

1968

## Dedication - Ovid C. Lewis

The Editors, Western Reserve Law Review

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### Recommended Citation

The Editors, Western Reserve Law Review, *Dedication - Ovid C. Lewis*, 19 Case W. Rsrv. L. Rev. 465 (1968)  
Available at: <https://scholarlycommons.law.case.edu/caselrev/vol19/iss3/4>

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## Dedication

*Ovid C. Lewis*

As Editors of the *Case Western Reserve Law Review* we feel that it is both proper and desirable to use the *Review*, an autonomous student publication, to express the sentiments of law students on various facets of legal education. With this thought in mind, it is with particular pleasure that we dedicate this issue of the *Review* to Ovid C. Lewis, a professor at our law school who possesses those professional qualities most law students respect and admire — challenging classroom technique, acute legal scholarship, and keen student rapport. Pausing to honor Professor Lewis is indeed a refreshing interlude in our rigorous, harried existence as Editors of the *Review*, since he has so often interrupted his own assiduous schedule for those students, many of whom have been members of the *Review*, desiring his aid and counsel.

Perhaps surprisingly, Mr. Lewis' decision to become a law professor was not the culmination of any apparent preconceived plan. Rather, he pursued a number of interests in search of a suitably challenging area of intellectual endeavor. Possessing an undergraduate degree in chemistry from Duke University, Professor Lewis first turned to teaching at Lackland Air Force Base, San Antonio, Texas, where he was an instructor in mathematics. Continuing his sojourn in academia, he entered Rutgers University and earned a bachelor of arts degree in psychology. Thereafter, he studied actuarial science at Drake University at which time he was also able to pursue another of his interests by playing first violin for the Des Moines Symphony Orchestra.

His thirst for intellectual enlightenment yet to be quenched, Professor Lewis soon enrolled in the Rutgers University Law School, where he became a member of the law review editorial board and appellate moot court board; his academic excellence further gained him election to Order of the Coif. Believing the legal profession to be his apparent predestined niche, Professor Lewis first clerked in the Passaic, New Jersey county courts. He then began working toward a master of laws degree at Columbia University. In 1962 he came to what was then Western Reserve University Law School as an Assistant Professor. He has since been elevated to the position of full Professor, and is presently completing his doctoral thesis for a degree which will be awarded by Columbia University.

Whether the legal profession will retain Professor Lewis' devotion can only be conjectured, though we sincerely hope it will. Nonetheless, he has often altered his objectives in the past. For instance, he chose his undergraduate courses to prepare himself for what he thought at the time would be a career in medicine or psychiatry. Also, as an accomplished violinist, having played since the age of three, he once considered music as his permanent vocation. Thus, at the age of 35, perhaps it is too soon to declare that the law is his predestined niche.

As a law teacher Mr. Lewis' interests have primarily focused on constitutional law, jurisprudence, federal jurisdiction, and civil procedure. His expertise in these areas stems from countless hours devoted to panoramic research and incisive analysis, both of which are mirrored in the book reviews and articles he has had published in various law reviews. One of his articles, *Parry and Riposte to Gregor's The Law, Social Science and School Segregation: An Assessment*, 14 W. RES. L. REV. 637 (1963), was reprinted in a book, DE FACTO SEGREGATION AND CIVIL RIGHTS, published in 1965. Professor Lewis' most recent article, *The High Court: Final . . . But Fallible*, appears in this issue of the *Case Western Reserve Law Review* and clearly serves to illustrate his scholarly proficiency.

Yet, Professor Lewis' involvement in the law is limited neither to his performance in the classroom nor to the research embodied in his writings. As a hearing examiner for the Ohio Civil Rights Commission and as a consultant to local attorneys on constitutional law cases he has maintained a constant awareness of the problems confronted by the practicing bar. A further manifestation of this awareness and concern for "law-in-action" is evidenced by the suit which he recently filed in the United States court of appeals contesting the use of the official jury booklet for the Cuyahoga County Court of Common Pleas which, as part of the written instructions to jurors, informed them that they could, contrary to *Griffin v. California*, consider a defendant's failure to testify.

In addition, Professor Lewis has participated in numerous seminars, conferences, and debates concerning assorted legal problems, including one of his prime interests, the interrelationship between the law and other disciplines. He also has been actively engaged in efforts to improve the law school curriculum, to discover better methods of predicting success in law school, and to implement legal education by such methods as allowing law students to limitedly practice law while in school. As an indication that his efforts have

not gone unnoticed, he has been chosen as one of the "Scholars Under Forty" at Case Western Reserve University.

While the above enumerated achievements merit him recognition as something akin to a "Renaissance Man," they do not fully capture his true flavor. Emanating from the gusto and verve which permeate all of his activities, this flavor is readily apparent whether he is immersed in a heated game of badminton, one of his most enjoyed diversions, or is exuberantly diagramming a complex flow chart during a class. With the same enthusiasm and intense interest, Professor Lewis seeks to challenge the analytical prowess of his students and to establish a sincere rapport with them, both of which impress law students as desired qualities in law professors far more than scholarly accomplishments alone.

Upon encountering Professor Lewis within the august walls of our law school, the beginning student soon loses any premonition that all law professors are crusty curmudgeons unconcerned with the problems of the neophyte perplexed by "the seamless web of the law." In the classroom, Professor Lewis becomes totally involved with the subject at hand. Spewing forth interrelated cases or complex legal doctrines in rapid succession, incisively questioning members of the class, cajoling those who hesitate, he may initially loom so ominous that the student believes himself to be intellectually sterile. Yet, through his own intensified effort and the assistance which Professor Lewis is always willing to provide outside of class, the student soon finds the doors to understanding unlocking and his analytical powers increasing.

Professor Lewis' presence outside the classroom continually serves to heighten the student's perception of law professors as a unique breed of men. Quickly pacing through the halls, he stops briefly to chat with his colleagues, exchanges pleasantries with all students in his path, enters discussions on interesting issues, and occasionally is known to comment on the latest gossip rampaging through the law school — all of which lends to him the appearance of a veritable whirling dervish. At times his path leads him to the *Law Review* office, where he is always welcomed because his sagacious counsel helps alleviate many of our obstacles and his many witticisms and tidbits of juicy information brighten our day. For selflessly sacrificing his time to advise those writing for the *Review* in areas within his competence, he has in perhaps the most important way gained our deep appreciation.

We feel it is particularly fitting to honor Professor Lewis in this

issue since it also contains a lengthy and fascinating article by him. On reflection, his article may provide as clear a picture of the man as possible. Characterized by its in depth research and interesting analysis, which is complemented by such colorful sidelights as the "Zuckermandl Syndrome" and "the young lady named Wilde," the article illuminates the true personality and flavor of the author. In sum, we feel it is a unique article by a truly unique man.

In choosing to honor him by this dedication, we hope to express our adulation for the qualities possessed by him. Undoubtedly, Professor Lewis has brightened our law school career; thus, it is hoped this dedication provides some indication of our appreciation for his extraordinary efforts.