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J.M.

Halloween saw Malcolm Russell, 2L, and Michele Einhorn, a Boston College law student, show off their Soviet ICBM costumes while holding their Window of Vulnerability.

School Keeps Dorm Kitchens

By Mary Tarduno

Dean Vorenberg has decided to retain the kitchen facilities in the Law School dormitories. The decision was announced this week following several weeks of pressure from dorm residents requesting repair and maintenance of the kitchens.

As reported in the RECORD on Oct. 16, repairs to the kitchens in the Law School dormitories were being "embargoed" by the administration pending a decision on whether or not the facilities would be maintained. Dean of Students Mary Upton said she asked the resident assistants to canvass dormitory residents to see what kitchen facilities they wanted.

The Dorm Council immediately reacted to the decision to delay the kitchen repairs and endorsed a statement supporting "the existence and continued maintenance of kitchens in the dormitories." Dorm Council President Mandy Lowell, 3L, emphasized her concerns in a letter to Paul Upson, financial officer and director of business operations for the Law School.

Perhaps the greatest reaction to the administration's inaction, however, came from residents of Wyeth Hall. The stove in that building was in such bad shape that it could not be repaired; students repeatedly complained to the Wyeth RAs about the lack of a stove. All were quick to point out that HLS infor-

Recruiting at the B School is a Two-way Street

By Erich Merrill

Just as law students are beginning to believe that there really will be an end to the frenzied string of fall interviews, business students across the river are starting to put together resumes for their job-hunting season which starts next spring. The placement system at the Business School, a system which Office of Career Development Assistant Director Winn Price describes as "the most sophisticated in the country," is different in many ways from the Law School

system.

At the beginning of the process, the Business School adopts a philosophy of "know thyself." Students are encouraged to put down in writing their career goals and their own strengths and weaknesses. The Office of Career Development (OCD) at the Business School does more than pay lip service to this assessment. Price estimates that half of the students take advantage of the vocational counseling offered to help students decide what they really

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Practicing Law Center Contemplated

By Will Hunter

While the Reagan Administration continues to dismantle legal aid for the poor, HLS is considering a plan to offer clinical experience to half the second and third year classes, while at the same time providing low- and middle-income people in the Boston area with legal services.

The proposal, now under consideration by the Michelman Committee, would create a Practicing Law Center which would function as a major educational and research resource for the school. The plan was drafted by Jeanne Charn and Gary Bellow of the Legal Services Institute, and draws heavily on the experience LSI has had in providing clinical opportunities for Harvard and Northeastern law students over the last few years.

Places For 250 Students

When in full swing, the Center would be able to accommodate up to 250 students each year. Students would have the option of enrolling full time for one or two semesters, or they could make a smaller time and credit commitment. Students would provide legal services to low- and middle-income people, developing a practice in such areas as landlord-tenant relations, housing law, divorce, unemployment compensation, immigration, public benefits, consumer disputes with public utilities, small estate planning, and bankruptcy.

The Center would involve a large number of faculty members as well, some as full-time clinical supervisors, and others who might do specialized teaching or research in areas of "people-oriented" law. Legal

work would be done free of charge or for a reduced fee, depending on the client's income.

In a 32-page memorandum to the Michelman Committee, Charn and Bellow provided detailed discussion of the educational and research activities of the Center, along with estimates of what the project would cost. When in full operation, the memo estimates, the Center would require a budget of close to \$700,000 a year. The money would go toward rent for a clinical facility and a staff of about 25, most of whom would not be lawyers. The 250 students enrolled in the Center's various programs would earn 1160 credits, making the educational cost of the Center between \$630 and \$680 per credit hour. This amounts to something less than the per-credit cost of seminars at HLS and the per-credit cost of the ITA workshop, but a higher per-credit cost than large law school classes.

Symbolic Value

In addition, of course, the Center would be providing legal services to low- and moderate-income residents of the Boston area. The Charn-Bellow memo states that although "this is not, in itself, a rationale for establishing the Center, it is, for many of us, an important aspect of the proposal. The University often does less than it might in meeting the burdens and responsibilities of assisting the disadvantaged. In a time when compassion seems to be in somewhat short supply, being of real service to a needy community is a consequence of this proposal that ought not to be too readily discarded."

The memo stresses as well the symbolic value of such a clinic. "The clinic will represent a tangible statement of the school's commitment to equal justice and the school's concern that, as lawyers, we take seriously the mandate that access to the legal system be equitably distributed. Many of our students will work through their careers in environments quite insulated from the realities of class. . . . It may have some impact on the insulating effects of this experience for the school to make access to, and exclusion from, the legal system . . . a matter of special concern."

Funding a Concern

According to Chairman Frank Michelman, the whole question of clinical education at the law school is a subject of committee discussion. The issue is of special interest this year since it appears likely that the Reagan Administration will eliminate funding for the Legal Services Institute, which has been an important part of the law school's clinical program in the last few years. (The LSI receives about \$500,000 in Federal funds at the present time, with an additional \$200,000 contributed by HLS.)

Dean James Vorenberg, who has also expressed interest and concern in clinical education in the past, has also been in touch with Bellow about the proposal. He told the RECORD that he and Bellow had discussed the subject, but preferred not to comment publicly until after the Michelman Committee completed its work. ☛

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Through HGAP the Beat Goes On

By Brad Hudson

The Harvard Government Attorneys Project (HGAP) and the Cambridge Police Department have teamed up in a program that offers HLS students a unique opportunity to observe the law in action. Through the arrangement, known as the "police ride-along" program, students can observe the practice of criminal law where it begins — in the streets.

