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Survey Lauds Profs, Supports Faculty Ties

Students Express Diverse Opinions in Evaluation of Faculty

By John Spitzer

No one course came away with a clear decision in the recent RECORD survey on the curriculum, students in the same classroom showing a surprisingly diverse reaction to the same courses and the



Prof. W. Barton Leach

same professors.

The respondents, chosen in a random sample, were asked to evaluate the

courses they are presently taking in terms of the professor's choice of reading material, his knowledge of the subject, and his teaching method. To these three categories, students were asked to reply "excellent," "above average," "average," "below average," and "poor."

Although answers varied greatly, no course received a median score below "average" in the three categories, thus indicating that students are more generous in evaluating their professors than is true when the roles are reversed.

Professor W. Barton Leach, for example, received a great number of "excellents" and also a number of "below averages." Critics referred to his "aloof manner" and overemphasis on the "right answer approach," while many devoted disciples praised his "dry

(Continued on Page 18)

Most Favor More Dialogue

By Keith Watson

A considerable majority of Harvard Law students believe there is a necessity for a formalized procedure to communicate views on the Law School to the faculty, but there is disagreement about what type of procedure is most appropriate.

In a representative sampling of student opinion through the RECORD's annual survey, 62 per cent of the 180 respondents indicated they favored such a communications vehicle. Two per

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Survey

The Record survey was mailed to 100 students of each class, chosen at random from the student directory. Replies totalled 181, although not all students responded to every question. Six survey questionnaires were returned undelivered by the Post Office; the remaining 113 failed to respond.

Supervised Course in Legal Writing

There is great interest among the student body in having some activities that are now voluntary made into regular credit-bearing courses, supervised by the faculty, the RECORD survey revealed.

The course which garnered the most interest from the students was that in the "writing of memoranda,

of this type, more than 79 per cent of the third-year class said they would have taken it. Sixty-six per cent of the second-year year students who responded indicated they would take such a course.

In sharp contrast to this were the replies to another question in the survey, whether the student would

being offered in the Law School by Professor Livingston Hall who heads a seminar concerned with drafting a criminal code for Massachusetts. However, since this course is by its very nature temporary, a more permanent course would seem to be desired.

The need for such a course in legal writing was expressed by several of those answering. One first-year student expressed his "surprise at the small amount of writing we get the first year," while a second-year student proposed that Group Work should concentrate more on the writing and drafting of legal documents.

Not everyone saw the value of a course in legal writing. "God, what a bore," remarked one.

Another question which was favorably received by many students was that dealing with whether "a faculty - supervised credit course dealing in pre-trial

Course in Legal Writing			
	1L(N=62)	2L(N=62)	3L(N=50)
Yes	37	41	39
No	22	21	10

legal documents and statutes," the type of experience now offered by the Second Year Writing Program, the Williston Competition and the Legislative Research Bureau.

Though only 63 per cent of the first-year students replying would take a course

take a "faculty-supervised credit course which produced a legal periodical," such as the *Law Review*. Such a course was soundly disapproved by each of the classes, receiving only 29 per cent of the votes cast by the first-year class, increasing slightly to 42 per cent of the second-year students, and dropping down again to 40 per cent of those third-year students who responded.

However, one student wrote that "being on *Review*, I think legal writing can be tremendously valuable to a great many people here."

Although one student failed to see any difference between the two proposed courses, many of the same people replied in the affirmative to the first while responding negatively to the second.

One third-year student suggested that a Williston-type course was already

Course in Producing a Legal Periodical		
	Yes	No
1L(N=62)	17	42
2L(N=62)	26	36
3L(N=50)	20	30

counseling and trial work with actual clients," would be taken, that is, the type of experience now provided by the Voluntary Defenders, the Neighborhood Law Office and the Legal Aid So-



In Demand

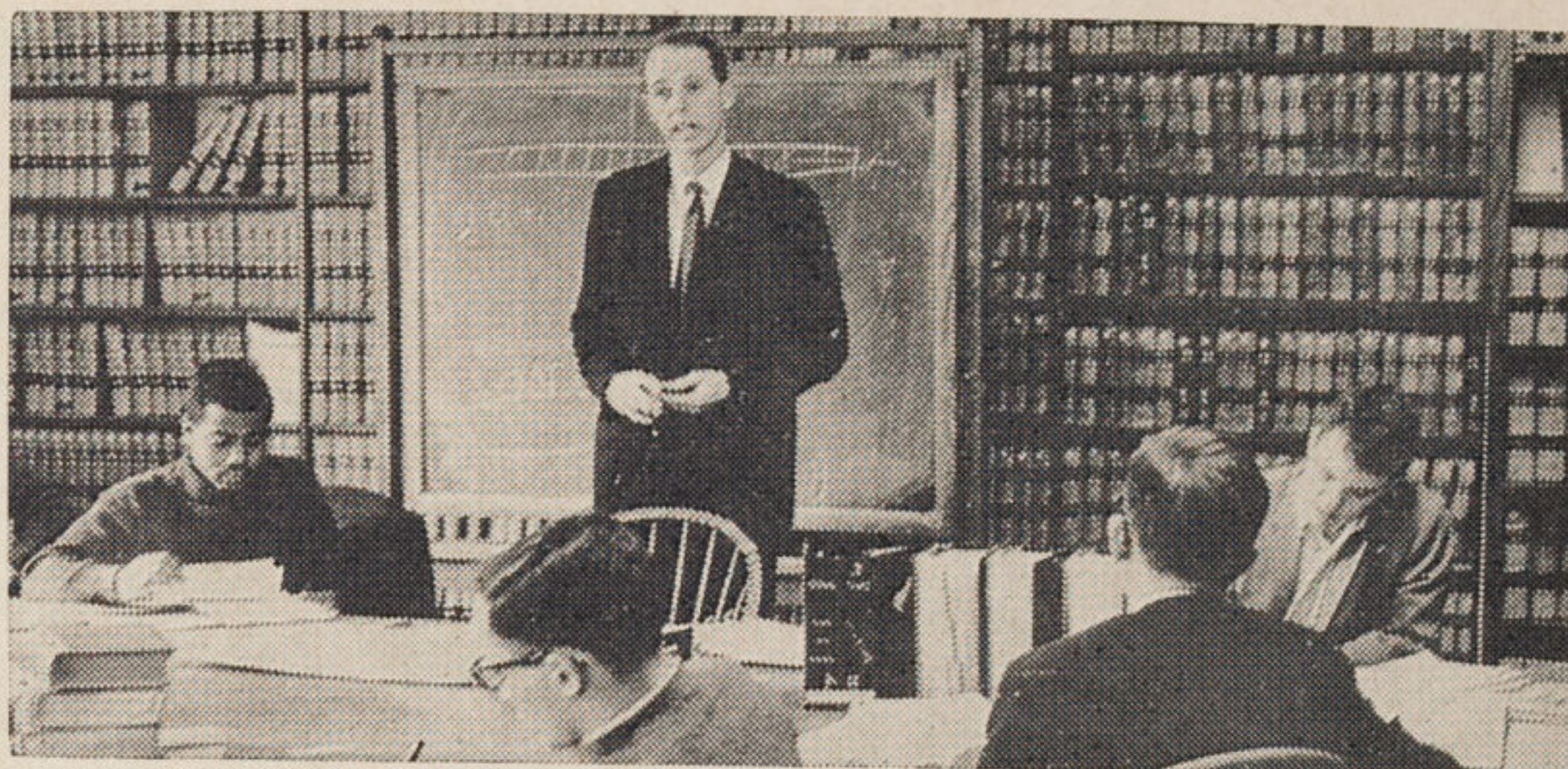
ciety. More than two-thirds of those who answered this question responded positively.

The percentage, however, declined from a high of 78 per cent in the first year to a low of 58 per cent in the third.

According to Prof. Hall, the District Attorney's Project, currently being undertaken with Federal funds, is intended to help create such a course for credit. He said that it is "good to get pre-trial experience and incorporate it into regular credit work."

Professor Frank Michelman, who is closely associated with the Neighborhood Law Office, expressed some reservations as to how the proposed course would be graded, and how the outside experiences could be integrated into a regular classroom course. However, he said, the idea is "unquestionably worth trying," and suggested that part of the subject matter is already covered by Prof. Frank Sander's course in "Human Relations Problems in Legal Practice."

Prof. Hall also said that the Voluntary Defenders



credit approach is preferable" or whether the course should be integrated into the curriculum as bearing credit.

A fourth question asked in the survey was whether the student would take a "faculty - supervised credit course in moot appellate court work," namely, the type of experience provided by the Ames Competition. Such a course was not wanted by more than 52 per cent of those who answered the questionnaire, and was most in disfavor with third-year students.

