**CHICAGO, FACULTY PROFILE**

*Karl Nickerson Llewellyn*

A typical day for Karl Nickerson Llewellyn begins early for it is during the hours before breakfast that much of his work is done. After preparing coffee, which he maintains is best done by steeping, he begins the day's work. Whatever his project, the first draft of written work invariably is done on yellow, lined, legal-sized paper, and usually in pencil, a yellow lead pencil. These implements are important in the craft of lawyering to Mr. Llewellyn, who is not convinced that an attorney can function as efficiently on a white, unlined leaf. During the morning and throughout the day, he fills up several pages with letters to authors of articles he has read, letters to editors, ideas for lectures or articles, and perhaps poetry. He produces such a quantity of material that only a part of it is ever worked into final form.

Much of Professor Llewellyn's working time at home and in his law school office is spent in preparing lectures to be presented to his classes. He never uses old lecture notes, but always reworks the material he has in the light of his present thinking on the subject, adding new material and deleting other. His constant revision is remarkable since nearly all of Professor Llewellyn's life in the law has been spent in teaching. After receiving his LLB from Yale Law School, he served as an instructor in law while he completed his work for a JD. He then accepted a position with the New York law firm of Shearman and Sterling, although he probably considered his work there to be more of a continuation of his interest in negotiable instrument law than as the start of a career in the practice of law. While a member of the firm he had the opportunity to work with the New York banks in revising the forms which they used in international trade. From his experience with banking problems, he developed an interest in letters of credit and cable transfer questions which has continued throughout his career and is evident in his work as the Chief Reporter of the Uniform Commercial Code. After two years, Llewellyn returned to continue his teaching career at Yale Law School. He then served on the faculty of Columbia University where he held the chair of Betts Professor of Law. He was a guest professor at the University of Leipzig and Visiting Professor of Law at Harvard Law School. In 1951 he joined the University of Chicago Law School as Professor of Law in which capacity he is presently serving.

In the actual presentation of his materials in class, Karl Llewellyn is much the same today as he was when he taught his first class in Negotiable Instrument.

**Advancement of the Law**

*By KARL N. LLEWELLYN*

Professor of Law, The University of Chicago Law School

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What one notices first and most about the Law School of the University of Chicago is the combination of fire and drive with roundedness and balance. There is no uniqueness merely in the presence of a large full-time faculty full of distinguished scholars and teachers. There is no uniqueness in the development and use of a varied battery of instruction techniques in addition to the more usual case-class and occasional lecture. There is no uniqueness merely in the presence of a highly select student body, nor in one small enough to make possible a striking amount of personal contact and instruction. There is no uniqueness merely in sustained insistence on vision, range, the human background and the political and social problems native to sound work in the legal field; neither can uniqueness be found in sustained insistence on the importance of the materials and teachings of the other social disciplines.

Although it can indeed be doubted whether any other school at all rivals Chicago's stress on theory and workshop practice in basic lines of legal craftsmanship, the distinguishing characteristic of the school remains the way in which that stress is fitted into harmony with such other attributes as have been mentioned, the way in which all such things are merged into a working, rounded whole.

This characteristic becomes most clear if one runs the eye over the history of American law schools and notes how each notable advance has tended to come at one or another high price in exaggeration. The growing point of the decade or the region has always been exciting for the teachers concerned and for some or most of the best of the students; but the bulk of the class, who need formed and sustained lines of instruction, have commonly missed out in regard to various important matters which were not at the place and the moment in the focus of conscious attention.

Take for example the huge gain which came from introducing schools at all. Here was a beginning of order and of system in legal training, the substitution of a reckonable course of study for the hap-hazardness of the older reading-and-apprenticeship approach. It was another huge gain to develop the full-time teacher, whose teaching of his students can become his life, and is in no event merely a by-product or a touch of...
The most recent of the major innovations in American law teaching has been the spread of materials, interest and inquiry into the general societal and government area of problems for government and law. For forty years there has been drive and talk and hope and experiment in this direction, with more effect on teachers and on scholarly production than on curricular architecture or the individual class-room. Chicago has achieved as close an approach to healthy balance here as the country has yet seen.

