

Maureen and Mike

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**Interviewee: Sherman Lohn**

**Interviewer: Annie Pontrelli**

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Annie Pontrelli: This is Annie Pontrelli interviewing Sherman Lohn on November 4, 1991.

Sherman, the first thing that I'd like is just to have you tell about the years that you were at the university and in what capacity, and we'll just kind of lead the interview from there.

Sherman Lohn: Well, I was first graduated from high school in Helena, and was delighted then to come to the university, having attended a couple track meets over here that were very interesting. I was enrolled in the fall of 1939 and went through 1942, largely as a political science general education. Entered law school in 1941, completed that year, then was in the Military until somewhere in January of 1946. I then returned to the university, and that was a delightful time because the university was crowded, there were no facilities, classes were crowded, you couldn't get your courses. Much like it must be doing today. Yet, somehow with Jumbo Hall, which was a tremendous military, ramshackle building, or combination of buildings, that was put at the university campus to house all the GIs. I then stayed at the university, got my B.A. in 1946, my L.L.B. in 1947. Now, at that time in the law school, they were graduating people at the end of every quarter. In other words, there were probably three graduating classes in the Law School in the year of 1947. Mine was in December of 1947. Then, after a short time, I enrolled at Harvard, then took my master's degree at Harvard and returned to Missoula. I joined the law firm and have practiced law ever since here.

If you would just want me to continue, one of my great delights on returning to Missoula was to become closely affiliated with the university, and especially The University of Montana Foundation. I believe it was in about 1952 that the then dean of the law school, Dean Leaphart, asked me to teach a course in law school, and I proceeded to teach the course of Agency for one quarter at the law school. I also taught in the Business School, in connection with business law for, I believe, maybe it was one year, and maybe only three quarters. Regardless, a short time after that I was asked to teach another course in law school. It was estate planning, I did that, and about in 1955, I took over the course in practice court procedure in the law school, and I taught there in the law school. The same time practicing law. That was probably until about 1972, something like that. I know, total, some 20 years affiliated with the law school students and teaching, and that was a true delight, though at times it was a burden because I grew to know so many lawyers who are now judges and successful practitioners throughout the state. Believe me, you take pride in knowing those people and seeing how well they've done in their careers.

Generally, the university, when I was there in '39, '40, and '41, I think was a typical university, a collegiate-type campus. We had a great time, although, I will say my first year in South Hall I

had decided that I should be a student, not a playboy. I enjoyed studying; I enjoyed excellent grades as well. [I] got a scholarship that just came out of the blue, because of my grades and my freshman year. I didn't even know they had such things as scholarships outside of football and basketball and so on, but I was delighted. Actually, I did football and basketball and so on, but I was delighted with that scholarship. The next year, the sophomore year—the sophomore and junior years are probably the best years because the weather was great, the girls were pretty, the activities were many. I was in Bear Paw and also chosen for Silent Sentinel. It would have been the year '42 or '43, but I wasn't here, along with most of the others, because we were all in the military. But I was a Sigma Chi and enjoyed that—one time held some political office. I don't even remember what it was, but it was the result of an unholy alliance between the Sigma Chis and the Phi Delts. The Sigma Chis and the Phi Delts were always on opposite sides of every issue.

Then, for some reason, in the political atmosphere that year, it was decided that the Sigma Chis and Phi Delts should get together and dominate the campus elections. It was a tragedy. As I recall, I was the only one out of that group that got elected, and I barely made it. It was some sort of a student council representative for a relatively short time.