The concept of the ride-along is quite simple: Police officers volunteer to take students with them as they patrol their beat. The students can then observe police work from an officer's perspective: patrolling, investigating, arresting, or assisting.

According to HGAP Vice-President Jeff Smith, the purpose of the ride-along program is "pure education, as a complement to what goes on in the classroom."

Many students gain most of their exposure to criminal law through the Criminal Law and Constitutional Law courses. However, Smith observed, "most of those cases deal with ideas in the abstract, or at the appellate level."

Although learning the abstract rules and principles of criminal law is a necessary part of legal education, Smith does see a problem: "Students don't really gain insight into what happens on the street." Besides learning the content of Supreme Court decisions, students need to understand "how relevant these decisions are to the real problems that police have to deal with every day," he says.

Jorge Vega, president of the Harvard Defenders, described his ride-along as demonstrating the range of police problems. The officers he rode with responded to calls that included helping a woman in a low-income housing project who was having a baby, confronting an armed suspect in a bar, and investigating a report of child abuse.

Vega, whose work with the Defenders usually places him in opposition to the police, enthusiastically recommends the program,

saying "it sure opened my eyes." Besides providing insight into police activity, the chance to talk with officers about law enforcement was emphasized by Vega as one of the program's valuable opportunities. He described the officers as "pretty open" in discussing their feelings about and problems with law enforcement.

The structure of the ride-along program creates this opportunity for open discussion. The individual policeman decides whether or not to take a rider. If he does, he often wants to give his views on law enforcement.

Terry Freiberg, 2L, also commented on the value of talking

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A Night on the Town

When I called the Cambridge Police Department to arrange my ride-along, I wasn't sure just what to expect. The lieutenant asked me to call back in a few minutes, reminding me that he had to see if any of the on-duty officers wanted to take a rider. But when I called again, he told me to come down to the station. He warned "it's a slow night." I told him that was fine with me.

After arriving at the station and filling out a waiver, I was introduced to officers Michael McMahon and Frank Pasquarello. I hopped into the back of their patrol car, and we were off.

anger and resentment. I feel conspicuous — like being in a fishbowl.

The officers stop a driver — no inspection sticker and an expired driver's license. The officers are intentionally polite, perhaps to show me the attitudes they face every day. She had been sick. In the hospital. Besides, it's hard to find time in her line of work. Self-righteously: "Is this money going to the Commonwealth of Massachusetts?" Accusingly: "Is this money going to replace the revenue lost by Prop. 2½?"

Keep The Lid

Having a cup of coffee in the patrol car. Officer McMahon explains the first rule of drinking coffee: never throw away the lid. He's right — two minutes later we're called on a possible cardiac arrest. Two persons have collapsed at a funeral service. Patrol cars, ambulances, flashing lights, people carried away on stretchers. It looks like a film clip on the six o'clock news, but this is real. Finishing half a cup of cold coffee.

Another call. Someone after the coin box in a phone booth. We'd driven past the spot just five minutes before. Officer Pasquarello grabs the radio and sends in a description of a man he'd observed making a call from the phone booth when we'd

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Typical Schedule

Officers McMahon and Pasquarello patrol an area from Kendall Square to Putnam Circle, bounded by Mass. Ave. and Broadway. After being on duty from midnight until 8:00, they return home for eight hours and then patrol again from 4:00 until midnight. Then they have three days "off" — days often filled with completing reports and court appearances.

I'm sure that each person who rides has different experiences and insights, depending on the particular night and the officers, but several images stick in my mind.

The looks on people's faces. Many stare. Others turn away, duck their heads as if to hide. Still others glare with looks of

Librarian Martin Faces Challenges

By Marisa Manley

Harry S. Martin, the Law School's new librarian, is a man of many concerns. In caring for the country's second largest law library, Martin will spend a typical day checking for burned out light bulbs in the sub-stacks, managing a staff of book shelveers whose members are fluent in Russian, Arabic and Czech, and laying plans to make 18th century German manuscripts available to scholars instead of allowing them to sit in cold, dark storage. In his spare time, Martin dreams of the day when Langdell is rehabilitated and computer technology has brought the library's service and facilities into the twentieth century.

Need to Learn

As Martin is quick to say, however, the first thing he must do is learn. He has been on the job since July 1 and said he is still trying to learn about the library's weaknesses and strengths. His rule is to avoid premature judgments and reliance on analogies drawn from the problems of other libraries that

really may not be similar to Harvard's.

Martin comes to this job from the Georgetown Law Library. With a new building, good budget and great Dean, Martin was happy at Georgetown but came to Harvard because of the intellectual problems posed by managing this collection. "First," said Martin, "is the problem of maintaining a collection as broad as this one when funds for library acquisitions generally are being cut back. Then there is the physical state of the collection. Some of it is old, in poor condition, and getting worse. Preservation raises interesting issues because the technology is changing so rapidly. We have to decide whether to continue to put documents on microform, whether some should be put on video discs, or whether we should wait for digital and just put all the information in a computer."

"But," said Martin, "we can't wait. Rare documents are rotting on the shelves. Selecting which documents to save with which technology presents the kind of issue that arises only at a major research institution."