The pioneering explorations into behavioral science for which the school has become famous have not in the main touched the curriculum directly, though they have offered students opportunity to earn money in intellectually exciting work. But apart from the value to any school of having the thinking of faculty members profit by the ferment of frontier-research, one finds interesting direct values for teaching emerging from the studies of the processes of deciding, and one finds the students alert, and pleased to be alert, to the human richness of "law"—thinking which can draw on (while dominating, not being dominated by) the more usable results from neighboring disciplines.

The tradition of cross-fertilization is old at Chicago. Its law faculty has contained a logician-philosopher, long contained two economists, has in these recent days of behavioral inquiry added men from sociology and psychology. Such men do not interfere with the solidity of the school's training in the work of law. They add—as each of the other aspects mentioned adds—good measure of rich roundedness and balance. They add—mostly by way of influence on their legal colleagues—their part of that which makes the Law School of the University of Chicago not only a professional school of the first order, but a school of the humanities: a place where vision and sound measure live in concert.

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...ments at Yale. He brings to his classes an enthusiasm for the law and a sensitivity and sincere dedication to the finer tradition of the lawyer's craft. His robust, fresh approach to law, and to life, induces him to develop new theories and ways of doing things which he enjoys discussing with his classes and his colleagues. His is the talent, moreover, of impressing a notion upon the minds of his students with a dramatic, almost indelible quality. His unique choice of words and illustrations and his coordination of vocal expression and gesture enable him to communicate with his students with an intensity and vividness they do not forget. One day after strongly emphasizing the disadvantages of paraphrasing a statute, he had his entire class repeat several times in unison the phrase, "Never paraphrase a statute." Someone in that class may some day paraphrase a statute, but it is doubtful he will do so without remembering that he should "Never . . . ."

It has been suggested that Mr. Llewellyn is on occasion given to overstatement. Whether or not that is so, it is true that no one is more generous in praising a job well done than Karl Llewellyn. His great admiration for men such as Scrutton and Cardozo is well known and has been expressed by him many times; these were men with sense who could get to the barebones of a problem and come up with a lovely, clean law-job that bites. Speaking of such a man, Professor Llewellyn will sometimes strike the desk with his fist, shake his head and, with a twinkle in his eye, exclaim, "What a man it was!" On the other hand, it is equally true that few are more devastating in condemning a job considered to be poorly done; Mr. Llewellyn hates a lousy, lazy job and has no use for the man who did it, damn his soul, and does not hesitate to tell him so.

Professor Llewellyn and his wife, Soia Mentschikoff, also on the faculty of the University of Chicago Law School, reserve one evening a week for an 'at home' with their students affording them an opportunity to know their students better. Mr. Llewellyn is a widely read man, has many interests outside the law and is happy to talk with students on various topics whether or not related to law. This is typical of the personal interest Professor Llewellyn has always taken in his students. And many of the men who have studied under him write from time to time telling him of their plans and accomplishments.

A list of Mr. Llewellyn's interests outside of law should include his activity as a boxer while a student at Yale. His participation in sports today, however, centers mainly around golf which he plays regularly. The development and care of orchards is another subject which holds an especial fascination for Mr. Llewellyn, and is one in which he considers himself somewhat expert. Cats, of course, have been a great love of his for many years. He has owned several Maltese cats which he has even used as the subjects of some of his poems. For, in addition to the many books, articles and lectures on law he has published, Karl Llewellyn has found time to put together two books of poetry, Beach Plums and Put In His Thumb. His poems deal with a wide range of subjects which have interested him; some even deal with certain aspects of the law. But whatever the topic, they all contain the vitality and depth which characterize all of Professor Llewellyn's work, and which, in fact, characterize Professor Llewellyn himself.

Jack D. Beem, JD '55
counselling, some phrases of writing, and both theory and practice of drafting.

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