

SECTION I
INTERNAL TALK

CONVERSATION WITH FACULTY ON DAY ONE

It is wonderful to be here. It is my privilege to be your colleague. Thanks for all your hard work and support during the search process. All of you did a fantastic job presenting yourselves, our institution, and the issues facing the College of Law.

I am also especially appreciative of the time and effort Dick Wirtz and John Sobieski have put in to get me crawling, if not yet running, during the last two and a half months. Finally, I am, and hope you will be, impressed by the level of support for the College of Law which the UT and UTK Central Administration have shown in the search process. President Johnson was most welcoming and interested in the College of Law's future, me, and my family.

Chancellor Snyder and Vice-Chancellor Peters have been extremely open and hospitable, and John Peters has been warm, energetic, and extremely perceptive throughout. In large part I know that the good camaraderie I have experienced with the UTK administration is due in no small part to Dick's sustained efforts at building and sustaining good relations with John Peters and others across the street.

Now, let me switch gears a little bit, but I did want you to know how pleased and excited I am to be here and how much I value the collegiality I have experienced in my visits here. I place a high value, maybe the highest, on getting along, on accomplishment through tolerance and respect of others. I feel that here—everywhere—and I appreciate it. So let me talk about vision.

Vision – About one month and one week ago I went to the ABA New Deans Workshop-Baby Dean Bootcamp they call it. There was lots of talk about vision. I was at another university this spring and the President told me a law dean needed to come in with vision. A dean couldn't rely on faculty for that; she had to articulate and apply her own vision.

Well, vision is not a bad thing, but the Hindu talk of dasharna – point of view or perspective. Everyone is a victim of one's own perspective as well as a product of one's own perspective. I figure one of the things I have to do is try not to simply limit myself to my own perspective or point of view but to try and understand and develop a shared dasharna, or shared perspective. I can't do that without you, so part of my vision or hope is for us to work together to articulate and effectuate a shared vision for the UT College of Law. Any good vision or plan also has got to be flexible.

Let me tell you about vision in my own life. Susan and I had two kids: Patrick and Sarah. We could not agree on whether or not to have a third child. We would need to spend more on kids than us. We would need to spend more years raising kids, etc.

But finally, when analysis didn't resolve our dilemma we just decided, what the heck, let's have another kid! And so we did. But, while Susan was pregnant, we found out the baby was a girl and she needed a name. Patrick and Sarah have wonderful, traditional family names. For our third child, our last child, we wanted a unique but beautiful name, one that would perhaps express our hope for both that child, and others, and maybe even in some idealistic way, for our children's future and for the world. Finally, we settled on a name. There was an Irish lawyer whom I had worked with in Seattle when she was visiting the States, and her name was Aisling O'Leary. Pronounced Ashling, spelled A-I-S-L-I-N-G. We loved the name. It's Gaelic.

But, what did it mean? I recalled Aisling O'Leary telling me something about "dreams." So I went to the LSU Library, got an English/Gaelic dictionary and looked the name up. As a lawyer, I like confirmation. The dictionary told me that Aisling meant "dream" or "vision." So our third child, Aisling, is our vision, our last child!

But, like I said, vision has to be flexible. Why? Because after Aisling being our last child for 2 years and 8 months, Jennifer showed up. The point of that little story, besides telling you my kids' names, is just that vision has to be flexible and adaptive, not confined to one perspective or point of view. For this law school, to move on, to move up, to reach the next level, to become a more outstanding state supported law school, your input to the vision—the changing vision—is critical, and I will rely on it. If I go off half-cocked without you, please reign me in. If my going off happens, it'll be the result of oversight, not plan, but if I do, please throw some cold water on my face, slap me, and let me know I'm drifting.

Anyway, while I go on I feel I'm drifting here, let me get back on track. Even though the institution's vision is your vision, in part, I had to talk to John Peters without being able to systematically get your input into the College of Law's needs. In my talks I relied heavily upon your self-study and the ABA's "glowing" response. I also relied upon Dick and John for counseling, feedback, and information.

As I begin discussing the commitments which UTK and John Peters have made, let's back up to the start of last year. John Peters had told me that as you started the search process and the self-study process, Bill Snyder and he were

comfortable with the level of professional training and education that you provided. As the two processes continued, they realized that comfort was an understatement. The UT College of Law was stronger than that. I would like to say it is way stronger than that.