Some of the reasons for their disapproval, mainly that the existing program was adequate, applied as well to the other questions asked. A 3L expressed the feelings of many of the respondents when he said "the voluntary programs are sufficient for those who are seriously interested in the

course to the present voluntary system. A 1L, however, emphasized the flexibility which a voluntary system permits in allowing the student to lessen his amount

Course in Moot Appellate Court Work

	Yes	No
1L(N=62)	29	31
2L(N=62)	31	31
3L(N=50)	22	28

of commitment.

Many of the students emphasized that, while they were answering three or four of the questions in the affirmative, they would probably only take one or two of the courses, though their choice would depend on which would be offered. One 2L also suggested that the courses be only one semester long so that a student could partake of all of them.

There was little correlation between the respondent's answers and his grade average in most of the questionnaires submitted by third-year students. Second-year responses, however, in-

Course in Pre-Trial Counseling and Trial Work

	1L(N=62)	2L(N=62)	3L(N=50)
Yes	46	41	28
No	16	20	20

program may be expanded, and that he is "not sure whether the voluntary non-

programs." However, almost no one gave any reasons for preferring a credit

(Continued on Page 6)

Moore Presents Defense of Richardson's Tactics In Campaign for Mass. Attorney General's Office

By Edward Hines

Even in Massachusetts, where election campaigns are seldom genteel, the recent campaign for Attorney General between Elliot Richardson and Francis Bellotti was regarded as especially bitter. Jonathan Moore, a member of Mr. Richardson's campaign staff, defended his candidate's tactics in a talk last week before the Young Republicans.

Mr. Richardson, an alumnus of the Law School and a member of the *Law Review*, won the election by a narrow margin during a resurgence of Republican strength in the state. The climax of the muddy campaign was Mr. Richardson's eleventh-hour press conference, in which he exhibited official records indicating that Mr. Bellotti, during his two years at Lieutenant Governor, had received \$6,000 a year from an out-of-state insurance company for representing their interests. Mr. Richardson was heavily criticized for using what the *Boston Herald* called "low road tactics."

Pandora's Box

Mr. Moore is currently a Fellow in Government at the newly formed Kennedy Institute for Politics. He was a former legislative assistant to Senator Leverett Saltonstall.

Mr. Moore said that when Mr. Richardson received the information shortly before he released it, "He felt that these documents typified his campaign against Bellotti as a part-time lieutenant governor and he felt that he had a duty to release them." He said that neither the candidate nor his staff effectively estimated the ramifications of the release: "We opened a Pandora's Box."

Unwise Answer

According to Mr. Moore, it was only during the question and answer period following the press conference that the subject of "conflict of interest" came up. Similarly when asked if he intended to refer the matter to Attorney General Edward Brooke, Mr. Rich-

ardson replied in the affirmative, an answer which Mr. Moore feels with hindsight to have been somewhat unwise.

When the candidate and his staff awoke the next morning, and found headlines of "Conflict of Interest", and "Attorney General Brought In," they realized that "the campaign had gotten out of control." When asked what he thought was the effect of the "Richardson Bombshell," Mr. Moore replied, "We were hurt in Republican areas, perhaps helped in the Irish Democratic." He estimated that the episode lost Mr. Richardson 100,000 votes.

Institute Watering Trough

Mr. Moore's opening remarks concerned the Kennedy Institute of Politics and his position there. The Institute's basic purpose, he said, is to get the concepts of politics and political science together. The Institute is most interested in being a "watering trough" for the "in-and-outers" of the political world so that these "in-and-outers" can gain party independence and have a constant supply line to the political ideas of the academic world.

RECORD Election

Allan Roy Freedman, 2L, was elected President of the RECORD by acclamation at a meeting of the Board of Directors of the Law School Record Corporation, last week.

A resident of Brooklyn, New York, Mr. Freedman received an A.B. from Brooklyn College, where he majored in English. As an undergraduate, he was editor-in-chief of the college newspaper.

At the same meeting, Keith S. Watson was named Editor Emeritus for the Spring Term. John TePaske was elected a member of the Board of Directors.

The RECORD ceases publication for the current semester with this issue. The next issue will appear in early February.

Moynihan Blasts Federal Welfare Program

By Thomas Geisler

"The first thing any bureaucracy spends fifty billion dollars on is itself," commented Professor Daniel Patrick Moynihan, Director of the Joint Center for Urban Studies, M.I.T. and Harvard, at a Law School Forum panel discussion on Federal welfare program last Friday.

"If you don't know that, you don't understand bureaucracy. And if you don't understand bureaucracy, you're not at the Harvard Law School."

'One of Us'

Professor Moynihan exonerated Dr. Ellen Winston, United States Commissioner of Welfare, another of the panelists, calling her "one of us," not part of the bureaucracy. Dr. Winston argued that the primary commitment of the welfare program was still to monetary assistance, although she admitted that bureaucratic service programs have become increasingly important in recent years.

Noting that some uncertainty exists as to the effectiveness of service programs, she nonetheless maintained that services should at least be offered. Needed personal assistance is not always provided by cold hard cash.

Money is no Cure-All

The third speaker, Professor Edward C. Banfield of Harvard University, a specialist in urban politics, classified the poor into two overlapping groups: the money poor and the culturally poor. "There's nothing wrong with the money poor that enough money won't cure," he said. But the culturally poor, lacking the goals, standards, and life-style of American society as a whole, cannot be drawn into the mainstream by money alone. "In fact," he concluded, "no solution, including massive service programs, has yet proven effective."

Professor Moynihan illustrated bureaucratic behavior with personal experience. As Assistant Secretary of Labor, he wrote a report focussing upon the Negro family structure as a fundamental cause of continuing Negro poverty; this document found that the structure was largely a result of the great migrations of Negroes into imper-

sonal, atomistic urban areas. The President took up this idea and at Howard University made a commitment to advance the quality of American Negro life, emphasizing the strengthening of the Negro family unit. "This commitment occurred at one of those rare times when a President had the good will, the votes, and the money to act," he said.

But researchers other than Moynihan have indicated that the permanent bureaucracy went around to civil rights groups and others saying, "These facts are lies; these people are racists." And so action was successfully blocked. "Now, with the problem not yet solved, that propitious moment in history has passed," he noted.

The welfare agencies' "Strategy of Service" concept, Mr. Moynihan said, attempts to help the poor by hiring more non-poor,



Prof. Daniel P. Moynihan

what one might call "feeding the sparrows by feeding the horses." In a nation of 195 million people and 14,000 social workers, however, personalized attention can't go very far. Further, studies in schools, for example, have repeatedly proven that student achievement is almost totally independent of

(Continued on Page 14)

Credit Course . . .

(Continued from Page 3)

dicate that a much greater percentage of those with averages above 72 would take a course which produced a periodical like the *Law Review*, 67 per cent, than students whose averages were below 72. Of that group, two-thirds said they would not take such a course.

Some students were quite vehement about voicing their approval of this type of course in trial work. Not content with checking the "Yes" box on the questionnaire, one 2L wrote in "Absolutely!" while another said "definitely." The question also brought to light a difference of opinion among those presently on Legal Aid, one of whom wrote in that he finds "the experience very rewarding," while one of his colleagues, in explaining his "no" vote for such a course, says "I am on Legal Aid and know how this would be."

A 2L spoke for many when he said "The time has come to orient Harvard Law Students toward something other than Wall Street and the monastic cells of the *Law Review* . . . Informal and responsible social involvement is a far more noble pursuit for a lawyer than intellectual isolationism."

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Club Contests Quarterfinals Choice

After a fast and furious second-year Ames competition, seven teams and one hanger-on have been selected to compete in the Spring quarterfinal round. They are Bevins, Blackstone, Dawson, Griswold Equity, Learned Hand, Marshall Equity (best club and best oralist David Beller, 2L), and Pow Wow.

The hanger-on is Story Equity, because although it has a 3-1 record, several teams with 2-2 records have higher point totals with one club, Kaplan, appealing one of its losses. If the Kaplan appeal is successful, they will move into the quarterfinals, displacing Story.

Kaplan's complaint is that the Marshall Law team (co-captained by RECORD News

Editor John TePaske, 2L) showed up 20 minutes late for the oral argument and although the judges were "irritated," they did not choose in their discretion to assess any penalty points.

Kaplan, smarting under a 1-point penalty assessment for turning in their brief two minutes late, insisted that the second year chairman of the Board could penalize Marshall Law for "partially failing to participate in oral argument." C. Christopher Hagy, 3L, turned out a 3-page single-space opinion denying their request.

Kaplan appealed this decision for a full hearing before Chairman Harvey Berenson which will take place in the Board office today.

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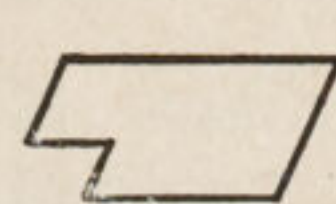
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Lane Attacks Warren Commission Findings

By John TePaske

"It's incredible," murmured one onlooker as another asked, "Did you feel chills up your spine, too?" These were some student reactions to Mark Lane's detailed attack on the Warren Commission and its findings last Monday night.