Looking through the questions you put down, barely glanced at them, I think I'm answering, and I have just some of them. I notice something about professors and teachers. I was one of the generation that was introduced to what they called "survey courses." There were four groups: social science, humanities, biological science, and physical science. The students all protested them—didn't like them. They were lectures, there were just lectures three times a week and then the small classes twice a week. The lectures were discussed and so on. At first, I too, thought this general education was not very advantageous. I would have much preferred to have had a very narrow education approach. Of course, I was wrong, and I'm glad I didn't get that. The humanities course exposed so many people to the arts that they would never have been exposed to without that course, and it covered a great, diverse literature experience, the plays, history, and so on. Very, very good. So, for social science courses, it was also a good course, rather a cinch course for most people. Although they graded, in those days, on a curve, and if you got known to be a "curve-buster," which there were several of us that were, that kind of hurt a lot of people because the curve wasn't a normal, even curve. Physical science also was one that a lot of students had trouble with, but there we had Shallenberger, Doc Jesse as professors, and they were just excellent, excellent professors. The same thing in humanities. We had some liberal arts professors that were very, very good. I haven't refreshed my memory for this talk, but I assure you, I'm trying to think of some names now, and they escape me, but they were very good.

The beginning of law school, of course, was entirely different from the academic school because the method of study, the method of performance, was changed entirely. For many of us in law school that transition was a little difficult at first, but you took great pride in going to law school. It was on the graduate level.

The student body started changing in 1941, because that was Pearl Harbor year, and all those in ROTC realized that they were about to enter the military. I failed the physical examination for ROTC and was, of course, delighted because I was going to be one of those that would not be drafted. I would be in school. Didn't work. I was drafted long before most of the ROTC candidates left the campus because they were continuing on to get their graduation degree, and I was already in the military. But, outside of four years that I will forget about entirely, it was just done, it was over, and when we returned, the campus was entirely different. We then had, for the first time, students on the campus who were married. Prior to that time, very, very few people married, and it would have been a scandal to see some girl on the campus wheeling a baby buggy. After the war that seemed to be the norm. In fact, I'm sure in the class that I graduated with, more people were married than were not, and that changed the components of the university. The direction of the university education changed terrifically because every one of us wanted to get out, get a job, and start making up for the four years that we had lost. That was the driving influence in those days—to get your education and get out. While I assure you there were the usual entertainments, too, but it was entirely a different university than it was in 1941 and '42. It just changed.

In speaking of the university and my general impressions of the university, in retrospect I<sup>1</sup> am sure everything was fine and wonderful. I'm certain that when I was there that was not true. However, I noted in the subsequent years that the University of Montana, just like all other universities in the ending '60s, beginning '70s, went through what I call the Red Guard revolution." I was teaching in law school at that time and I didn't know—didn't notice—really any change in that particular student body. We were now, again, having more people married than there were before the war, and yet we had very devoted students and so on. But that particular time was most disturbing to me, and to the other graduates in the university. I don't think it was basically any idea of communist influence or anything of that nature, it was just the fact that in order to achieve certain goals, some of the students felt that they had to tear down the university. As an example, as a practicing lawyer, I've always loved the university and I've attempted, when people have substantial estates and they want to leave something to educational institutions and charities, I've encouraged them to leave it to the university. I had an elderly lady that had an estate of several million dollars, and she had named the University of Montana as a beneficiary. A residuary beneficiary of her estate would have been, well over a million dollars then, in those days. This was the time that the students seized the ROTC building. Compared to Stanford and California, a very minor incident. But they did seize it, and they were opposed to ROTC on the campus: "Get it off!" and so on. Going back before the war, those that were in ROTC took great joy in the uniform, and they had the military ball and such things as that. There were delightful parties. That was changed. But, back to the lady. She came into my office and was very angry with me for having convinced her that she should leave her money to a communist organization! I tried very hard to talk her out of it; I was totally unsuccessful. The grant went to a national geological society. I still hope to get some benefit for the university in some way in it, but it may not be possible.