At the same time, Bill Snyder and John Peters and you saw that a continued commitment to quality scholarship was essential to your—our—growth. Not only were increased scholarship and a continued commitment to outstanding teaching and training themes that both you and John Peters heard during the self-study and search process, perhaps most importantly, those were the themes and tensions identified, discussed, and highlighted in the excellent Teaching and Faculty Development Report produced last year.

So, it was in that context that I sat down with John Peters. What support, commitment, change did we agree to? I will present this to you in several different ways.

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LAW PREVIEW DAY - THE VIRTUAL TOUR

This is our webpage, and I bet you all have looked at our webpage. We are going to take a virtual tour, and we are going to do it with me telling you about it. Before we start, I want you to notice something. The sky over the University Tennessee College of Law is always blue. We are starting on the outside of the building. You are *in* the building. This building was built in 1997; it's part of a renovation of our 1950 building. I think they did a great job. I think this is one of the best physical facilities for legal education in the world. It's beautiful; it is comfortable; and when you get to learn your way around, it is incredibly functional—it works. It works most importantly for teaching, and I'll talk about that in a minute.

Technologically, we are wired; we're so wired we don't even know what to do with it yet. Some of you probably know more about our technology than we do, but we are fast becoming one of the most wired law schools as well.

This is our rotunda; this is our main entrance, and from an architectural standpoint, we got a lot that we had our building on, and we were renovating, and we were trying to double in size by adding another building, and what happened was the architect was on a plane, and was drinking a coke or a sprite and had a napkin, and got a pen and started to draw on the napkin; how could we fit this building on this little lot, and came up with this idea that we needed to swing this addition a little bit and a way to do that was the Rotunda. Today when you take your tour please take some time and just stand in that Rotunda. It is glorious space; as you look up it's inspirational and aspirational space. It just sort of makes you feel good and makes me feel really good about this place. It makes me think grander thoughts than I sometimes think. Okay, so that's the Rotunda.

Alright, we're going inside. I know you are already physically inside, but virtually we are going inside. We have this great space—this great Rotunda—so we thought we should name it after somebody, and we decided to name it for one of our alumni. We decided to name it for one of our most involved and most accomplished alumni. We decided to name it for Senator Howard A. Baker, Jr., who is a 1949 graduate of the University of Tennessee College of Law. You have heard of Senator Baker as *the* Senator from Tennessee, the Chief of Staff at the White House, a founder of the largest firm in the state of Tennessee, and soon our ambassador to Japan.

Okay, classrooms, teaching. Last year there was a ranking that came out, a ranking of American Law schools, not *U.S. News and World Reports*. I'm going to say something about that in a minute, but there was a ranking that came out about

American law schools, and it's about twenty or thirty pages long, and the ranker said that he, it was a he, was going to rank American law schools and what he was going to rank them on was faculty reputation. To him, that meant scholarship. He ignored teaching. Whoa! It would seem to me if I were in your seats and I were in your shoes, I wouldn't put much faith in a ranking like that because it would seem to me that what would be the most important thing to you would be the quality of teaching that you would experience during your years at law school. And the University of Tennessee faculty is the best with which I have ever been associated. It is the most concerned with assuring that each and every student receives an outstanding legal education. It is the most concerned group with which I have ever worked in making sure that you learn how to think like a lawyer but also that you learn the skills that you are actually going to need when you practice law. When I got out of law school in 1981, I thought I knew how to think like a lawyer. My dad was a lawyer, so I learned legal thinking at the dinner table. I knew how to think like a lawyer, but I didn't know how to write a contract; I didn't really know how to take a deposition, and I didn't know what I was going to do when I stood up in a room in front of a group of people called the jury and had to try to persuade that group of people. At the University of Tennessee College of Law, we are dedicated to making sure that when you graduate you are not only going to know how to think like a lawyer, but you are also going to know how to do some of the other things that lawyers have to do.

That's my friend Bob Lloyd. Bob Lloyd is a Lindsay Young Distinguished Professor of Law who teaches Contracts and Commercial Law. He has been honored by the University for his teaching in the traditional classroom. But for the last two summers, Bob has also offered an online Commercial Law course. Are we going to go totally online? No, never. But Bob offers a course where our students can earn two hours of credit entirely online. He is a national leader in online education, and we are one of the first law schools in the U.S. that the ABA has said can offer those types of courses. So we are particularly proud of that. But as you can see here, Bob has actually got the students enthralled. Although that student right there is looking back at the camera. But that's okay.