Sponsored by the Harvard Law School Civil Rights Committee, Mr. Lane, who wrote the best selling book, *Rush to Judgment*, attacked the Warren Commission and its report on all fronts — from its "flouting of every rule of evidence and false report" to its intimidation of witnesses, altering of evi-

mitted. "It has been very concerned about its critics." Since he began his investigation three years ago, Lane said he has been harassed at U.S. Customs and tailed by FBI agents who record his speeches.

His attack on the credibility of the Commission report centered on the number of shots fired and their place of origin. Countering the single-assassin, three-shot findings of the report, Lane outlined an array of physical evidence and eye-witness accounts that suggest a total of five shots fired from two different locations.

The evidence was not easily gathered, Lane ad-

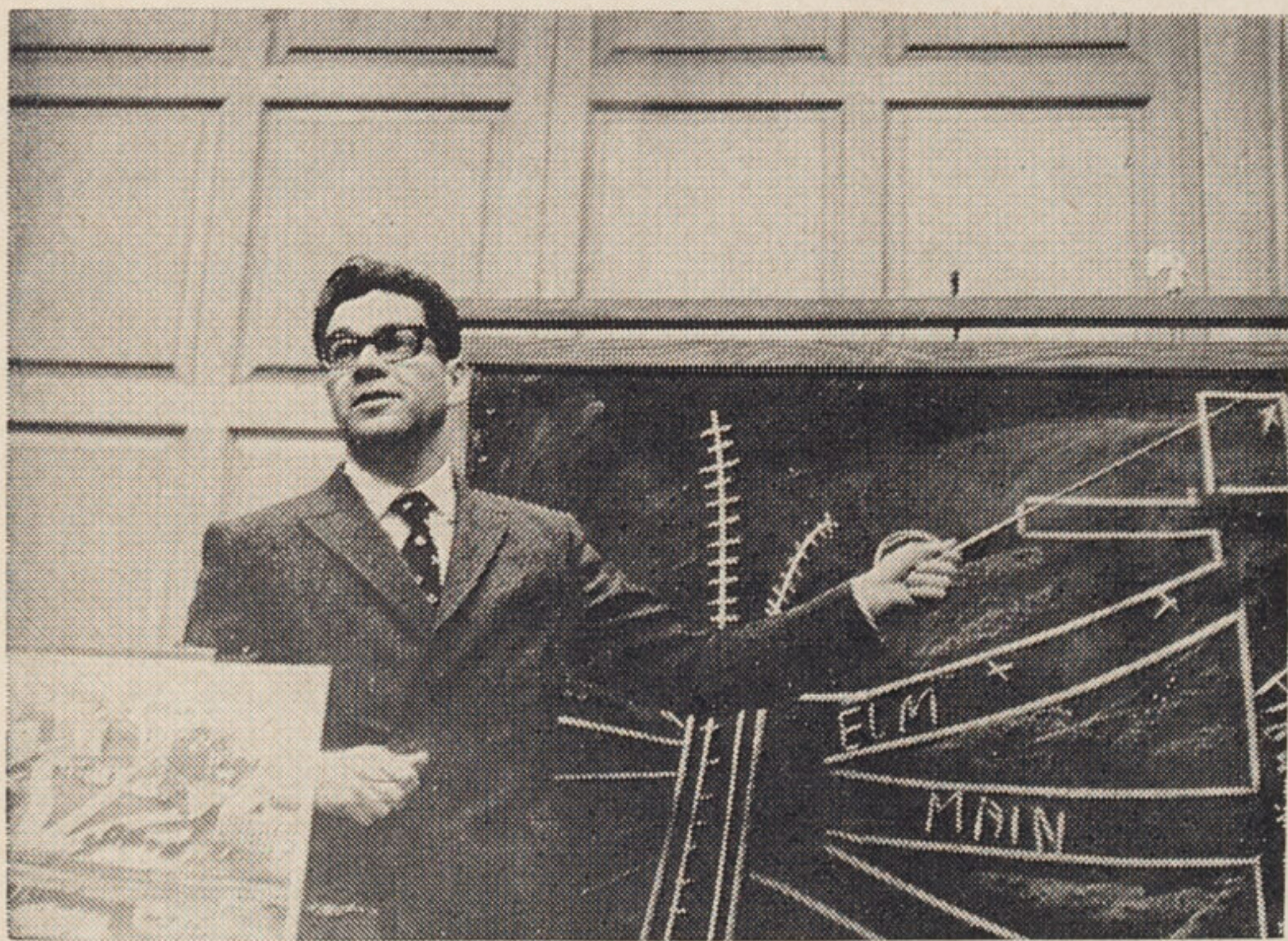
place to the right of the limousine and far from the book depository. They were not even called to testify before the Commission, he said.

The Commission has adopted the single-bullet theory — that the first shot hit both the President and Governor Connally. Lane reports, however, that both the Governor and his wife deny that finding and claim that the Governor was struck by a second shot.

As to physical evidence, a photo showing the sixth floor of the depository was taken by the government and has mysteriously disappeared, Lane complained. Instead, the Commission published such things as a dental chart of Ruby's mother made in 1937.

Lane also accused the Commission of other manipulations of the evidence. Frames in the movie film of the assassination were transposed, he said, and Ruby's face was trimmed from the edge of a photo putting him at the assassination scene. Referring to the famous picture of Oswald holding the rifle, he queried how shadows can fall in two directions.

Not only has the basic evidence of the case been classified for another 75 years Lane complained, but the Commission report itself states that "the Commission reserves the right to edit the transcript and to improve the accuracy and clarity of what the witnesses said."



Mark Lane: 'New Evidence'

dence and harassment of critics.

"President Johnson's comment, 'It's very heavy,' remains," Lane quipped, "the finest short evaluation of the report."

"But the Commission has done something," Lane ad-

mitted, in the face of government cover-ups and intimidations. As one eye-witness stated, "Well sir, I heard one more shot than was actually fired." Other eye-witnesses, Lane said, saw a puff of smoke and smelled gunpowder at a

Events of Note at the Law School

The Library will be closed Dec. 24, 25, 26 and 31 and Jan. 2 and 3. Beginning Dec. 22, until it resumes regular hours on Jan. 4, the Library will be open from 9 a.m.-5 p.m. In addition, except for Dec. 22 and 23, the ILS Reading Room will be open from 5 p.m.-11 p.m. Page service will be available for materials in Langdell.

* * *

Professor Edwin Reischauer will discuss "America's Presence in Asia" under the auspices of the Democratic Club, Monday, December 19, at 4 p.m. in Langdell South Middle.

* * *

The model appeal will be held tonight at 8 p.m. in the Ames Courtroom. Professor Roger Fisher and Teaching Fellow Walter Reiser will argue before a three-judge panel.

Edward C. Johnson of Fidelity Funds will discuss "Mutual Fund Fundamentals" before the Bull and Bear Club on Tuesday, December 20, at 1:30 p.m. in the Wheeler Room.

* * *

Membership at the reduced student rate of \$5 is available in the American Society of International Law. The Society, now in its sixtieth year and boasting a membership list of nearly 4,000 students, professors and practitioners, studies international legal problems through committees, organizes meetings and discussions to study such problems and publishes a journal. Faculty members must sign a student membership application. Further information is available from Professor Roger Fisher, who encourages students interested in this field of law to join.

The Harvard Law-Graduate Democratic Club invites applications from its membership for legislative internship positions with progressive Democratic Massachusetts State Senators and Representatives. If one is not a member of the Club but is interested in this program, he may still join. For further information and application form contact: Steve Kingdon, at CA 7-3581.

* * *

Endicott Peabody, a 1948 alumnus of the Law School, has been named to receive a 1966 *Sports Illustrated* Silver Anniversary award. Peabody, former Governor of Massachusetts and unsuccessful Democratic candidate for the Senate last month, was an all-American guard for Harvard College in 1941.

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Top Half Includes 96%:

Students Optimistic About Class Rank

First year students are overconfident in predicting their performance on first year examinations in June.

In a random sampling of 48 students in the recently-conducted RECORD survey, 63 per cent of the respondents predicted that they would

said that it was "unlikely" that they would be among the chosen few. Although the survey did not offer the category, a number of this group said that it was "very unlikely" they would make *Review*. One added that such a result would occur only

replied (more than 10 per cent of the first year class), 10 of the answers offered no opinion or misinterpreted the question — foreboding ill for some, come next June.

1L Prediction of Class Rank (N=48)				
	Very likely	Likely	Unlikely	Other
Law Review	—	1	45	2
Top 10%	1	10	36	1
Top 25%	10	20	17	1
Top 50%	32	14	2	—
Lower 50%	5	15	18	—
Lower 25%	2	4	42	—
Lower 10%	3	—	45	—
Flunk Out	—	—	48	—

"likely" or "very likely" rank in the top quarter of the class and 96 per cent felt they would finish in the top half.