Physical Problems

According to Martin, one of the most difficult aspects of the job to date has been just getting information about the collection. Books are stored in 12 different places. In the past two years there has been a wholesale turnover of the senior library staff. "Morris Cohen and his predecessor left great files," said Martin, "but some things about a building and the procedures used in a library just aren't written down, and now there's no one around to remember them."

The building itself has been another problem for Martin. Langdell was constructed about 1920. Its heating and ventilating system are antiquated. Until recently the roof leaked. Changes are underway, however. Now that the roof has been patched, the staff no longer

has to set out buckets to catch the drips when it rains. As a result of an energy audit done this summer, a new lighting system that would use less electricity and provide more illumination, as well as a different system of piping hot and cold air into the library have been suggested.

Martin would like to see other changes made too. A fresh coat of paint and new furniture for the Root Room, different furniture in the south end, fresh paint and new carpeting for the reading room and more study carrels are all on his list.

Expansion Plans

Martin also hopes to add to the services the library provides. He believes the library must be more active in teaching legal research, at least for a short time, as more automated services, like Lexis, become available. According to Martin, students have traditionally learned how to do legal research from one another, but there have been too many changes in the past five years for this to be an effective method today. According to Martin, it is not only the use of new techniques which must be taught, but how the new technology enables new approaches to legal research to be used. Martin would also like to see the staff teaching special research techniques: how to use loose-leaf services and administrative journals, and even about how to do non-legal research in statistics and economics.

Balancing Interest

Tension between the law library's role as an international research facility and as a library here to serve today's students is another intellectual and managerial challenge Martin must meet. The Harvard foreign research collection is exemplary. Some foreign students have said its collection of their particular country's legal materials is

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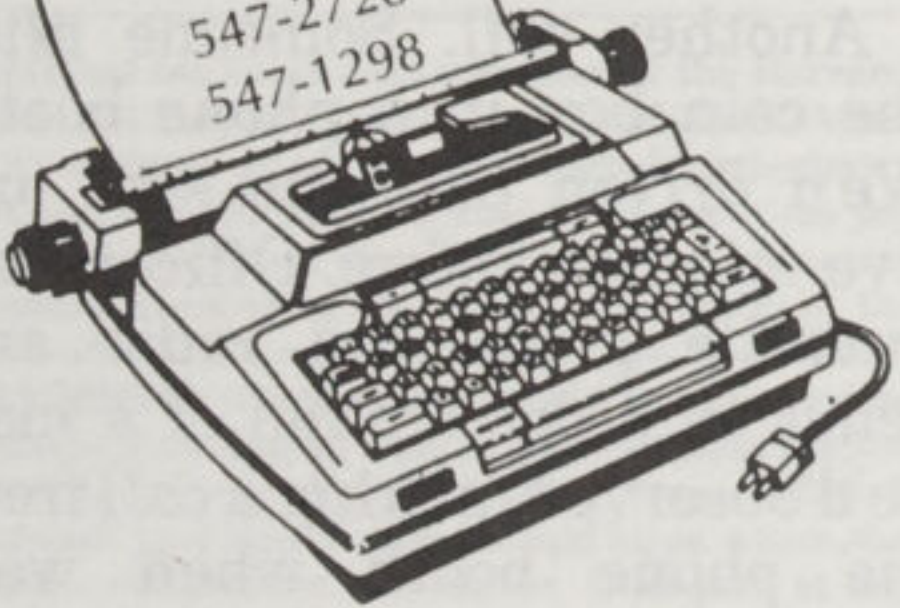
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Library's Future

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more complete than any collection inside the country itself. Martin believes there is a duty to maintain this resource. "In selecting books to buy," said Martin, "we have to decide whether to get 10 copies of Tribe's treatise, and serve just the students here today, or whether to get one copy of the treatise and the Sudanese Law Journal." Because Harvard's collection is not only broad but unique, Martin sees a third constituency which must be served besides the current local community and contemporary outsiders. According to Martin there is a special obligation to build and preserve the collection for future generations.

Martin has a view for the past as well as the future. Assessing his current situation, Martin said the Library has come full circle. "The Law School's first librarian was the janitor as well, and I have to do a little bit of everything too." After the lights in Martin's office had been out for five days, the electrician who came to fix them expected Martin to show him where the fuse box was. The custodian who was the first librarian also quoted Horace, discussed jurisprudence with students and offered professors advice on how to improve their lectures. With Martin's view of the challenges and responsibilities facing him, he may have to call on skills just as broad. ☞

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Decision: Stoves to Stay

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mation on the dorms advertises that Wyeth residents can cook on stoves in the dorm.

Last week Wyeth RA Jorge Vega, 3L, decided to get some action on the stove. He went to see each of several administrators in turn and at each stop was told that someone else would make a "general policy decision" on the kitchens, and that, before such a "general policy decision" was made, no action could be taken on the Wyeth stove. In frustration, Vega went to Dean Vorenberg to request a stove for Wyeth.

New Stove Ordered

In the end the administration did respond to student concerns. Last week George Cook, facility operations officer, ordered a new stove for Wyeth Hall. And this week Dean Vorenberg decided to retain all the dorm kitchen facilities.

According to Assistant Dean Russell Simpson, the new administration kitchen policy also reflects a concern for repair delays. The kitchens will be maintained with sinks, stoves and other appliances that are "standard models, ones that the school [can] buy directly," Simpson explained. Currently the dormitory kitchen facilities are units; stoves and sinks are built into counters. If part of the unit breaks, Simpson said, it often takes two or three different kinds of workmen to complete repairs. The emphasis on standard models will hopefully avoid such problems in the future.