This classroom is room 237. It is a classroom but also an appellate court room. We have real appellate arguments when the Tennessee Court of Appeals comes and sits once or twice a year and actually hears cases. And you can see the bench right back there where the judges would sit. It is also a great, great classroom.

As we turn to the next photo, this is a non-courtroom classroom—room 241. It's great because even if you are in the back row, you are close to the professor. So you are going to get real live human contact even when you're sitting in the back row.

That's my friend Carol Parker. Carol Parker is the Director of our Legal Writing Program. The legal writing program is really one of the best that there is. Our legal writing program is taught by outstanding adjuncts and by full-time tenured or tenure-track faculty. In the first year, it is a two course, six hour package, in which you are going to do actual legal writing and research. When I went to law school, I thought what am I going to do with my life? I really didn't know. But I did think I was going to be a litigator. I wanted to be like Johnny Cochran. I wanted to get up in front of people and argue and persuade. And I did that for four years. But even though I was a litigator, what I learned right away was that I wrote. I wrote every day! As a lawyer, you cannot get away from writing. So your legal writing training is really, really important. If you have the opportunity to look at other law schools, you should look at their legal writing programs. Look at the attention that they pay to actual skills training and compare them to us. And I think we'll do pretty favorably.

U.S. News and World Reports – We are ranked in the top tier of American law schools. If they are gonna rank us, we want to be ranked well. And we are, but please don't decide where you are going to go to law school based on a ranking in a magazine. Look at the law schools. Look at the University of Tennessee College of Law. Look at the attributes of the place. Look at the attributes of the program. Look at the people you meet. Look at the physical facilities. And decide which is the best law school for you, not what may be ranked high or low by *U.S. News and World Reports*. Because I will tell you a secret—they rank to sell magazines. Look for the best law school for you.

Our library: when you do legal writing, you do legal research, and where do you do legal research—if you're my age—you start in the library. Our library is right off the rotunda. It is named for one of our alumni, Joel Katz. A quick story about Joel Katz—a 1969 graduate of the College of Law. He worked his way through law school. He worked all the time, working a full-time job and going to law school. He did great. He graduated and did fine. But not everybody is at the top of the class, and Joel will tell you that he was not at the very top of the class, and in fact he has now created a great scholarship that has to go to somebody who is in the second half of the class. Joel went to Atlanta, and he kept up his ethic of work. He worked with the Department of Housing and Urban Development. He worked at Georgia State teaching business law in the evening. And he worked for a law firm. He was killing himself—for two years—and his spouse finally said, "Joel, if you're doing this to yourself and killing yourself, why don't you start your own firm and start working for yourself?" So our alum, Joel Katz, said "I will," and he rented himself an office on Peachtree Boulevard. I learned something about Atlanta the other day. In Atlanta, if you have a law firm, you want to be on Peachtree Boulevard, which is why it's so long. And he was; he was on Peachtree in a small office. And a banker called him

up and said “Mr. Katz, I have a friend who needs a lawyer. Can you represent him?” You’ve just opened your own office; you’re a lawyer; when someone asks you that question, what do you say? “Yeah. I can represent him!” Then the banker asked, “Do you know anything about entertainment law?” And Joel very honestly said, “No, I don’t, but if you give me four or five days, I’ll go learn something about it.” And Joel went to the Emory law school library, and he studied entertainment law, and he studied entertainment law, and he studied entertainment law, and he prepared for his meeting with the prospective client. And when his door opened, into his office on Peachtree Boulevard in 1972 walked James Brown the singer. James Brown didn’t want a lawyer in New York. He didn’t want a lawyer from Los Angeles. He wanted someone who was outside the mainstream of entertainment law, and Joel Katz looked at him, and both James Brown and Joel Katz felt good that minute. And Joel now represents Willie Nelson. He represents Jimmy Buffet. He represents TLC. He represents Sony Corporation. So it’s just a story of somebody who had to work real hard during law school and did very, very well but wasn’t in the very top of the class. But he is now one of the outstanding entertainment lawyers in the United States.