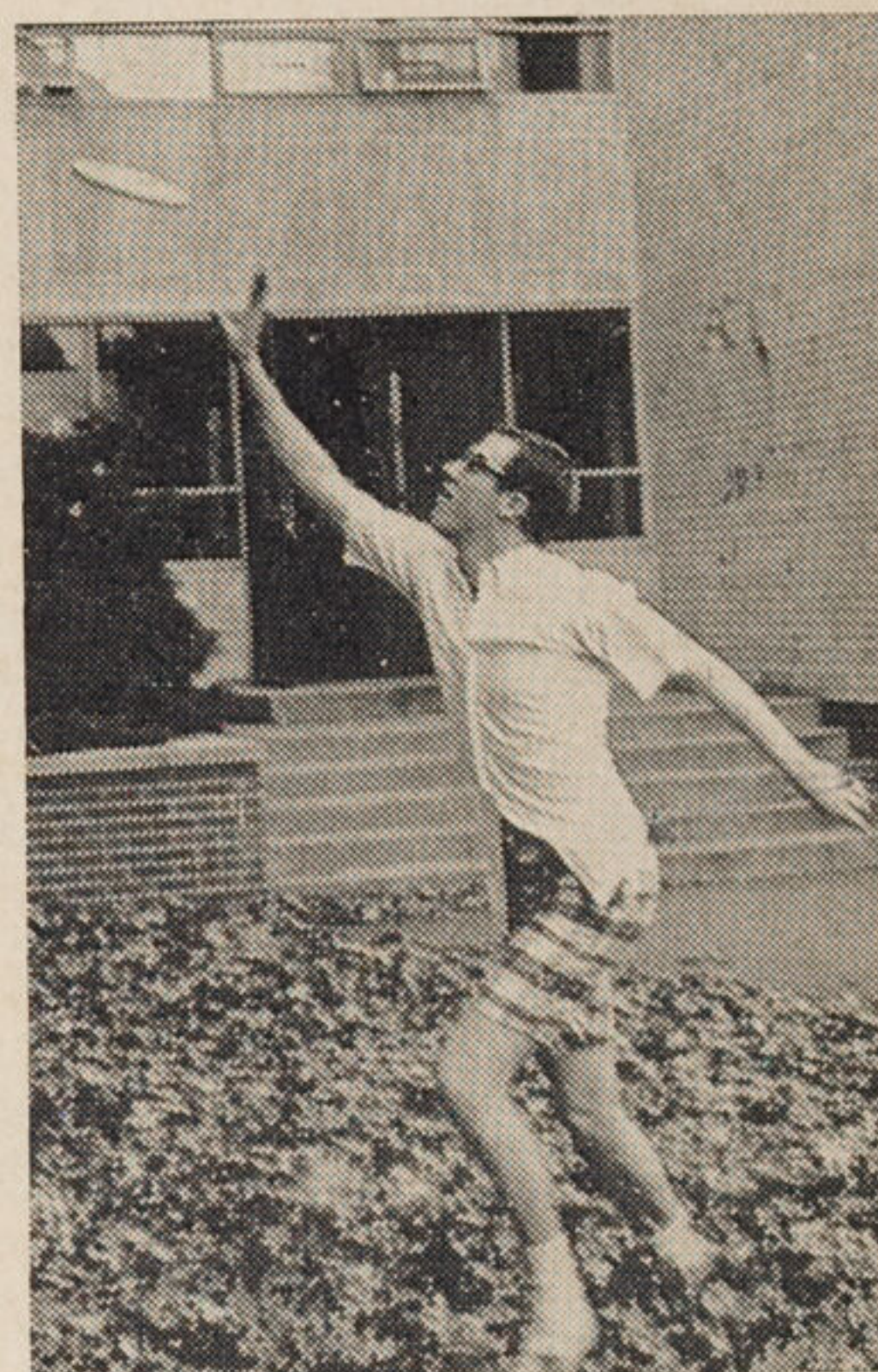
All 48 respondents said that it was "unlikely" that they would flunk out.

While 23 per cent of the respondents said that they would "likely" or "very likely" finish among the top 10 per cent, this confidence did not carry over with regard to the *Law Review*, which accepts about the top 5 per cent of each class for membership. Only one student said that he was "likely" to make *Review*; two others hedged with "unknown" and "no opinion" replies, respectively.

The remaining 94 per cent

"by act of God."

The survey asked "how do you rate your chances to finish in the class based on first year exams" and requested respondents to reply "very likely," "likely" or "unlikely" with regard to categories marked "Top 10 per cent", "Top 25 per cent", etc. Although 58 students



Overconfident?

Although the survey asked respondents to indicate if they were Ivy League college graduates or members of Phi Beta Kappa, these groups varied little in their responses compared with the others.

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No Survey Surprises

Although of great interest, the results of the RECORD survey were of little surprise.

As expected, students rated their courses, especially the knowledge of their professors, very highly.

Nor was it a surprise that students reacted strongly to the paternalism which requires many courses in the second year and even restricts the selection of electives. While there is much to recommend required courses in the first year, we urge the abolition of restrictions thereafter.

The call by students for faculty-supervised courses in areas now left to student organizations is worthy of consideration as well, despite the obvious manpower and administrative challenges that the suggestion entails.

Although the results of the survey endorsed the RECORD's plea for the faculty-student committee, other channels of communication should not be ignored. For example, the Forum meeting next Monday offers an excellent opportunity for an exchange of views and we urge all to attend.

Another important vehicle for communication is this newspaper. Although the RECORD ceases publication for six weeks and changes administration, we trust that it will continue to open its columns to student, faculty, and alumni opinion and continue to insure discussion about the Law School by again editorially straddling that fine (to some indistinguishable) line between vigorous advocacy and bombast.

Harvard Law Record

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TONGUE 'N CHEEK

By Fenno

I was wandering around the trees in the courtyard in front of Langdell when I came across a bear looking for a winter cave.

"Why out so late, Fenno?" he asked. "I always thought you turned in as soon as you finished your accounting assignment."

"I've been having trouble getting my love affairs off the ground this fall."

"Come down to earth, old boy, and they'll flock to you."

Idle Fancies

"No more dreaming?"

"It'll never get you any place. Why you dream and dream and finally die and then where are you? Why seek when you can never find? A whole life wasted on idle fancies!"

"It's so dull to be realistic. Life would be like all those judges hanging over there in Langdell."

"Oh, but it doesn't have to be! Work hard, play hard. Assert yourself. Show people who you are, that you're not somebody to be trifled with. Accomplish something that you can touch and feel."

"And I suppose I ought to go to all the fancy parties overflowing with scotch, fritos and small talk?"

Book-of-the-Month Club

"Girls don't want to sit at home at night."

"And a car. Do I have to get a car?"

"Absolutely. And fine clothes, a stereo and the Book-of-the-Month Club."

"This love you describe is so much work and so uncertain. What an effort it's going to be for a fool like me! But if that's what they want, that's what they want. Oh by the way, how's your search for a cave coming?"

"Ah, Fenno, you can see for yourself. Caves are scarce again this year."

Letters to the Editor of the RECORD

More Fire Urged In Law School Classes

To the Editor:

Has anyone ever thought of heating the Law School?

Novel idea though it may be, yet I think it not wholly unrealistic. Of course, if heating the entire School might be thought to be too much of a wrench from the sacred and ritualistic hardships of the School's traditions, then I should think at least the libraries could be warmed up a bit.

I wonder how many others have found it difficult to turn casebook pages one at a time without their gloves getting in the way. Consider the Langdell Reading Room. Were it to be stripped of bookcases and pillars the resulting cross-currents could thoroughly test the aerodynamics of any of the latest model aircraft. . . .

I'm not recommending steaming stacks (or even searing souls) for the Law School. But I would like to be able to remove my overcoat and gloves without fearing that my fingers were in any immediate danger from frostbite.

I have concentrated my fire on the libraries. But I could also mention the vast, open, wind-swept steppes where the Law School holds its classes. In some classes, it must be conceded, enough heat is generated during the hour to take the edge off the chill. But the regular occurrence of that phenomenon is not yet so dependable as to vitiate the need for a thorough re-routing (one might say *routing*) of the more normal conduits of hot air. Perhaps some of Austin basement's ridiculous overheat could be harnessed and transported to the Siberian classrooms (for the tunnels everywhere are better heated than the libraries and rooms anywhere).

The ingenuity required for the School to arrive at its present airy eminence must have been consider-

able; the tradition sustaining it is doubtless formidable; — yet the existing situation is shameful. If the School is to be made a fit place for study, it must abolish the draughts.

J. David Gernant, 2L

Placement Thinking Is 'Damaging, Parochial'

To the Editor:

The policy of the Harvard Law School on discrimination sounds somewhat like a construction firm which has one man laying bricks and another following right behind, removing them. Thus the Law School has a special program to attract qualified Negro students and Dean Griswold is active in contributing his time to Civil Rights.