Going back to the university, the presidents when I was going to school were very remote from

the student body. The deans, and this was both the Dean of Women and the Dean of Men, Burley Miller originally, and Mrs. Ferguson, the Dean of Women, were much closer to the students. They were the ones that consulted with the students, helped them with their problems and so on. You got to know them well if you were, well, either class of student—those that were in desperate trouble, or those that were doing exceptionally well got along well with the deans. They were close to the students—understood the students—and, as a matter of fact, probably knew many more students than most people do in the campus today. But we're talking about a university that was what? Maybe 2,500, 3,000, something like that before World War II. And, of course, right now it's a record 10,000. So, it's just a different organization. But then also in about 1954, I became an attorney—that's not quite right. I was consulted professionally by the university presidents beginning about 1954, by McFarland, Newburn. I was not consulted by McCain, who was one of the first ones, but that was before I was a lawyer. Certainly, Bob Pantzer and down from then by every president of the university; I have represented the university in some capacity, whether it was acquisition of property, this was before the university had their own attorney. Then, through the University of Montana Foundation, I became active in that in about 19, what, '55, '56. When it was first started Carl McFarland was one that really helped develop that. Then of all presidents, Johns was most unpopular with the citizenry of Missoula and other people. He was one who added more to the foundation, to get it going, than anyone else.

AP: Oh, is that right?

SL: Yep, yep. It has grown terrifically since that time, but I was the counsel for the Foundation from sometime in '54, '55, until a year ago, where I finally decided I would resign as counsel. During that time at various times, I was on the Board of Directors, as well as being counsel I was also a past president of the Foundation. Incidentally, about the foundation was one of the most delightful things that ever happened to the university is the background of it. The public universities in the '50s were not in the business of raising private funds. The alumni might send out a letter, and they might have a minor \$3,000 or \$4,000 fund and try to get some scholarships for some of the schools, but there was no concentration at all. And this is true of almost all public institutions: Harvard, Stanford, Yale, the Ivy League schools, of course, all private schools, raised a tremendous amount of money to support their institutions. The public institutions first got in the business when suddenly the state money, and even the federal grant money amounts received were not sufficient to handle all the programs that the university might desire. And, believe me, there's not that amount of funds in any university to handle all of them. But what started the Foundation was to raise scholarship funds, and also, to receive grants, research grants and help fund parts of the university that the state of Montana did not fund. That has grown terrifically over the years and entered a new realm, when it came to the building the, what do we call it now? The arts building, or the—

AP: Oh, the Performing Arts?

SL: Performing Arts, yes, the Performing Arts building. Because prior to that time, all of the

basic university needs in buildings, were the obligation of the state. They had to keep the physical building requirements plus the necessary equipment that would go in the building. When it came to the Performing Arts building, we desperately needed it on the campus and the legislature says "all right, you want"—these figures are not correct—"you want an \$8 million building? We will give you seven, or six." In fact, it had to be six because we raised several million dollars for it. But then, there's your bare bones building; if you want anything else, you go out and raise the money." The foundation accepted that program, went out and raised the money, we needed for the Performing Arts building. Believe me, that was a well-done job by the foundation, with cooperation of people throughout the state and alumni throughout the United States. Then, this is the first time the foundation started getting a good look at its alumni. We did not have a good alumni list, we didn't know where all of our alumni were, but this started the whole program of "Where are they? Who are they? What they're doing," and so on. That's been perfected today. Now, I think the foundation—and working with the Alumni Association—we have a very good grasp on our students; when they graduated, what they're doing, where they are, and that's just an excellent thing. Now, I'll quit. You ask me questions now if you'd like to.