Inside the library: This student is legal researching the old-fashioned way, using books. She is looking up in the books what the law is or maybe taking notes and getting ready to write. Now that’s one way to research, and we teach that way, and you gotta learn it because every legal research system, even the electronic ones, is based on the books. But not only do we teach you the books, but we also teach you how to do electronic legal research using the electronic databases. Probably by the time you are practicing law, books will be nice—they will be on the shelf—but you will be totally online. This person, you can see, is in one of our carrels, is either working or researching. Laptops—there are plugs at everyone of your seats. There are plugs at every one of the carrels in the library where you can plug in your laptop if you choose to and work away. Now, I have to be honest, this isn’t really a student—this is Sally Carter who works in the library, but she agreed to let us take her picture here.

This is some of my favorite space in the whole building. It is the second floor library reading room. Take a look at it; I won’t say anything else. It’s a fantastic space. It’s a great place to study. This is looking in from the outside into the reading room.

There is my colleague Tom Plank. His office is never that clean, but for the picture it is. Tom Plank teaches bankruptcy. The faculty—I’ve said they’re great teachers—but not only are they great teachers, they are absolutely outstanding scholars. For instance, two of the nations’ best torts teachers and scholars are on this faculty. If you go anywhere—and I am not going to name a lot of names, but I

am going to name two right now—but if you go to any law school in America, in your first year of law study, during Torts you're going to hear about Joe King and you're going to hear about Jerry Phillips. And whatever Torts book you use, you are going to see their names. Well, if you come here, two-thirds of you, will over the course of a year maybe all of you, will have either Joe King or Jerry Philips. They are two of the most outstanding torts professors in the world. Torts—it is T-O-R-T-S—add an E on it and you have a French dessert. It's a civil wrong other than breach of civil contract.

Civil rights: we've got the authors of one of the most frequently cited treatises on civil rights here at the College of Law [Professor Cook and Dean Sobieski]. The person who writes the most relied upon multi-volume treatise on trust law is here [Professor Hess]. It's twenty-two volumes—that's a lot of volumes; you don't carry that around; you take that one at a time. The person who edits the labor law book that the U. S. Supreme Court cites constantly when it looks at labor law cases is at the College of Law [Professor Hardin]. The national expert on probation and parole is at the College of Law [Professor Cohen]. A rising expert on the death penalty is here at the College of Law [Professor Aarons]. I could go on and on and on and on. So the faculty is both engaged in teaching and engaged in scholarship, and it is engaged in providing public service.

Alright, next photo. This is one of our courtrooms. This is the same courtroom you saw before, but in this building there are four classrooms that double as courtrooms. Why do we do that? Part of our tradition here is a strong advocacy training program. Consequently, when we built the building, we realized that. Remember I told you we teach skills. We wanted to have real courtrooms for our trial practice courses and advanced trial practice courses where you are actually in the type of environment—a courtroom—where you will be practicing law. Before I leave that, we have a concentration in advocacy, but we also have a concentration in what we call entrepreneurial law or business transactions because we have a traditional strength in that area as well. So if you are thinking that you want to be a business transactions lawyer, we have a series of courses that are designed to fit together and build upon one another and point you in that direction. But, let me say one thing, if you don't think you want to be a business lawyer, and you don't think you want to be an advocacy lawyer, or maybe you want to be one or maybe you want to be the other, you get a great legal education here whether you are in one of those concentrations or not. But they're available to you.

Simulations are where you pretend to do something in a simulated setting. Where maybe you have a student lawyer and a student witness in a made up case. What's the difference between a simulation and a clinic? A clinic is where the student actually represents the client under the supervision of a faculty member. Our clinic has been open and operating since 1947. It is the longest continually operating legal clinic in the United States of America. We have been training people to actually represent clients in a real setting longer than anybody else. And one of the special things about the clinic is not only do you actually represent clients, but you represent clients who would not be able to afford legal service without you, and you get to do it in an environment where you are supervised by a faculty member in an 8-to-1 ratio. And you get to do it in a context where you get to think about what it means to be a lawyer. A context in which you reflect upon your role as a lawyer. Things happen fast in the clinic, but believe me, they are going to happen a lot faster when you're out in practice, and that clinical reflection process grounds you in what it means to be a professional and in the ethical and professional environment in which we lawyers exist. The clinic is a place where we, the school, and you, our students, represent clients who not would otherwise be able to secure legal representation.