But then it not only takes no positive stand on discrimination in hiring by firms interviewing at the Law School, but it also permits itself to have a director in charge

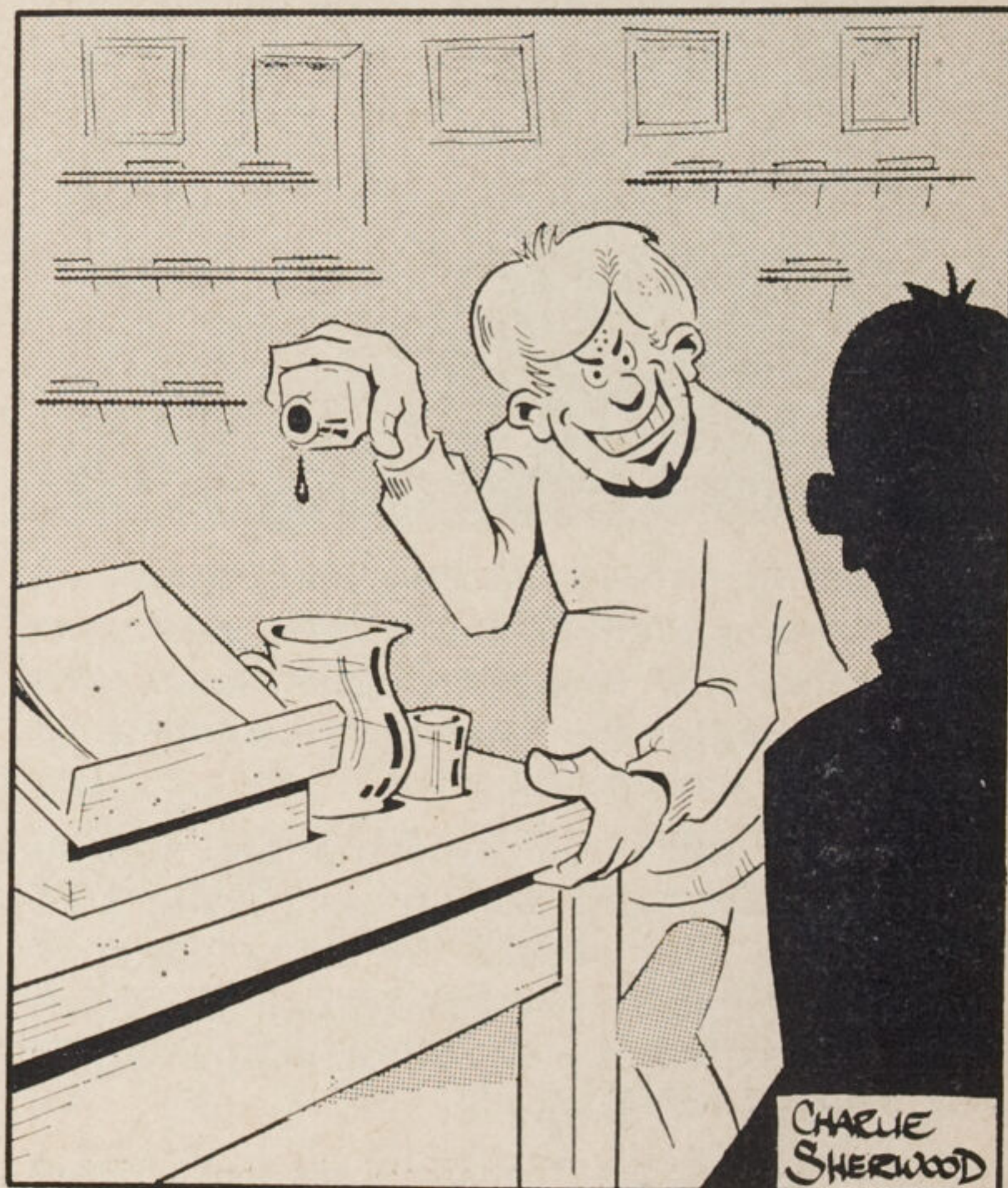
of the Placement Office who uses the most abhorrent of stereotype phraseology.

It was appalling to read some of the statements of Miss Appel in your article, "Job Office Director Reports Less Bias." If the Jewish students feels uncomfortable in a firm with a "heavy North European influence, and a conservative, unemotional, Anglo-Saxon pattern," then probably my Southern European, emotional Italian background would bar my happiness with most New York firms.

The kind of thinking represented by Miss Appel constitutes the most damaging and parochial thinking I can imagine. It will require more imagination and breadth of vision than this to deal with the very serious problems in the employment program here at the Law School.

Furthermore, I think the Law School has a duty to make it clear that this is not *its* thinking by
(Continued on Page 17)

~~~~~  
It's one  
student's  
humble  
answer to  
the Socratic  
Method  
~~~~~  
—Hemlock



Survey Reveals DLI, Accounting

By John TePaske

Development of Law and Legal Institutions (DLI) and Accounting achieved the dubious distinction of being the least satisfying courses in the law school curriculum according to the recent RECORD survey of student opinion.

Legal Process, Economic Regulation and Administrative Law were the least popular second-year electives, and Evidence and Antitrust Law topped the list of suggested additions to the second-year elective curriculum.

The questionnaire asked the following: If you had the choice, which (if any) of the first year courses would you *not* have taken (regardless of the professor)? Similar ques-



tions asked about second-year required courses, and second-year electives, while another asked for suggested substitute electives, assuming all courses were open to second-year students.

Of the 50 third-year students who replied to the questionnaire, 64 per cent listed DLI as a course they would not have taken if given the choice. The 2L replies indicated similar dissatisfaction — 36 of 63, or 57 per cent, singled out DLI.

Even four of 62 first-year students listed

DLI, although none of them will take it until next semester. One 1L justified his premonition saying, "I would drop DLI although not yet begun because the course load is already extremely heavy and I believe that all of the first year courses already commenced are essential."

Grade correlation figures were notable for their showing of remarkably even distribution of discontent. Dividing the returns into upper, middle, and lower thirds, based on cumulative averages, 3L figures varied less than five per cent from the mean, and 2L less than ten per cent, with greatest discontent registered by the upper third of the class.

'It Doesn't Surprise Me'

DLI did have some proponents, however. One senior commented, "Given a choice, I would not have taken DLI, but I'm glad I was required to take it."

"It doesn't at all surprise me," began DLI Professor Mark DeW. Howe when faced with the findings of 60 per cent student dissatisfaction with the course. It may indicate a desire to get bread and butter courses, he continued, but something other is desirable in the first year. "A student needs to get some generality and perspective, and the only standard should not be that he enjoy the course."

Another DLI teacher, Professor John P. Dawson, observed that it is "difficult to teach history as a case law course." Also, he said, a large number of early cases are hard to read and some students find them not worth the effort.

Faculty to Vote Soon

The faculty committee questionnaires on DLI, circulated about a month ago, were in Prof. Dawson's office, but that poll will probably be kept confidential, he said. The faculty will vote Dec. 20 on whether to retain DLI as a required course in the first year.

Accounting lost the second-year required-course popularity contest. Compared with 12 per cent listing of next-ranked loser, Corporations, 44 per cent of the 3L's and 32

Least Popular Among Students

per cent of the 2L's indicated they would not take the accounting course if given the choice. Grade correlations again indicated fairly even distribution of discontent.

Accounting admirer, Professor Detler Vagts disagreed: "Accounting is most valuable for precisely those people who would get out of it if they had a chance." He and Professor William Andrews agreed that it is a hard and difficult subject for many students.

"The nature of the beast is that it's a numerical animal," Prof. Vagts said, "but when students break through to understanding, they are left with significant insight into another discipline."

Lawyer-Like Exams

Referring to worries and complaints about accounting grades Prof. Vagts said, "By and large, the deviations are not much greater than in other courses." We attempt to give "lawyer-like" exams, he said.