AP: Okay, okay. Well, one of the things that is always of interest is just some of the kinds of activities, Certainly, you mentioned the Bear Paws and the Silent Sentinels, but what were some of the other activities and the social groups or—

SL: Of course, the formal dances before World War II were the most wonderful things. And again, I will admit a minority participated in them. But we used to have the formal dress and the tux whether it be a Sigma Chi party or whether it was the co-ed ball, and so on. There were many things like that that we looked forward to and enjoyed terrifically. This was during the great band era, the big band era. We had bands that were playing for that group. Good music, compared to what we have today. That shows you how old I am. [laughs] But it was good music and we enjoyed it better. Then we would have of course the basketball, the football, the rest of it. Well not, well I was going to say not the caliber. I take that back. I think the caliber of our athletic performance was just about the same as it is today, but we were in the Pacific Coast Conference and playing with the teams in that conference, and we didn't belong in that conference. I do the law service for that conference. But we enjoyed the games, and the old Dornblaser field, which is where the library is now, in that area was the old football field. Incidentally, back to the Foundation, raising the money for the football field. That's one thing that we get in trouble with those on the academic side because, suddenly, the Foundation goes out and raises a tremendous amount of money for the athletic field. The priorities of raising money are established by the university, with consultation with the Foundation, and, of course, when they say, "Raise \$3 million for some sort of an eagle protection fund or something," you have to look at them and say, "No, it isn't possible." You've got to look at it on a pragmatic basis, and that we did with the building of the stadium. The stadium had to be built—there had to be something—and it was down to about second or third position. Looking at it, we said, "All right. Fine. There's one that we can raise money for." It's just natural. You can raise more money, whether you should or not, for an athletic stadium than you can for a music school [or]

for any of the arts. The group that we have, that is alumni, thing they respond to. should go otherwise, respond to certain things, and that's one You can cry about it all you want that it, but you cannot raise the same amount of money in the same way, and we learned that years ago.

Back to the pre-World War II times at school. I can remember an inter-collegiate night national convention we had here. Bear Paws is a sophomore organization, but the officers of the Bear Paw are juniors. There were three of them naturally—the right paw, the left paw—and I guess the leader or whatever it was. But I also happened to be one of those in the junior year and we had the international...Oh, I shouldn't say that. I'm not sure international, but we had the inter-collegiate night meeting here. Of the schools in the West, we had Idaho, Washington, Utah, I think we had Oregon, as well, and it was a delightful convention. They were given exposure to the pleasures of something everyone my age will remember well: Rattlesnake Park. That was the Montana Power Park. And that was the site of all good beer parties. Believe me, there were more than the share of those. We weren't all students that studied all the time. There were a lot of very nice, very fine parties. But I think, really, that's about all.

The campus has changed terrifically which it has to do with expanding. It will change in another 20 years and be different than it is today. I was delighted with it in 1939, when I first came to school; I'm delighted with it today. I think it's a fine university, deserves the support and of course, Missoula has grown the same. But I think, today the Missoula community at large supports its university much more than it did in 1939. Now, why do I say that? It wasn't because they weren't willing to be supported or they weren't asked to support it, because the state was furnishing the money to support the university at its size at that time. Today the university needs much more support financially, through the Foundation, for all types of activities. And, of course, the Missoula community is great in responding to that. And I should include the entire state because the state does respond. We've got a good alumni, and all you need to do for most of them is ask, and something will occur. That's what helps build your university. I happen to be one of those that was very fortunate because I have been able to continue my close relationship.

I think about my teaching and—though I hate to put this on a recording—but I was formally from Wolf Point, Montana, and I saw in a class at the university. I don't know when it was, it had to be '69, 1970, something like that. A name struck me, of an incoming freshman, no, senior law student, because I taught him in a senior class. When this name hit me, I asked that young as being a man to stay afterwards because I recognized the name from Wolf Point, Montana. Then in this particular name, had known the family, though there were three or four boys in the family that were older than I was, but I just admired them so much because they were athletes and nice people, and so on. So, I then asked this young man about his relationship, naming the individual. He said, "Well, the name is right, but no one by that first name." Because I had a nickname for that individual, and I said, "Well, I wish you'd find out about that individual, and tell me what your relationship is, because I think, probably, it was on your father's side of the family." The answer came back later: grandfather. That's when I

decided that I should no longer be teaching at law school. [laughs] That's the end. Is that all right, doll? Do you want more?