Some students have been trying to persuade the administration to solve the kitchen problem in another way — by providing some sort of meal plan at the Law School. Lowell and the RA's have circulated a petition among dorm students asking the administration to consider such a plan. Lowell said she has gotten approximately a 50% rate of response. The petitions

will be sent to Dean Vorenberg, Simpson, Upton and Upson.

The response to the petitions has encouraged Lowell to press for consideration of a meal plan. She noted that comments from students about the petition proposal have included "Amen" and "Yes, we really want this."

Lowell stressed the benefits to all students of a meal plan. "I think providing a coherent plan for getting meals would present social and economic benefits that the Law School should be taking a stronger look at. [Getting meals] has a concrete effect on students on a day to day basis. . . . [The Law School] seems so excited about its diverse student body, but people aren't meeting each other. Everyone has to eat. . . ."

Lowell said that if the Law School will not provide a meal plan, she would like the Dorm Council to contract out with some part of Harvard University to provide such a plan. As an example, she noted that several Law School students now eat dinners at North House. For \$3.60 they get all they can eat, and they are billed for the meals on their term bill.

Apparently the meal plan concept has some supporters in the Law School administration. "I'm all for it," says Dean of Students Mary Upton. "It's crazy that we don't have one now. I would hope we can come up with something. . . . It's just a matter of working out the details."

Those details might not be that easy to work out, however. According to Dean Simpson, the Hark meal service has said that unless HLS can guarantee that at least 600 students would take advantage of a meal plan or a combination of plans, the project would not be financially viable. The RAs did meet last week with the manager of the Hark, however, and the manager has promised to come up with proposals for meal plans within the next three or four weeks.

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Placement is a Different Business

(Continued from Page 1)

want to do. This concern for helping students find the right job sets the tone for the whole placement process.

In October, resume writing starts. Students put a variety of items on their resumes, but one which is common on law school resumes never appears: grades. Price explained that students are prohibited from putting grades on their resumes. "We tell employers that we don't think it's a very important issue."

The "Career Development Guide for Second Year MBAs," issued by the OCD, urges students to "strongly consider" having their resumes printed by the Campus

Resume Service, a Business School student concession. Only students who have their resumes printed by the Resume Service are included in a resume book, which is compiled by the OCD and sent to employers who wish to purchase it.

The Resume Book

The resume book is one of many signs that recruiting at the Business School is much more of a two-way street than it is at the Law School. Students seek out employers as at HLS, but employers also seek to interview particular students. The resume book contains not only the resumes of most of the students at the Business School but also an index to allow employers

to find students who have specific interests.

After cranking out resumes, students tackle the job of finding employers they want to interview by spending some time in the Career Resources Center (CRC). The CRC has brochures, video and audio tapes, binders full of job descriptions, and a computer program called LOCATE to aid students in their search. LOCATE asks students for "type of industry, job function, and geographic location," according to the "Career Development Guide," and produces a list of employers that fit those specifications.

Also in October, and throughout the year, vocationally-oriented stu-

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One Comparison

Terry Fancher, 2L, spent two years across the river getting an MBA before he became a law student. Fancher thus can compare the Business School placement process to that at the Law School from the viewpoint of one who has gone through the full placement cycle for MBAs.

Why Grades?

Emphasis on grades in Law School interviews really puzzled Fancher when he arrived from the Business School. "People wouldn't think of putting their grades on their resume at the Business School. If someone even hinted at inquiring about your grades [in an interview], the tendency would be to get up and leave."

This attitude of students probably doesn't follow from business school regulations prohibiting the listing of grades on resumes, but from the feelings of employers about the significance of grades in the evaluation of potential employees. "They don't believe the faculty is able to tell them

what a person is like," Fancher said.

"That's ironic, because the grading process is viewed as much more meaningful at the B



E.M.

Terry Fancher, 2L

School in the sense that you're graded on class participation, and have both mid-terms and a final exam. However, I'm not surprised that they don't rely on grades there; what surprises me is that they do use them so

heavily here."

MBAs enjoy much more of a seller's market than do law students, Fancher felt. "Many, many firms that go away from the Business School are disappointed at not being able to hire any Harvard MBAs. The market for MBAs is not glutted the way the market for lawyers is glutted. An MBA is still a very powerful degree."

Teaching Methods Vary

"Business schools differ tremendously in ways of instruction, while most law schools follow pretty much the same teaching method. The HLS student with a mediocre record faces competition at the hiring decision level from the person in a regional law school who is at the top of his class. The Harvard MBA has something very few MBAs have. Harvard MBAs in the lower ranks of their class are often more attractive than the top MBAs from other schools."

The uniqueness of Harvard MBAs changes the whole atmosphere of interviews. "There is a much more aggressive at-

On the Other Side of the Charles River

(Continued from Previous Page)

dent clubs play an important independent role in the placement process. Price said that there are about twenty clubs which seek to supplement the efforts of the OCD by discovering additional jobs for their members. Clubs, whose members usually have a common interest in a particular industry or type of job, often bring speakers to the Business School and compile their own resume books for employers.

In mid-November, OCD publishes a list of employers who will interview at the school in the spring. Students choose eight of these employers to list on their priority card. The priority card is used to give each student a chance to sign up for interviews with employers

titude in terms of MBA employers pursuing you. They're willing to bargain with money, and negotiate the type of assignment you will get. Law firm employers know there are scads of good students. If they don't get enough people from Harvard, they know they can pick some up at Stanford, Columbia, or Yale. Lawyers just aren't aggressive interviewers. The sophistication of the recruiting effort that goes on at the B School is far advanced over what goes on here."