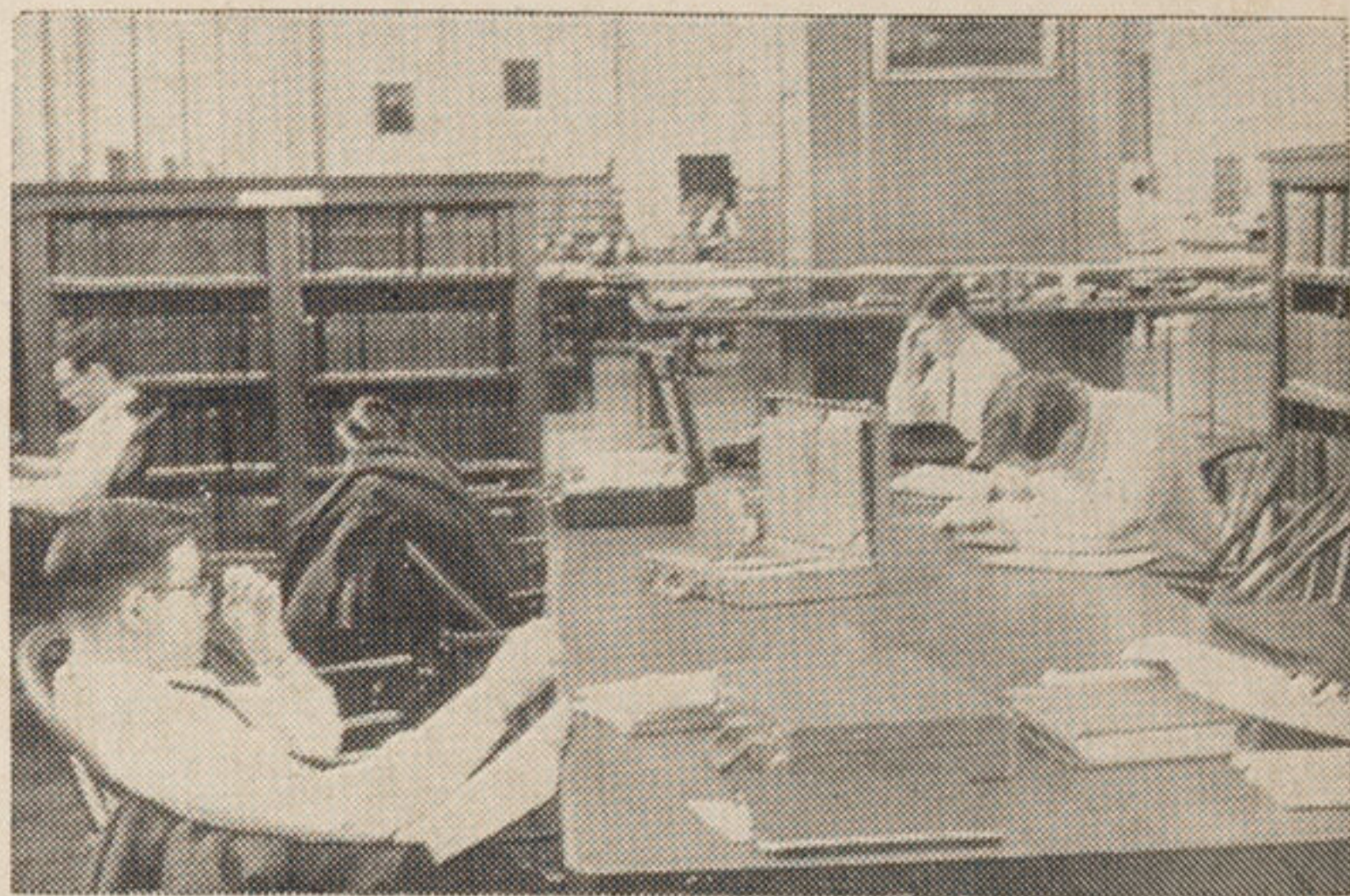
Of the elective second-year courses, Legal Process, formerly known as Legislation, was the least popular, at least with the second year students. Only one-half of the 2L's are currently taking Legal Process, but 14 of those polled indicated they would not have taken it if third-year courses were offered to them.



Prof. John Mansfield

The grade correlation for the course was striking. Nine of the 14 students ranked in the upper third of the survey, and only one was from the lower third. One student commenting on these statistics observed, "It's a rambling discussion course, and the ranked students are afraid of getting C's while the C students hope for A's."

At least one high ranked student differed,



saying, "I feel it is a good important course, but it would be most effective as a first year course — with two years to reflect on it."

"One thing clear is that Legal Process is a course best appreciated, if appreciated at all, as a whole," commented Professor Phillip Areeda. "It often happens that only after review do students reach a comprehensive judgment."

The facts bear him out, since only four of 50 third-year students mentioned Legal Process as an unpopular second year elective. Rather, 3L's were more dissatisfied (about 12 per cent) with their former Administrative Law and Economic Regulation courses.

Evidence and Antitrust Law were the most suggested additions to the second year curriculum to replace the unpopular ones now offered. Evidence instructor Professor John Mansfield, who feels there is some advantage to taking trial practice and evidence together, admitted the suggestion "is worthy of serious consideration."

Referring to the Antitrust Law course as one with interesting and useful subject matter, Prof. Areeda said, "Very serious consideration is being given to making it available in the second year."

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Moynihan Blasts . . .

(Continued from Page 5)

the student-teacher ratio. When officials cry out for lower ratios, Professor Moynihan cannot but speculate that "the envisioned welfare is for the teachers, not the students."

Professor Moynihan said that he prefers income redistribution. With some dismay he noted that ours is the only modern industrial nation without a "family allowance." Such a plan, curiously, requires no large bureaucracy to run it.

The truly grievous and explosive problem is the high proportion of Negroes among the poor and the danger of forcing them into a perpetual dependence upon welfare, according to Prof. Moynihan. This racial disproportion raises the potential for far vaster tension and turmoil than would be the case were poverty and race unrelated variables.

Guaranty Against Poverty

Dr. Winston saw the task of public welfare as providing an ultimate guaranty against poverty. Legislation in 1962 and 1965 has increasingly focused upon services (including, for example, legal aid) which makes possible on the local level an attack upon the factors causing and perpetuating poverty.

Benefits to such groups as the aged, the disabled, and children have been liberalized. Through the use of advisory committees, an attempt is being made to involve professional groups and consumers also in "teamwork" with government to shape and promote plans, she said.

Streamlined Welfare

She praised "comprehensive centers" being established in some cities which offer a full-line of services in decentralized, local offices.

Dr. Winston also supported a streamlining of the welfare procedure. A simplified application form, having need as its only basis, would save a great deal of time and money now spent in paper work and in checking eligibility, he said.

Attempts throughout history deliberately to transform the culturally poor and pull them into the mainstream of life have repeatedly failed, according to Professor Banfield.

Faculty-Student Committee Advocated

(Continued from Page 1)

cent, mostly first-year students, had no opinion, while the remaining 36 per cent did not favor the idea.

One proponent of formalized communication said that it was necessary to counter-act the "authoritarian organization," "lethargic administration," and "rather infamous atmos-

'The Faculty appear to be doing an extremely good job'

phere" of the Law School. Another said that such communication would prevent "minor student gripes from developing into major issues" while a third thought communication needed to express views about the quality of instruction.

A vocal minority, however, found no need for formal methods of student-faculty communication. "The Faculty appear to be doing an extremely good job of administering the school," commented one high-ranking

second-year student. "There are presently sufficient means for students to make suggestions which it may appear the Faculty has overlooked, e.g., the RECORD." A second-year student agreed but noted that more "informal" contact is needed.

Among the 111 proponents of formal communication who were polled, 84 per cent favored the student-faculty committee as the best means to achieve their goal. Such a committee, composed of seven faculty members and six students appointed by the Dean, was recently established.

Other suggestions included a faculty committee to hear individual student views (six per cent), a suggestion box (three per cent), and student government (six per cent). Opposition to student government, however, was particular strong. Typical reactions were "Never", "Mickey Mouse", and "NO!".

The idea of a student-faculty committee also was vigorously opposed by one third-year student who termed the concept "unnec-