AP: Oh, do you have more to share?

SL: No, no. I undoubtedly would, if I had your persuasion, but I think that's a sufficient amount—

AP: Are you sure?

SL: Oh, yes. Yes.

AP: What were some of your favorite classes? And why were they favorite classes?

SL: Well, I have to...I have to divide that...Because the classes in the Academic School are entirely different than those in law school. Though, after the war I will admit that I took a class in constitutional history from Jules Karlin. I don't know whether people still know Jules—an exceptional professor—and I enjoyed that class terrifically. It was right after World War II when I couldn't get all my courses in law school and so I studied constitutional history. And enjoyed Jules, enjoyed his tennis playing, and so on. In law school, there were some dull classes. There were some interesting classes, but again, the professors...See, I started out with the faculty and I can name them all: Leaphart, Toelle, Briggs—

[Break in audio]

SL: [David Mason] he was the true intellectual and had the great ability to question any answer or reply you gave him in connection with a case. I don't think he'd ever practiced law but he would have made an excellent cross-examination of anyone in court. The students feared him. If you've ever seen the movie *The Paper Chase*, David's approach was something like that. Very superior. And yet when you got to know him, he was one of the kindest men in the world. But his classes were excellent. Then I think that the rest of the law school it all depended on what you individually were interested in.

Back to the academic school, before the war, I would think there was a comparative history course, and, gee, I want to say Hyde-Turner, but that isn't right. But it's a name very close to that at that course. And, in that course, as I remember, the professor did such an excellent job of not lecturing, of drawing out comments from the students. At that time, when you're studying fascism, you're studying communism, democracy, and comparing them, arguing about them. It was a rather interesting class too. There were some of the English classes, and I cannot remember the professors' names right now, that at least inspired me enough to do a constitution in class, new system of government and write...to attempt to design a paper concerning that because democracy was in obvious disfavor. Not unlike students today, who have completed the same thing [inaudible]. I managed to find one of those papers now and I



have to laugh at it because I realize—now this is right before World War II—and I realize that, basically, I was a fascist. But I was so impressed with the educational process, and the failure of democracy to vote, to elect candidates that were qualified to serve in the government. I was seeking to find some way that we could eliminate that sort of a process, and have individuals that were educated, and were intelligent, to run the government. Of course, that is fascistic form and, though I studied it, I really didn't realize that. I thought I had a novel idea that could sweep the world. Ridiculous! But that's a part of growing up and studying and thinking. I think the courses provoked your thought process. That's one thing that I would say about some of the survey courses. Because, if you did all the reading, and enjoyed the reading, you can always figure out the answers to questions, with a basic knowledge of the subject. There was a lot of that, but then there were some exceptional lecturers, as well. I believe that the studying that you do [inaudible] is excellent and to express your thoughts, and not be afraid to take off on some novel theory or idea, even though it turns out to be, so what? I avoided your question, I'm sure.

AP: What's that?

SL: I said, I avoided your question. I've already forgotten what it was...

AP: No, that's fine. You've mentioned several people—

SL: Incidentally, the name was Turney-High [Harry Turney-High]. The professor, Turney-High.

AP: High Turner. That was close...Pine Turner...Very close. One of the questions that I always like to ask is who are some of the people you remember best, or the people who made the most influence on your life. And, obviously, they might be some of the same people you've mentioned, but...

SL: Well, truthfully, that's very difficult with professors because, outside of the law professors, you had very little personal contact with your professors outside. You seldom met them. There were no general gatherings where you could meet professors and talk to them. The law school was entirely different. There, you got to know them and talk to them. I would make the same comment about the principal professors at Harvard, even though that was right after World War II, and it was crowded and the lecture halls were great. We did get to know a few of the professors there because they did have social functions. Maybe that's because I was at the graduate level and you get to know them. But I would think all professors in law school, undoubtedly, would want to respect the been very good to me and I have appreciated law. The law's the educational process. I'm one of those who dislikes saying it because it sounds so smug but if I could do my period of life over again, I'd do just about what I've done. I would certainly be right here in Missoula, Montana, working with the university and practicing law. It's been very satisfying and very rewarding for me.