Self-Evaluation

Fancher found the emphasis on self-evaluation at the Business School to be quite beneficial. The school even goes so far as to offer a course called "Self-assessment and Career Development." Fancher admitted, "I never would have come to law school if I hadn't taken that course. I was about to plunge into a consulting career, and this course showed me that it would have been foolish to do that."

E.M.

he or she lists, before students who did not so list these employers may sign up. The priority card not only helps OCD organize the interviewing season and thus schedule more interviews for employers who are popular, but also forces students to whittle their choices down to a few employers in whom they are genuinely interested, Price said.

OCD also lists correspondence opportunities — openings with employers who will not interview at Harvard — beginning in November. The Business School utilizes this method of matching students and jobs to a much greater extent than does the Law School. Price estimated that 340 companies interviewed at the Business School last year, while 200 to 300 more chose to offer correspondence opportunities.

Priority cards are due in December. While law students are discussing the jobs they have accepted for the next summer, Business School students are thinking about starting interviews in January.

After three months of self-evaluation, research and selection, business students start interviewing. The "Career Development Guide" states that each student is limited to 15 interviews in January and February; beginning in March, there is no limit.

Interviews by Invitation

Companies choose to have either open or closed interviews. While anyone can sign up for open interviews, closed interviews may be had by written invitation only. Employers send letters to those students they would like to interview, and the student must present the letter to be allowed to sign up for an interview with that company.

Sign-up sheets for a company are posted two weeks before the company is to interview, according to the "Career Development Guide." During the first two days of the sign-up period, only students who listed the employer on their prior-

ity card in December may sign up for an interview. On the third day, students who have been invited by the firm to interview may also sign up. After the third day, anyone may put his or her name on the list as long as the list is not full. Students signing the list select the time of their interview from the slots available; no computer is involved.

During an interview, the student tries to find out as much as he or she can about the job the employer is offering. Unlike law firm jobs, jobs offered to Business School students vary widely. Grades are rarely discussed in interviews. Price commented, "An employer probably won't ask you what your grades are but instead will ask a more open-ended question, like 'What did you do well in?' Then students who made honors can say that they did, while the ones who didn't do so well can say, 'Well, I did well in Finance and in Control'."

On the other hand, salary is always negotiated at some point during interviews with an interested employer. Employers don't set salaries for positions before deciding who they will hire, because, as Price says, "the product that comes in is so diverse. A fourth of the class is over 29 years old. Many who come in have been managers somewhere before, so it's hard to set a range for salary ahead of time."

Like interviews at the law school, many at the Business School are followed by fly-outs ("fly-aways" in Business School jargon). Some employers, though, have several rounds of interviews on campus. Successful candidates in the first round are invited back to have a second, and sometimes a third interview.

Fly-aways have the same effect at the Business School that they have at HLS: students miss classes. To combat the problem, the business school schedules almost all second-year classes on Monday through Thursday, Price said, so that students have almost every

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History Lives in the Treasure Room

By Brad Hudson

After the prisoner reached the execution platform, he asked the headman to let him see the axe that would, in a few moments, sever his head from his body. "It being given unto him, he felt along upon the edge of it, and smiling, spake unto M. Sheriff saying, this is a sharp medicine, but it is a physician that will cure all diseases."

This account of the trial and execution of Sir Walter Raleigh in 17th-century England is part of an exhibition now on display in the Treasure Room, at the north end of the Langdell Reading Room. Treasure Room Curator Edith Henderson calls the exhibit "An Introduction to the Treasure Room." Through the exhibition, she hopes to acquaint HLS students with legal history — a fascinating, but often overlooked, aspect of legal education.

Henderson describes the unique quality of HLS's collection of old and rare books: "If you are working on anything dealing with the law and history, this is the place to come. We've got a bit of everything — and more of many things than almost anywhere else."

The Treasure Room, together with its adjoining stacks, contains the 20,000 oldest and rarest books,

documents and manuscripts owned by the library. To be housed in this special collection, a work must generally date from before 1600 if from the Continent, 1700 if from England, or late 1800s if from the United States. While the Treasure Room houses some international legal materials, most international volumes can be found in the ILS library. An additional 100,000 volumes of 17th and 18th century European works are kept in the library's closed stacks.

Something for Everyone

The many facets of the exhibit highlight the depth and variety of the library's rare book collection:

ANTIQUITY. The Treasure Room's oldest printed book, a treatise on mercantile contracts, dates back to 1648 — less than 20 years after the invention of moveable type.

BEAUTY. Monastic copies of Canon law are perhaps the most ornately decorated books in existence. Each page flaunts colorful pictures and intricate designs. Some of the margins contain cartoons and doodles drawn by a daydreaming friar.

DRAMA. American history contains many dramatic trials. One such event was the murder trial of Harvard professor John M. Web-

ster in the mid-1800s, which deeply divided the academic community.

HISTORY. The 1671 Laws of New Plymouth reveal some of the legal concerns in early America, including interactions between the colonists and the Native Americans.

PERSONALITY. History often hides behind a wall of names and dates. Personal records allow a glimpse beyond that wall, into the lives and personalities of the people who shaped past events. The exhibit allows one to peer into Justice Holmes's "Black Book," containing his reading list for the year 1881.