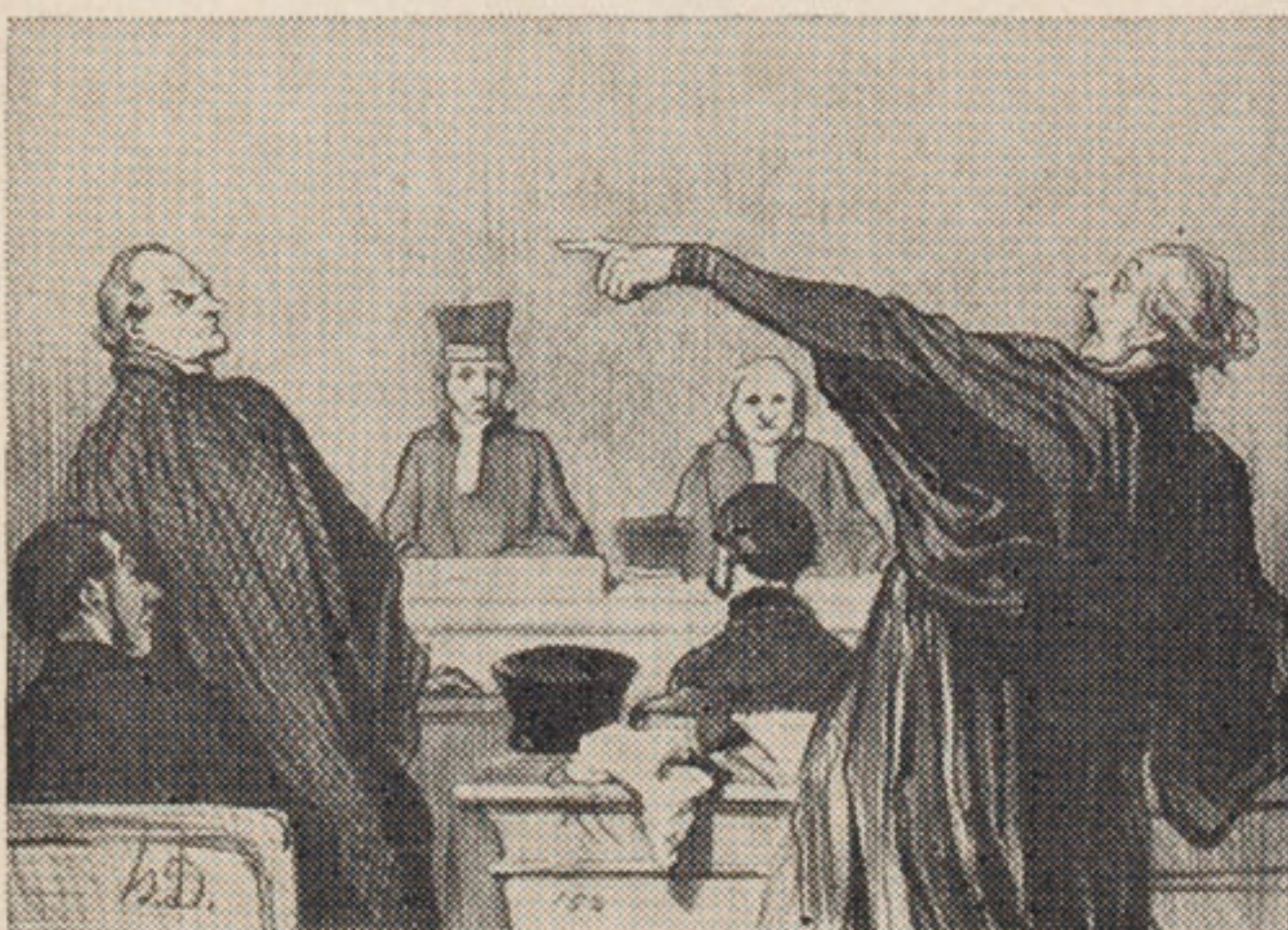
essary and inappropriate," "a sop to misplaced student ideals of democracy."

Those who favor the faculty-student committee disagree about the method of selecting the student representatives. Of the 93 proponents of such a committee, 50 per cent favor electing the student representatives, while 27 per cent believe that they should be selected at random. Several respondents in the latter group emphasized that only interested students should be encouraged to serve, one student suggesting that representatives could be chosen at random from those students who express a desire to be on the committee.

Appointing student representatives, the method pres-

Student government opposed by many as 'Mickey Mouse'

ently employed, received support from only 12 per cent. The remaining proponents of the committee advised using two or more methods of selecting representatives or had no opinion on the issue at all. One suggested that even the faculty members on the committee should be elected.



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Ronka Scores 'Reorganization' of Young Dems

By Edward Vogt

"If this 'reorganization' was an attempt to stifle CYD dissent on Viet Nam, then the results were counterproductive," said Robert Ronka, 3L, New England representative to the September 2 meeting of the College Young Democrats in

Nashville, Tennessee.

At that meeting, the national executive committee of CYD passed a resolution labeling administration policy in Vietnam "unsound."

"Pass, but thou shalt not publish," said, in effect, the acting treasurer of the Democratic National Com-

mittee and promptly barred the CYD from DNC printing facilities.

At the same time, the Democratic national committee notified the director of CYD that his post had been abolished under a reorganization that would pass most CYD power to the senior and more hawkish Young Democratic Club.

Pres. Johnson Away

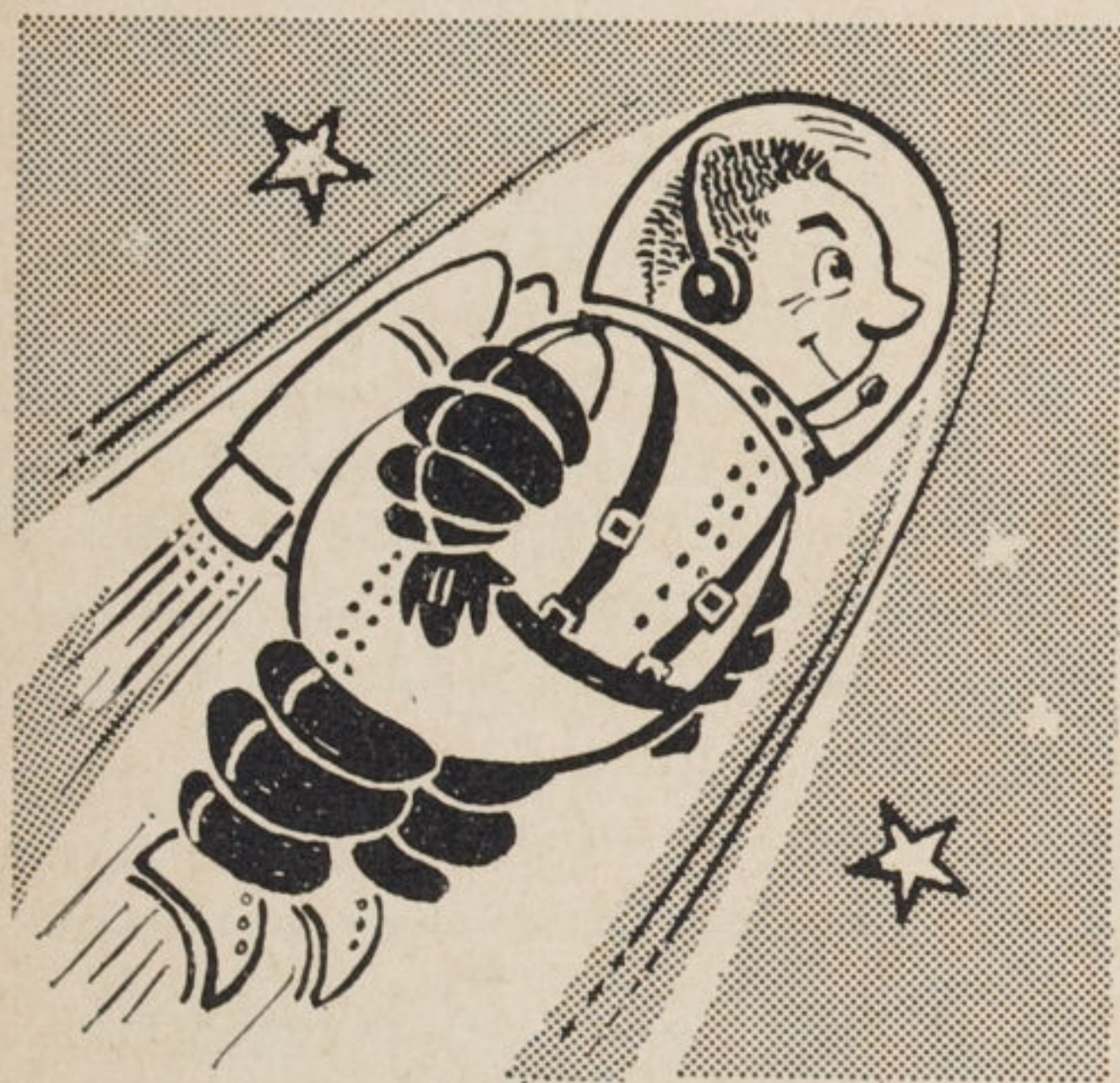
"It appears that the action was taken without the full consultation of members of the Democratic national committee," said Ronka, "and at a time when President Johnson was in Texas and Chairman John Bailey of the DNC was out of the country."

Dale E. Wagner, chairman of the CYD, responded by calling an emergency meeting of his national executive committee and by appealing to President Johnson to reverse the decision of the Democratic national committee. CYD announced that it could operate independently of the Democratic national committee.

Not Alone

Ronka indicated that CYD is not fighting alone. "Many parties, including Congressman Don Edwards, National Chairman of Americans for Democratic Action, see the national committee's action as a direct response to the CYD resolution criticizing administration policy in Viet Nam, though the national committee contends that the move was simply a 'reorganization' which will increase Young Democratic strength across the board."

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Letters

(Continued from Page 11)

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Richard C. Tufaro, 2L

'Upper Class' Reader Disputes Weltner on Bias

To the Editor:

Cheers to Congressman Charles Weltner for his unsolicited advertisement for my home town Grosse Pointe in your November 17 issue.

I never knew I was in the Upper Classes until I read his article "Race Rules Dixie." I have been in the rat race here all my life (we call it the Mink Race) and with two daughters in college (Stanford-Rhode Island School of Design) and my 14 year old son at one of those horribly disintegrated schools, Grosse Pointe University School, I can assure you that we are not isolated in private

pools and exclusive neighborhoods. I only know one friend who has one and he is mad at me because Yale didn't win the crew race. We have to suffer by going to the Grosse Pointe Yacht Club, Country Club, Boat Club, etc. . . .