Our students also are involved in public interest and public service law through various volunteer organizations—the University of Tennessee “Volunteers.” The volunteer spirit is here in the College of Law as well in the pro bono and public interest programs. We think—I think—lawyers have an obligation to provide legal services to people who could not otherwise afford legal services. Otherwise, there isn't equal access to justice. And we have to make sure that we have equal access to justice in the country. It's over the doors of the law school. Imagine, we don't have equal access to justice; it isn't fair. How can you have A versus B when only one side is adequately represented? Justice depends upon fair and equal representation. Our students are involved in volunteer work in many, many community programs. Our UT Pro Bono project and our Tennessee Association of Public Interest Law have got various projects. They go to the Knoxville Legal Aid Society on Saturday mornings and, with attorneys from Knoxville, represent people who could not otherwise afford legal representation. The attorney represents the client; the student helps. We have a domestic violence project that we're involved in with the Knoxville Legal Aid Society. We have a homeless shelter project. We're starting an Innocence Project—where people who have been wrongfully convicted can come to us for assistance because there is no interest in this society in having somebody wrongfully convicted. We have a Hispanic Assistance Project for some of the new wave of immigrants to East Tennessee, where we—our students and a faculty member or faculty members—meet with people who have legal issues and problems and try to provide them with not just advice but also education.

Two of my colleagues who are most involved in public interest and pro bono work are in the room: Fran Ansley and Dean Rivkin. They are going to be here at lunch. If you are interested in pro bono or public interest work, I would say have lunch with Dean and Fran. We are going to have a pilot advising project this fall where those folks who are interested in pro bono and public interest work can seek out Dean, Fran, or other faculty members for advice because we're going to provide you loads of opportunities. We want to make sure that you have an opportunity if you're interested in doing that kind of important work, to get advice on it, and Dean and Fran have volunteered to lead us.

I want to thank you once again for coming here and hope you have an absolutely great day. The University of Tennessee is a welcoming, open, and inclusive place. It is a wonderful place at which to work and at which to learn. Thank you very, very much.

LAW PREVIEW DAY - APRIL 1, 2005

Good morning and welcome. Who am I? I'm Tom Galligan, and I am the Dean of the University of Tennessee College of Law. I've been here since 1998, and I absolutely love it. Of course I am biased. I really do want to say welcome to you and your guests; we are really glad you are here. What's today about? This Law Preview Day is about you and whether or not you think this is the place for you to go to law school. I'm going to talk a little bit about what I think is unique and special about the University of Tennessee College of Law. But as is my way, as my colleagues will tell you, I'm going to start off by digressing just a little bit and talk about myself and my family. I'm going to talk about my daughter Sarah, S-A-R-A-H. She is our second child, our oldest daughter. We have a son Patrick, who is 20; Sarah's 18; Aisling, whose name means dream or vision, is 15; and Jennifer is the youngest; she's 12.

But Sarah is the one we are talking about. Sarah is a determined person. She has been determined since day one. In fact, she has been determined since before day one. Susan and I were in New Jersey, which is where we are both from originally, and we were back for a year before we went to LSU, where I taught for 12 years before I came here. We were packing up to move to LSU, and my wife Susan said to me—she's not usually one of those mystical people—but she said to me, "I'm pregnant; it's a girl, and her name is Sarah." And she was right. That's the kind of determination this kid has had her whole life. Sarah's first sentence was: "I did it." I expected it to be "Dad, I love you," but it was "I did it," so she has picked goals, and she has achieved those goals from the very beginning. Now, I guess that and sense that many of you share that trait: you pick goals and you achieve those goals. I bet that, like Sarah, you have had setbacks, and you haven't always gotten everything that you have wanted, but you've learned from those setbacks, and she's learned from them, but you're achievers. We had over 1600 applications for the 150 places in next year's first year class. Karen Britton, who is standing up to say hello or to leave, is our Director of Admissions. Karen can tell you it's the most applications that we have ever had. It is harder to get into the University of Tennessee College of Law than it has ever been before. So you are achievers, and congratulations on your admission. You are academic achievers. Some of you are athletic achievers. You are leadership and extra curricular achievers. You are community achievers. You have made your communities better places. You've achieved and congratulations.

