went to war and we blew up the world. The world needed another hard scientist like it needed a hole in the head. Instead, we needed some 'people people' who could deal with human conflict," Jones says.

Accordingly, after graduating magna cum laude from Lincoln in 1950, Jones entered a graduate program in industrial relations at the University of Illinois. After he got his master's degree in 1951, he landed what he calls "a white man's job" as an industrial relations analyst at the US Wage Stabilization Board's regional office in Chicago. He remembers how people reacted when they first met him.

"When clients would come in and I would be introduced to them they would virtually drop their teeth," Jones says. "They would stand stunned, because not only was I black, but at 26 I was young and looked even younger. I didn't shave but twice a week, I looked like a little boy."

While at the Wage Stabilization Board, Jones learned that what non-lawyers like himself thought did not carry much weight with lawyers.



Prof. James Jones

"I ran into lawyers who didn't listen to economists in matters that were not their 'business'," he says. Because lawyers were taken seriously, Jones decided to become a lawyer instead of pursuing a doctorate in industrial relations or labor economics.

He chose to come to the University of Wisconsin Law School because he thought it was the best labor law school in the country. And he thinks it still is.

After graduating from law school in 1956, Jones went to work as a civil-service lawyer in the US Department of Labor. He worked his way up through the ranks and in 1967 was named Associate Solicitor of Labor for Labor Relations and Civil Rights, a post he held until he joined the UW law faculty in the fall of 1969.

He was one of the highest ranking civil-service lawyers in the US Department of Labor when he changed careers at the age of 45. Why did he make the move? Jones says he could not resist the lure of Wisconsin's tradition.

"I came to this place because of its labor heritage," he says, ticking off the names of legendary scholars who preceded him. John Commons. William Rice. Nate Feinsinger. Abner Brodie.

The overall quality of the Law School was also a powerful attraction.

"We are a premier law school," Jones notes. "We're much better than our rankings, and our rankings are formidable."

Since 1969, the Law School has made its labor law program even stronger, according to Jones. The number of courses offered has doubled and the labor faculty has been expanded with the likes of June Weisberger and Carin Clauss, a former Solicitor of Labor who, Jones adds, "went farther as a woman than I went as a black."

All of the above has been accomplished with what Jones describes as a "penny pinching" budget. He

adds that the excellence of the Law School's labor program is a fragile property. "We need to encourage research in this area," Jones says, "the kind of research that our Capital Fund Drive can help finance."

"We encourage and seek diversity, but that's the hardest kind of thing to keep on an even keel," he points out. Nonetheless, "there is a critical mass (of professors) with a continuing interest in labor matters."

Despite countless offers of other jobs Jones has remained at Wisconsin.

President Carter appointed him to the Federal Service Impasse panel, which seeks to settle labor disputes in the Federal Service. His term ended in January 1982. The part-time position enabled him to perform a public service while remaining a full time academic.

One of the things he says he finds most satisfying about being a professor is helping recently graduated students find jobs in Washington. He calls himself a "facilitator of professional opportunities" who uses his continuing contacts to open doors for students.

"I am an unabashed promoter of the Wisconsin product as I go about the country and make contact with people," Jones says.

Jones, 58, is married to the former Joan Turner. The couple has two children. Daughter Evan, 18, just started her freshman year at UW. Son Peter, 16, is a junior at West High School in Madison.

## ON THE LIGHTER SIDE

In Volume XII, No. 1, we gave you a copy of the new standardized examination for potential law professors. In retaliation law professors apparently have come up with their own rules for success in teaching and examining. These rules (inadvertently left in a Law School copying machine) are reprinted here as a service to all of us who have observed their operation.

Rule 1: Do not waste time covering material which will appear in the examination. This will give you more time to prepare examination questions from material outside the course.

Rule 2: Be sure to assign 100-150 pages of material on the last day of the course. This will prevent students from frittering away their time in bed or on other courses.

Rule 3: Be sure to appear fifteen minutes before the start of the examination with a self-satisfied

smirk on your face. This will convince the students that you are a fine fellow, after all, and sincerely interested in their welfare.

Rule 4: Be certain that there are five or six strategically placed typographical errors in the exam. This will test student ability to resolve ambiguities. It will also enable you to make an opportune entrance with an incomprehensible explanation after the students have resolved those ambiguities. Be sure to announce the corrections in an inaudible tone. This will spread confusion and consternation. After all, anyone can take an examination under ideal conditions.

Rule 5: Set time limits on questions that are inversely proportional to the complexity and difficulty of the questions. Good lawyers must be able to work under pressure.

Rule 6: Where you have stressed policy all year, be certain to mark on the basis of doctrine and doctrine alone. It is never too late

to learn the law.

Rule 7: Where space limitations are indicated for each question, be sure they far exceed the space required for a complete answer. This will provide incentive for creative writing.

Rule 8: Leave out sufficient facts in each question so that you can test the student's ability to write as well as answer questions.

Rule 9: Stay in the vicinity of the examination room so that you can meet students who are taking a short break. Greet them with some congenial remark like, "Isn't it a beaut!" This will convince them that you are one of the boys.

Rule 10: Immediately after the exam point out to questioning students issues that are not in the questions. This will make them more alert in future exams.

Rule 11: As soon as you receive the blue books, put them in the safe for at least three months. This will enable you to mark them in perspective and take the pressure off borderline students.