Throughout the exhibit, Henderson emphasizes the connection between the past and present. She explains, "The law is interesting and complicated at any given moment. The process by which it gets from one state to another is incredibly fascinating."

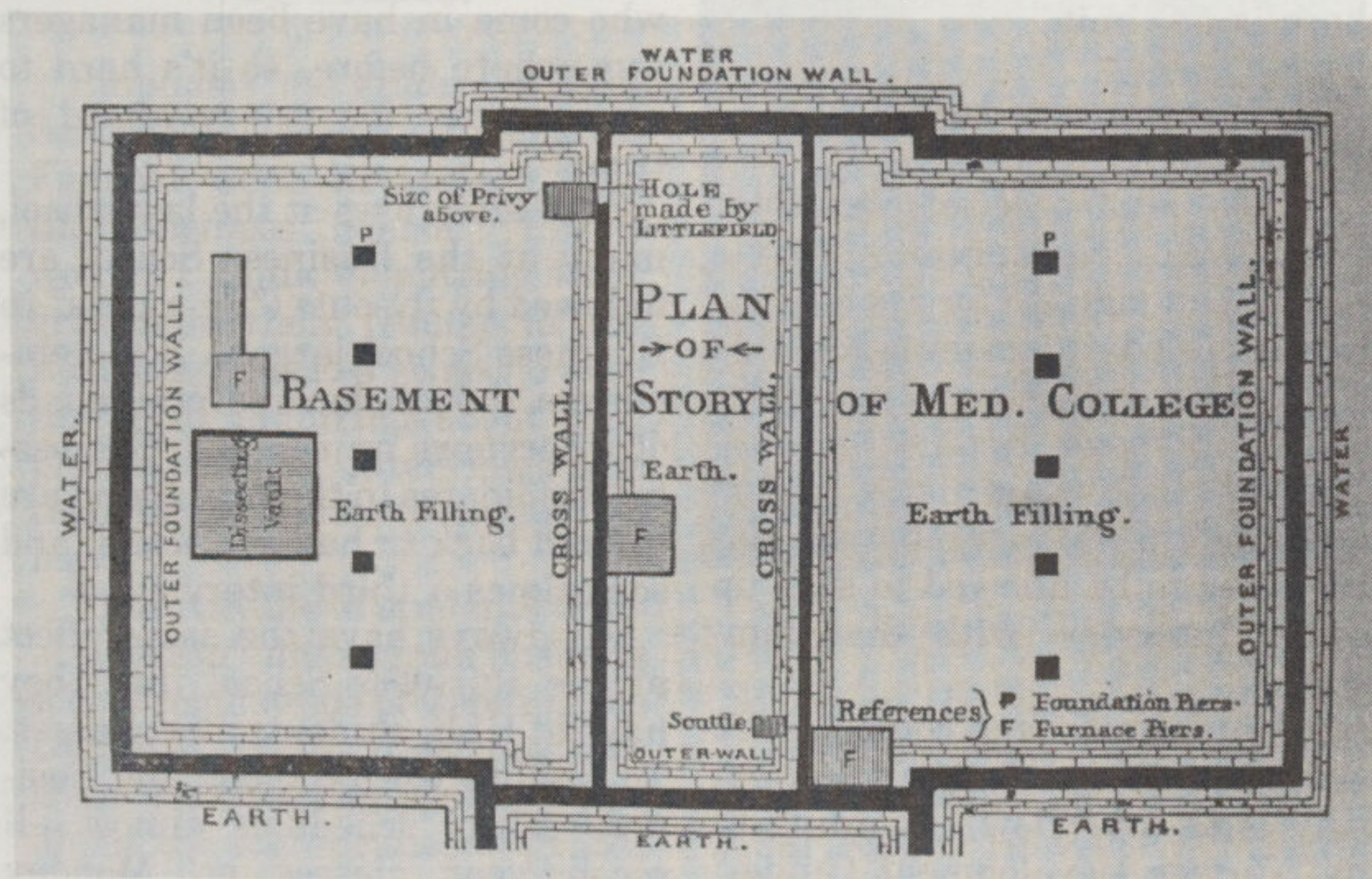
Legal Practice

Henderson uses the notorious assault case of *I. de S. and Wife* to illustrate the "nuts and bolts" aspects of the law in past times. Although HLS does not have an original report of this case, the exhibit displays the type of 14th-century "reporters" in which it could be found. A 17th-century digest shows the entry for *I. de S.* and a 14th-century Register of Writs describes how to make out a writ of trespass similar to the one used in the case.

The Turner collection, comprised of manuscripts written by an English father and son in the early 1600s, provides an historical glimpse into the legal profession itself. Because the available printed reports were quite expensive, lawyers often kept their own case notes. The Turners bring their practice to life by recounting the contents of their cases, the procedures of the court and even the fees charged to clients.

Besides the history contained within, the books themselves have a history of their own. "You think of a way a book could have gotten

(Continued on Page 11)



J.M.

This basement floor plan of the office of John M. Webster was used in his murder trial in the 1850s.

Dalton Shares Views on Law School

By Michael Medina

"I'm delighted to be here," said HLS Assistant Professor Clare Dalton, adding with a laugh "and my plans are to stay . . . assuming I'm wanted!" Dalton is one of three women appointed to the full-time faculty this year, and will be teaching contracts this fall, anti-trust in the spring, and a new course on English legal history in 1981-82.