Now let me get back to my daughter Sarah for a second. I told you she is 18, which makes her a senior in high school. And I don't want to compare you to seniors in high school. I know you've been through a lot more, and your lives are richer, and you are more experienced, but you, like Sarah are in a period of transition, a significant period of transition. So with a senior in high school, what are we doing in the Galligan family right now? We are waiting to see where Sarah gets

into college. In fact, she called us last night from a track meet in Mobile, Alabama. She's never really run track in her life, and now in her senior year she decides she's going to run track and cross country. Typically, she said, "I'm going to do it," and she did it, and she's doing very well. Anyway, she called to tell us there are a couple more colleges she just got into. All of a sudden there's all this noise in the Galligan house, like oh your father went to that college, or your grandparent went to that college, or your great-grandparent went to that college, or let's look at the *U.S. News and World Reports*, this one's a little bit higher than that one; that one's a little bit higher than this one; this one has that 98%; this is a 2.7; this is a 3.6; this is a 4.7; hey wait a second, they're doing this to sell magazines. We realize that in Sarah's mind we are creating this din of noise, and in the end, which is going to be one month from now for her, I hope what she does is that she stops and takes a deep breath. She has a chance to visit some of these schools again like you are doing today. I hope she asks herself, "Despite all this stuff my parents are telling me, which of these schools is going to be the best place for me to go to college?" At which of these schools to which I have been admitted am I going to feel the most personally fulfilled, the most intellectually fulfilled, and a part of a diverse, inclusive, welcoming community? That's what I hope she does in the end. So, back to you. I know free advice is worth less than you pay for it, but I hope today that you will take a deep breath, look at us, listen to our students, listen to our faculty, listen to our fantastic staff, and decide if the University of Tennessee College of Law is the place for you to pursue your legal education. Is this a place that's a match for you? Now we have spent a lot of hours—would it be fair to say thousands of hours?—looking at your files, looking at your personal statements, looking at your essays, looking at your accomplishments, and we've decided that you would be a wonderful match in that we think that you would make us better, you would have a wonderful time here, and you would get a great education. But a match is not a one-way street; it's at least a two-way street. So today is a chance for you to look at us and say, "Hey, is it a match for me?" And I say a match is a two way thing; really a match is more than a two way thing with a school, isn't it, because it's a match with a university; it's a match between you and the school; it's a match between you and the other people in this room; it's a match between you and the upper class students you're going to see; and it's a match between you and our faculty and you and our staff. So it is a complex relationship.

I'm biased because I think this is a truly fantastic place. What I'd like to do in the next few minutes is just tell you a few of the ways in which I've come to believe this is truly a special law school. And where I'm going to start is with teaching, and when I start with teaching, I start with my colleagues. I start with the faculty. This is the fifth law school at which I have spent a significant time, and I have never been around a group of people—my faculty colleagues—who care more about their teaching than the University of Tennessee College of Law faculty. I've

never been around a group of faculty who talk more about their teaching. I've never been around people who put more time in to their teaching. I've never been around a group of folks who analyze their teaching more and think about how they could be better teachers whether in the context of personal conversation, lecturing, questioning, using technology, in the clinic, and more. They care; they care about you, and they care about what you learn.

How do we teach? We teach in a bunch of different ways with a bunch of different styles. In the first year—we have a first year student here who will probably be talking to you later about the first year experience. In the first year, I think it would be fair to say that a lot of the learning involves a traditional classroom experience. I don't know if anybody has ever seen the movie *Paper Chase*; it's a movie about law school, and I think it would be fair to say it doesn't look like a very pleasant experience. It's really intense; I don't think we are quite like that. The idea in *Paper Chase* is that in the first year, the faculty train you to think like a lawyer. In my undergraduate experience, I had some small classes where there was conversation and talking, but in most of my classes, my professor would say read a book a week, and then listen to what I think about the book. It was okay to me, but I'm not a fast reader, and I wanted to say what I thought about the book. Then I got to law school, and instead of reading a book a week per class, I was reading maybe thirty maybe forty-five pages per class. I liked that better, but I had to read it 3 or 4 times, and I was asked what I thought about it. I was called on, and I was questioned, and I hate to embarrass myself in public, so I prepared for class. It was a dialogue between me and my professor about what I thought about the material. I was more actively involved in my learning. And I really liked that! It was the most stimulating intellectual experience that I had ever had, and maybe that's why I'm a law professor now because I came back to that.