AP: Great. Well, that answered one of my questions, too.

SL: [laughs] Well, when you ask specifically, about an individual, I would have to go to, probably, my senior partner. I got to know him as a professor first. Because he taught the practice court and procedure class that I later took over. I think I admired him so much that when I became a member of this firm, I was so fortunate I just couldn't believe it. I wouldn't change a bit of that, though. The firm has changed a little bit. When I joined it there were—I was the fifth person. Then three of those disappeared, and the firm was down to two, and now it's what? Twenty-eight, I think it is, something like that. The firm [Garlington, Lohn & Robinson] has grown just like the University in Missoula, so—

AP: Some of these [questions] we already answered. About some of the traditions you remember and some of the activities and organizations.

SL: Finally, traditions. One that you couldn't possibly do now and one that I used to just love, and participated in, was the bonfires before football games. There would always be a tremendous bonfire at least before the homecoming game and I know some of those piles of junk wood and everything had to be 30 feet high. Then you'd light them off, and the band would be there and the students would be rallying around the tremendous bonfire and out where the totem pole is now was a good place for us to really have good bonfires. That was a part of a tradition that was—it was always like that.

AP: Did they have those previous to every game? Every football game?

SL: Oh, no. Oh, every homecoming game.

AP: Oh, homecoming game, okay.

SL: Yes. At least, I remember some years that there had to be two, or maybe three bonfires. But it was always for Homecoming. Of course, another one of the traditions was Singing on the Steps, and such things as that.

AP: This, you may or may not have an interest in answering, but what was your philosophy, or your approach to teaching—kind of your attitude?

SL: Philosophy. [pauses] I would say, initially that the...I taught several courses and any time you agree to teach one course for one semester or quarter that's a terrible mistake, because you work probably four to five hours for each hour you spend in class. That's because you're designing the course. You're looking at it, you're trying to get your own ideas, and no one should ever do that unless they are going to teach it at least five times to make it come out even. In the practice court class that is entirely different because that is where you draw out lawyers in the judge, presenting cases to the court. In other words, I'm they're coming into court with routine matters that I have assigned, and they're there to prepare the legal documents, put on the evidence, and achieve the result. Most of the court work is, what we

call, a "law of motion court." It's not trials and so on. In this matters, they would present all these default matters and so on to me.

The important thing to me was to draw them out to be sure they understood about the problem that was there, how to handle it, and because every student can't handle every problem, be sure, through questioning and answers, everybody else would say, "Yep, now I know how to handle that type of problem." Then, they would try one lawsuit which would be tried in one evening, given at probably 7:00, and it might go on past midnight before it was through. It was cut down in size, but it would be a trial to a jury and there again, by example pointed out to them, for they had heard in presenting their case things they could do and couldn't do in a courtroom. Usually just to draw the students out. We had bright students and all you needed to do was, as I put it now in my older years, "Put the fly on the water, and they'll come and get it.

AP: What do you feel were your greatest accomplishments during your years at the university?

SL: Well, that's difficult to say because accomplishments, you're talking about your doing something well. My degrees, B.A. and L.L.B., were both branded with honors, and truthfully, I will not say that I have worked to say, "I'm going to be an honor graduate." It just happened. So, I don't consider that an accomplishment of something that I've worked at, not because it was an end for me, it just happened that it worked out that way.