Dalton's interest in England is more than academic, as she is a native of that country and graduated from Sommerville College, Oxford University, with a B.A. in Jurisprudence in 1971. She also received an L.L.M. from HLS in 1973 and comes to the school with experience in both practicing and teaching the law.

Originally leaving England in 1971 to teach at the University of Connecticut Law School, Dalton taught at American University Law School in Washington, D.C. for three years after earning her L.L.M. Her courses there included contracts, legal history, some property and a course on law and social theory.

Dalton left American to work for the Washington firm of Covington and Burling for three years before coming to HLS. While at Covington and Burling, she was engaged in litigation practice, and concentrated on anti-trust cases. One of the more interesting cases she worked on was the well-known suit by the states of Nevada and Missouri against the National Organization of Women (NOW).

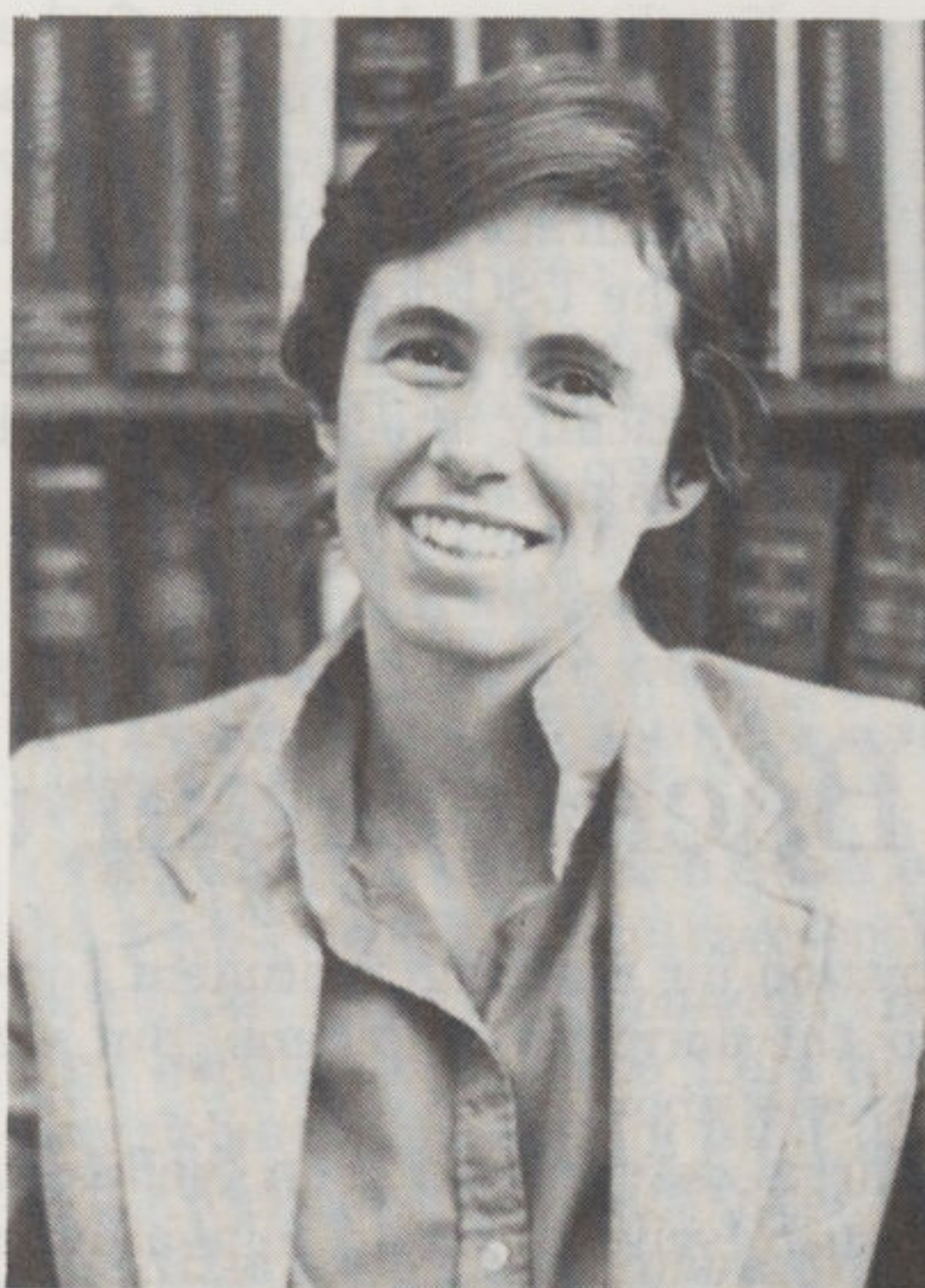
Conspiracy of Women

In that case NOW, defended by Covington and Burling, was sued for conspiracy in restraint of trade for initiating a nation-wide boycott of those states that had not ratified the proposed Equal Rights Amendment (ERA). NOW won that case at the trial level and in the Court of Appeals for the Eighth Circuit, and *certiorari* was denied to the states by the Supreme Court. "It was a strange way to learn anti-trust laws," Dalton said, "because

the particular case was so political."

"I'm glad that the Law School has other women faculty, and hope for more in the future," commented Dalton. "I'm concerned, however, with the questions of merit. I think it should be made perfectly clear that these appointments are academic, not political. There's always a danger, for minority as well as female faculty, of being viewed by colleagues, students and outsiders as tokens if this isn't made clear."

Dalton's style of teaching "depends on the type of class I'm teaching. My Contracts class is one



E.M.