My father was a lawyer, so from the time that I was about three years old people would ask me what I wanted to be, and I would say, "I want to be a lawyer." If the person asking the question knew my father, he or she would say, "No, no, no. What do *you* want to be?" And I'd say, "Well, I want to be a lawyer, I guess, but if I'm not a lawyer, I want to be a teacher or a writer." When I turned 19, I thought, my father has occupied my brain since I was three; I don't want to be a lawyer. So after I graduated from college, I became a lawn doctor for six months. Being a lawn doctor was a good thing, but it just wasn't for me. I thought to myself that I have got to go back to school, and I went back to law school. I went, in fact, to at least exorcise those demons; you know what I mean? I was going to get my father out of my head. I was going to say, "Dad, I tried; it's not for me." But after three weeks, I admitted that he was right. He had either brainwashed me or it was genetic. Law school was the most exciting intellectual experience I had ever had. So I hope that's what we all strive for in the first year, that sort of participation in your first year.

That's what the Socratic method or modified Socratic method can do for you. It can teach you to think like a lawyer.

But, imagine a lawyer who can think like a lawyer, but she can't talk like a lawyer; she can't write like a lawyer; she can't persuade like a lawyer; she can't draft contracts like a lawyer; she's just some sort of brain out there thinking like a lawyer. Well that wouldn't be a very good lawyer. So what we try to do at the University of Tennessee College of Law is to teach you not just how to think like a lawyer but how to talk as a lawyer, how to listen as a lawyer, how to write as a lawyer, how to persuade as a lawyer, and how to draft documents as a lawyer. We try to train you to *be* a lawyer. We try to teach you not just those analytical thinking skills you need, but we also try to teach you those other practical skills that allow you to implement your analytical skills.

And we start in your first year with Legal Process I and Legal Process II, intense legal method and legal writing courses: six hours; three hours a semester in which we begin to train you to write as a lawyer writes. I was a litigator for four years—that's a trial lawyer—and I thought I was going to get up in front of juries and judges and persuade them. I thought I'd be arguing motions, a sort of Perry Galligan. I did that sometimes, but I didn't do that everyday. Do you know what I had to do everyday? I had to write. So we stress legal writing; we stress it in the first year; we stress it in the second and third year. Another thing we do is we emphasize other skills, and we try to build on that skills curriculum as you move through your second and third years.

We have two concentrations, one in Advocacy and Dispute Resolution. If you think you want to be an advocate, we have a twenty-plus hour series of courses, simulations, and live client representation where you can learn to be a litigator. If you don't want to be a litigator and you think you want to be a business lawyer, we have an intense twenty-plus hour series of courses on business transactions in our Entrepreneurial Law Center. In both those concentrations, we try to build skills. If you don't know what you want to do, you are going to get a fantastic general legal education outside those concentrations, and there are going to be other skills courses—trial practice courses, contract drafting courses—that are available to you to try to build those lawyerly skills.

Now how did we get to this point, or where did we start? I think it would be fair to say that we started this emphasis on integrating analytical training and skills training when we opened our Legal Clinic. In our Legal Clinic, third year law students actually represent clients under the supervision of a faculty member. And there are never more than eight students assigned to one faculty member in the clinic. It's as if you are in an intense small law firm working as a pair (with a partner)

under the supervision of a faculty member who never has more than eight students working with him or her, representing people who otherwise wouldn't be able to afford a lawyer. When did we open our Legal Clinic? In 1947. It is the longest continually operating legal clinic in the United States of America. Nobody has continuously been at clinical training longer than we have. *U.S. News* – I know they are only selling magazines, but *U.S. News* recently ranked our clinic seventeenth in the United States, which is fantastic for us, and we congratulate the clinic on its ranking, but again, *U.S. News* is only selling magazines, so take everything with a grain of salt or even with the shaker. In any event, the Clinic is a really important part of our curriculum, and I think it's the historical base of our skills training.