I hope for me individually in law, my greatest accomplishment has been to have an excellent experience in the practice of Law with other attorneys. I am on the Senior Advisory Board, and I [inaudible] for my age, to achieve something like that. And I think—I hope—at least in some way aiding those that are in my law firm and in their practice, hopefully setting an example of what the practice of law is about, and the professional manner that you should take on with the practice. I have served and I've given lectures to many groups on the law, legal groups all the way to tax institutes to general meetings concerning various matters of the law. To me those are things that are expected, and you, as a lawyer, you should add to the profession, and I sincerely hope I've done that. If I have, that's the accomplishment.

AP: On the other hand, what were some of the challenges?

SL: Of course, law was a challenge every day. I could talk about major lawsuits, and yet, those aren't really accomplishments. That's just doing your job the way you can. I've had some interesting lawsuits. Everybody looks at me as a senior, corporate, staid, law firm-type, some of those who know me better than that will acknowledge that, yes, I tried a murder case one time, successfully defending a person that had killed another person. That was a challenge, it was not an accomplishment. I had [inaudible] you don't win those cases, somebody else loses on the other side [inaudible]. I have been appointed in other criminal cases. I've tried, I think, just about every variety of lawsuit from tax cases in the tax court to criminal cases, criminal tax cases, personal injury cases on both sides—for the plaintiff or defendant. I think probably my

experience as a trial lawyer is greater than anything else because there's an organization known as the American College of Trial Lawyers and it's a group composed of less than 1% of the lawyers in any particular state throughout the United States. When I was first inducted into that group it was long ago, but I think our maximum that we had in the group in Montana was something like 12 and that was a distinct honor. Again, that came from the educational process and the background of maturing and from practicing the law. This is supposed to be about the university, not about me, and I've made it too much about me already. [laughs]

AP: Oh, but it's about you, too, though.

SL: But that is a distinct honor. I was state chairman of the group for several years. It's a wonderful group—just to associate with people like that.

People have often said, “Well, why aren't you a judge?” There I have to get very materialistic because I don't think I ever could have afforded to be a judge. In this day and age now, federal judges are compensated in a better manner than they used to be. Our old judiciary in the state of Montana are grossly underpaid. It is ridiculous. That's another thing that I have hoped that I've worked on a little bit: guiding the pay of judges up as it should be, so that they don't have to resign and go back to private practice. Not many of them do that because they like the position. Being a judge was never anything particularly appealing to me. I'd been an adversarial type for so long that I couldn't make that an easy transition, I know. For instance, that Judge Russell Smith acknowledged that the transition was a little difficult for him.

AP: I guess you kind of already answered, but if you had the chance to go back in time, what would you do differently, or what memory or experience would you relive?

SL: That's why I say I shouldn't be asked that question because it sounds so smug. I'm sure that there's little individual things that would occur, but I have enjoyed tremendously the practice, I enjoyed when I was going to school, outside of the first year. The first year, as a freshman, wasn't very joyful for me because the money worries were there continually as they were throughout most of school. I managed to get jobs that helped, just like the students do today, that helped me through but the first year I studied, I was a true student, and I didn't regret it, but I had little social life my first year. The second year, I changed all of that, and I participated in everything I could, enjoyed myself. I'm certain that there might have been events that I forget about that are not pleasant [and] that's why I forget them. My memories of the university, the people, the pretty girls, the social events, the studying, the exams, everything else is just pleasant. In the law, the practice at times was disastrous. I used to tell my students in school, “Just remember that the joy, you might think of as euphoria, of winning a case will never make up—will be utter devastation—for losing a case.” But it doesn't, it doesn't pay off. But this will be the end of our interview. In practice court class, when you're teaching, you have to tell some of your own, individual experiences.

[siren sounds] We'll wait until that gets by.

Tell your own individual experiences which, to a lawyer, it means you're telling "war stories": now, I don't mean World War II, I'm talking about "war stories" in the law. You talk about those successful cases you had and what not and so on. Then one night this bright young man looked at me and said, "Mr. Lohn, have you ever lost a case?" I thought for a second and said, "Not that I remember." That's the part where you forget about those, That's it.

[End of Interview]