If Congressman Weltner (soon to be out of work) has written his book *The Southerner* with the same amount of knowledge he has of the denizens of Grosse Pointe, Brookline, and Greenwich, he better call the author of *Valley of the Dolls* for help.

Just in passing, please run Grosse Pointe ahead of Brookline and Greenwich, especially when in capitals with heavy block lines.

Also your spelling is atrocious. Grosse Point is Grosse Pointe (French for "big deal"). We are just as sensitive about our rating as MSC [Michigan State University?] and will try harder for Congressman Weltner not to "leave the integration to the poor whites" (p. 14).

I am looking forward to reading

his new book on *The Northerner*.

Charles Upton Shreve, '21
Grosse Pointe, Mich.

Ed note: Reader Shreve refers to the RECORD, Vol. 43, No. 7, page 14, in which Congressman Charles Weltner (D-Ga.) said with regard to the white backlash in civil rights: "The problem appears when the civil rights laws of Congress begin to reach out suddenly to Brookline, Greenwich, and Grosse Pointe. . . . Isolated in private schools, private pools, and exclusive neighborhoods, they [the upper classes] leave the integration to the poor whites. . . ."

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Professors Praised for Friendliness

(Continued from Page 1)

humor," the amusing footnotes in the casebook, and his continual efforts to make cases less abstract by showing what went on behind the scenes.

His cohort, Professor A. James Casner, received a similar reaction, but with different comments. One student described him as "a Mephistopheles who can put the fear of God in any student." Prof. Casner's third year students who also had him first year expressed their pleasant surprise at being treated as regular lawyers in estate planning in contrast to their humble position during the first year trying to puzzle out "A to B for life, but if B dies before C . . ."

One estate planning student asserted proudly that "he doesn't waste time by asking a lot of silly questions — he just puts out information at a speed slightly faster than you can write. I feel that he gives me my money's worth." Some criticized the long time spent on marital deductions (10 weeks), but there was nearly unanimous acclaim for his style, "the greatest!"

Professor Paul A. Freund's course was by far the most popular in the second year. "His depth, introduction and background material and overpowering insight in this field make the subject a living thing; you can almost feel and hear the conflict of ideas and principles as they meet, clash, and go

ahead to forge the basic principles in this field," explained an admirer. "Great eyebrows," emoted a less intellectually inclined observer. "Freund knows," said another. Others pointed out that he is "very accessible and quite friendly to students."

Professor David R. Herwitz was another favorite in both his second year accounting course and third year business planning section. "Nasty but good," begrudged one. "Hervitz is not all he was trumped up to be," "methodical," "rapid-fire knowledge" were other comments.

A number of teachers were praised for going out of their way to be friendly to students outside of class.

Ratings: 0 = Poor, 1 = Below Average, 2 = Average, 3 = Above Average, 4 = Excellent							
First Year Courses				Second Year Courses			
Knowledge Method Materials				Knowledge Method Materials			
Section I				Section I			
Civil Procedure	3.5	2.7	3.1	Accounting	3.1	2.4	2.7
Contracts	3.6	3.2	3.0	Constitutional			
Criminal Law	3.1	2.3	2.7	Law	3.2	3.1	3.3
Property	3.8	3.7	3.5	Corporations	3.6	3.8	3.2
Torts	3.0	3.1	2.9	Tax	3.5	2.8	2.9
Section II				Section II			
Civil Procedure	3.3	3.1	3.0	Accounting	3.0	2.9	2.9
Contracts	3.4	3.6	3.2	Constitutional			
Criminal Law	3.7	3.5	3.3	Law	3.3	2.6	3.4
Property	3.7	2.9	3.4	Corporations	3.1	2.8	2.9
Torts	3.3	3.0	3.1	Tax	3.1	2.7	2.9
Section III				Section III			
Civil Procedure	3.4	3.5	2.9	Accounting	3.7	3.5	3.0
Contracts	3.3	2.5	2.4	Constitutional			
Criminal Law	3.2	3.0	2.7	Law	3.4	3.3	3.4
Property	3.5	3.3	2.9	Corporations	2.9	2.8	3.0
Torts	3.0	2.9	3.1	Tax	3.7	2.3	3.2
Section IV				Section IV			
Civil Procedure	3.8	3.7	3.3	Accounting	3.0	2.9	2.8
Contracts	3.8	3.3	3.4	Constitutional			
Criminal Law	2.9	3.0	2.8	Law	3.9	3.8	3.6
Property	3.4	3.3	3.1	Corporations	3.0	2.8	2.7
Torts	3.8	3.6	3.5	Tax	3.1	2.7	3.4

Shown to Students Outside of Class

Assistant Professor Alan M. Dershowitz: "His concern for the students is really impressive. There is never any problem when you want to discuss the cases, law school, or anything else with him; he's always there after

unusually dry subject. A veritable breath of fresh air."

Professor Derek C. Bok — "a magician." "Disturbing metronomic mannerisms." "He always looks like he's on roller skates."

Professor Ernest J. Brown — "Brilliant, but he worries too much about things we still don't know anything about." "He lets me continue sleeping while he mumbles a few citations."

Professor Clark Byse — "the harassing method." "Know-it-or-get-laughed-at manner." "Master of the Socratic."

Professor James H. Chadbourn — "the interesting absorbing presentation of points tends to make them stick with the student." "He's been telling us the same jokes he told us first year." "Obviously encyclopedic knowledge."

Professor Abram J. Chayes — "A brilliant, practical approach to international law." "The reproduction of his materials is atrocious. We're getting gyped."

Professor Alan Dershowitz — "He doesn't question people, he cross-examines them." "He helps me put cases back into human situations."

Professor John P. Dawson — "teaches more law in five minutes after class to a (Continued on Page 20)

Course Ratings on a Scale From 0 to 4

Third Year*

Knowledge Method Materials

Antitrust Law	3.4	3.1	3.2
Business Planning			
Section I, II	3.6	3.7	3.5
Section III	3.2	3.0	3.3
Collective Bargaining	3.5	3.4	3.5
Commercial Transactions	3.1	2.3	2.4
Copyright	3.7	3.7	3.4
Estate Planning			
Section I	3.8	3.9	3.4
Section A	3.8	3.5	3.3
Evidence			
Section I	3.5	3.4	3.1
Section II	2.9	2.7	2.8
Section III	2.8	2.9	3.0
Securities Regulation			
Section A-1	2.8	2.3	3.0
Section A-2	3.8	3.6	3.5

*only courses with 5 or more responses

class, has offered to eat lunch with any student who so desires."

Professor Clark Byse: "He's the only professor I feel I can walk into his office without imposing." Professor Frank E. A. Sander: "He strives to break the student-faculty barrier by encouraging personal contact with students of all calibers."

Comments about other professors:

Professor William D. Andrews — "mumbles and sometimes puts the figures in the wrong column." "One of the truly humble professors at this school who makes the most out of an

Professor Robert Braucher — "the Humphrey Bogart of the Law School, but like Bogey, given to cryptic comments which are sometimes impossible to understand."

Course Ratings on a Scale From 0 to 4

Second Year Electives*

Knowledge Method Materials

Trusts	3.5	3.6	2.9
Commercial Transactions			
Section I	3.8	3.1	2.2
Section II	3.5	3.5	2.6
Section III	2.9	2.2	2.1
Economic Regulation			
Section I	3.2	3.5	3.4
Section II	2.9	2.8	3.2
Public International Law	3.6	3.5	2.9

*only courses with 5 or more responses

Students Evaluate Professors

(Continued from Page 19)

small group than he does in fifty during class." "He's the only teacher who credits class participation."

Dean Erwin N. Griswold — "the man's knowledge of tax law is astounding."

Professor Mark deWolfe Howe — "He gets wrapped up in complicated discussions with one student too much." "A fascinating person and a brilliant professor."

Professor Louis L. Jaffe — "a veritable storehouse."

Visiting Professor Gareth H. Jones — "His method of calling on 15-20 students per day effectively reduces the

'once a year recitation' syndrome which exists in most classes. His sense of humor is most refreshing and stimulating."

Professor Benjamin Kaplan — "One breezes through this delightful course (copyright). Never a non-intentioned word or remark is uttered. The absolute master."

Professor Frank M. Michelman — "I like his deemphasis of feudal land law in favor of current landlord-tenant problems in New York City." "He doesn't let a few people run off at the mouth at the expense of the rest of the class."

Forum Studies School Reforms

A unique conference on law school reform, sponsored by the Forum, will be held on Monday night, 8:30 p.m., in the Ames Courtroom.

A faculty panel of Professors A. James Casner, John P. Dawson, and Clark Byse will discuss such topics as the RECORD survey on the curriculum, the Samuels-Schlesinger report on the law school, etc. Representatives of the RECORD and the report will also discuss these topics.

The floor will be open for questions from the audience. Admission is free.

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