All right, so I've talked about our teaching. Let me talk about scholarship. Faculty write. Why do we write? We write because we are interested in our fields, and when we write, we think we are better teachers. I think that when I'm writing about something, when I come into the classroom I'm excited about that topic, I want to talk to the students about that topic because it's fresh in my mind. It's current, and I want to get their ideas. This is my nineteenth year in teaching, and I have never taught a class where I haven't learned from my students, so when I'm writing, and I'm excited, and I come in, and I talk about what I'm writing about, I get knowledge back from my students. My scholarship becomes better; my teaching becomes better; and maybe the law becomes better, not when I write something but when my colleagues write something. In fact, I just had a colleague who was cited by the House of Lords in London twice in one case; I had another colleague, Penny White, if you look in the most recent edition of the *New Yorker*, there is about a paragraph and a half about what a great lawyer Penny White is, so take a look at the *New Yorker*. Our writing, our scholarship, and our practice are nationally recognized. It makes us better teachers, and it makes for a better classroom experience. Nobody here, no matter how great they are at writing, gets tenure unless they are also a great teacher. You've got to clear both hurdles, and you also have to provide meaningful service, and I'll get to that in a second. But the point again is that we talk about that link to teaching and scholarship; it's important to us.

What's important to you besides great teachers, besides teachers who are nationally and internationally recognized and who write great stuff? The building, I hope, will be important to you. It is one of the most fantastic physical facilities for legal education in the world. When you walk around and you look, notice that there are four classrooms that are also courtrooms. When you take Trial Practice, you are going to be in a setting that is a real courtroom. When you get in a real courtroom, you will be familiar with your environment, so the building is important.

What else might you be interested in? I would be interested in our students. Our students are fantastic, our students are engaged; they are active; they are

committed. If you are here on a Monday, Wednesday, or Friday, we have a free hour from 12:20 to 1:10 where nothing happens, no classes, but what happens is that student organizations have speakers; student organizations have programs. There is always something going on on Monday, Wednesday, and Friday. Frequently, when we have some program we have pizza, or we'll have sandwiches. If you can't get a free lunch on Monday, Wednesday, Friday at the College of Law, something's wrong. Meaning what? We are not trying to bribe you with food, but meaning that there is so much activity, there is always something going on. Our students have three student-edited publications. A lot of disciplines, if you go to graduate school, let's say in history or political science, great thing, but the journals are faculty-refereed. The articles are selected and edited by faculty members. Our journals, TENNESSEE LAW REVIEW, TRANSACTIONS: THE TENNESSEE JOURNAL OF BUSINESS LAW, THE TENNESSEE JOURNAL OF LAW AND POLICY, are student-edited journals. Students pick the articles; students edit the articles; students work with the people who wrote the articles. They meet law professors; they meet other folks; they meet politicians; they meet people in government; they meet judges; and they work with those folks through the editing process.

Remember that I was talking about the clinic, and I talked about the commitment to providing legal services to folks who couldn't otherwise afford a lawyer. Our students also do that through other organizations, including UT Pro Bono. "Pro bono" means for good. Lawyers think, or should think, that because they have a limited monopoly, they have an obligation to give back to the system, to give back to folks who otherwise wouldn't be able to afford a lawyer. Imagine you were in a dispute with somebody and you couldn't afford a lawyer. Now you're about to go to law school for three years to learn to start to be a lawyer. Imagine somebody who has no legal education, who isn't represented. I think it's fair to say that they are lost. So we have an obligation to represent those folks as best we can, and our students do that through UT Pro Bono. There's a domestic violence project; there's a Hispanic assistance project; there's a project that actually works with the vet school to find homes for pets owned by victims of domestic violence—my students have taught me this. Apparently one of the reasons why victims of domestic violence hesitate to leave the home, besides fear, besides the psychological burden of years of abuse, is that they're afraid that when they leave the dog or they leave the cat, the pet may become a victim of abuse. So the students help to provide a place for the animals. There's a full service school project that goes out to the community and helps the schools' community; another works with schools to help coach their mock trial team, so we really are volunteers. We try to give back to the community. Over 100 students last year of the 450, worked in some capacity with UT Pro Bono, and that was just one of the student groups that provided service to the community.

I have talked too long. Let me say again as I began, welcome. Let me also say again, please think of my daughter Sarah and wish her good luck on her decision as I wish you good luck on your decision. And let me say I hope you find a match here today. So thank you. I'll shut up. Have a great day; I'll see you around.