

## PROFESSOR KATZ RETIRES

The end of the first semester brought to a formal close the long and distinguished teaching career of Professor Wilber Katz, who has been a member of the Wisconsin Law School Faculty since 1962. Professor Katz was graduated from the University of Wisconsin in 1923, and earned his law degree and an S.J.D. at Harvard Law School. During his student career, he was elected to Phi Beta Kappa and Order of Coif. He served as Note Editor of the *Harvard Law Review*.

Following several years of private practice in the New York firm of Milbank, Tweed, Buckner & Ballantine, he served as a member of the University of Chicago Law School Faculty from 1930-1961, where he was also Dean from 1939-1950.

Professor Katz has taught Corporations for forty years.

Professor Katz has recently been the George I. Haight Professor of Law, occupying a special chair established by the friends and admirers of one of the Law School's most distinguished alumni.

During 1970 he served as a special hearing examiner for the University in numerous student discipline cases which grew out of the student protest demonstrations in the spring.

A leading Episcopal layman, Professor Katz is a nationally-recognized expert on church-state relations. During 1970, for example, his article *Radiations From Church Tax Exemption* was published in the *Supreme Court Review*. Along with Harold P. Southerland (Class of 1966), he is the author of an *amicus curiae* brief in the U.S. Supreme Court on behalf of the American Council on Education, the Association of American Colleges, the Association of American Universities, the National Association of State Universities and Land Grant Colleges and other groups in an appeal from a three Judge decision in the Federal District Court of Connecticut in a case in-



Wilber G. Katz

volving federal aid for non-religious purposes to secular and non-denominational private colleges.

On the occasion of his retirement, the *Gargoyle* asked Professor Katz to reflect on his many years in legal education, responding to the question, "Would you do it all over again?" And he replied:

"If I were starting over, I'd make a radical shift of strategy. I'd scrap my long held notions of what students and I should respectively contribute to the educational enterprise and I'd substitute a text for the massive book of "Cases and Materials." Following the lead of colleagues Foster and Bunn, I'd adopt a basic strategy of student self-teaching and assign weekly problems for written reports and discussion.

"For many years, my variant of the case-statute discussion method worked fairly well. But it presupposed a kind of regular, thoughtful preparation and class participation which too few of today's second year students are willing to deliver. Possibly the student slow-down is justified. Possibly the pre-class reading of judicial opinions (often poorly written) and statutes (often poorly drafted) is just too frustrating. Possibly class participation means opening one's self to Socra-

tizing which is just too humiliating. But it is no certainty that a viable substitute for the "case method" can be found for classes of 50 to 100 students.

"A method built around problems assigned for written reports raises many difficulties. The reports must be carefully read and their specific inadequacies effectively communicated. This kind of communication, whether oral or in writing, I have found always difficult, and often apparently impossible. And the time required presents a major hurdle. Perhaps each student might have only a third of his papers read and criticized by the professor and teaching assistants might be used for the remainder.

"Were I starting over, I would also reluctantly yield to the demand that professors come out from behind the Socratic pose of the ignorant man. I'd not only express definite preferences more frequently, but I'd try to show the "relevance" of Corporation Law by articulating more systematically my ethical, economic, and political convictions bearing upon the modern corporation and Corporation Law. Perhaps it's just as well that I don't have the fifth decade. Old dogs seldom teach themselves a new repertoire of tricks."