Prof. Clare Dalton

of the small [35 students] sections. I'm trying to give my students there a chance to both practice written work and get a substantial number of the students involved in class participation."

The First-Year Difference

"I think first-year law school is very different from second and third. There's more focus on process, on breaking decisions into components and analyzing those components. Second- and third-year classes allow more room for lecturing, and for attempting to analyze the underlying doctrines."

Dalton is 30 years old and is married to Robert Reich, an instructor at Harvard's Kennedy School of Government. She lives near the HLS campus, in what she jokingly refers to as the "Law School ghetto" (because of the large numbers of professors and students nearby), with Reich and their seven-month-old son Adam.

"My other principal occupation is as a parent," said Dalton. "I used to be an enthusiastic jogger, swimmer and reader, but now I've had to cut back. I still do a little reading, but we keep pretty busy with Adam and fixing up the old Victorian house we moved into when we came to Cambridge in July."

Dalton does have some time for other interests, however. One of these is her participation as a member of the HLS Placement Committee. She sees the problem of students' over-emphasis on job hunting as one of diverted energy.

Growth and Learning

"Because of the intense nature of first-year law school, if you throw yourself into job hunting, you can miss a lot. These can be three very interesting years of growth and learning . . . it would be a pity to lose out on that. I don't know what to do about that problem, though. Anything that one might say could create more anxiety than it would alleviate."

"The Law School suffers from terrible schizophrenia. We [profes-

(Continued on Page 12)



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Speak Up Now Or . . .

In the next week or two, the Placement Committee will present its proposals for revamping the recruiting process, a process that has both faculty and students unhappy. The proposals will likely be voted on by the full faculty before Christmas, so that they may be implemented for the 1982-3 season. Consequently, the next few weeks offer students their last opportunity to affect the decision process.

We strongly encourage students to watch for the proposals and to make their views known to the Committee and to faculty members. This is particularly crucial because, although students have been active on the Committee, the only opportunities for broader student input have come through one open meeting and via one set of proposals put forward by the Law School Council.

Unfortunately, open meetings seldom yield concrete proposals, and the LSC has not offered any realistic, positive suggestions. Its proposals included (a) moving the interviewing season to the spring, (b) discouraging students from wearing suits to interviews, and (c) discouraging the use of grades as an employment criteria. But none is really workable. The season cannot be moved unilaterally by Harvard; and the suit proposal is as unenforceable as the current policy discouraging (sort of) the use of grades on resumes. If some students wear suits, the pressure on the rest to dress up will remain. And as for grades, it is hard to know what more the Placement Office could do to discourage their use without violating students' First Amendment rights. The LSC does not tell us.

What are students left with? The proposals of the faculty unless we speak up. This is one issue which will dramatically affect us and will shape the institution as a whole. We should make our views known.



Taken Off the Back Burner

The RECORD applauds the administration for reacting to student concerns by deciding to retain and repair the dormitory kitchens. But we can't help wondering what all the fuss was about.

The Law School literature on the dorms describes kitchen facilities. Students leased dorm rooms believing such facilities would be available and in working order. Therefore, regardless of what the Law School decides to do in the future, it has a legal obligation to provide kitchens for students this year.

A major policy decision? Most of us thought it was called Contracts.



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Fenno

Fenno, clutching a pan and a nearly-moldy hamburger, staggered into the Dane Hall kitchen. Short on cash this year, he was forced to brave the cockroaches, theft and crowds in the kitchens. A full day of classes and interviews had left him exhausted, but he knew that honing his domestic skills could come in handy some day.

Searching through the cupboards, Fenno discovered a box that promised to turn his ground beef into gourmet goulash. The directions, however, were indecipherable. "Some lawyer probably wrote this," muttered Fenno. He then made a general policy decision to fry his patty.

While the hamburger was happily sizzling away, Fenno leaned against the counter napping. Startled by the creaking of the freezer door, Fenno looked up to see the door swing open, revealing a shivering student inside.

"What are you doing," Fenno asked.

"Trying to kill myself," the student responded.

"Why?" Fenno was just passing the time.

"I signed up for an interview with Exxon," the 2L complained. "And the Placement Office computer billed my credit card for the cost of all my flyouts."

"But why did you choose the freezer," Fenno wondered.

"Because the oven doesn't work," came the response.

As the student stepped back into the freezer and shut the door, Fenno returned to his dinner, wondering why the oven didn't work. Then he remembered that a general policy decision had not been made yet on whether to keep the kitchens or not.

"They should wipe out the roaches, not the kitchens," Fenno muttered to himself.

Through the smoke from the slightly-charred burger, Fenno remembered that the freezer had been out of order all year. He flipped the burger, opened the door and asked, "Is it cold enough in there?"

"Of course not," the 2L answered, "a general policy decision hasn't been made yet." Fenno shut the door, finished dinner and reported the broken freezer to an RA he passed in the hall carrying a box of tools. The RA said he was not going to fix the freezer yet. "A general policy decision about allowing RAs as repairmen hasn't been made yet," he said. "It's against union rules, you know."

Fenno had heard "general policy decision" once too often. The only reason the administration wants to abolish the kitchens is to get more business for the Hark, he suspected.

"They should wipe out the Hark, not the kitchens," Fenno muttered under his breath.

Reflecting on his experience, Fenno resolved to use the Wyeth stove next time.



History Lives in the Treasure Room

(Continued from Page 8)

here, and there will be something that did," observes Henderson. C. C. Langdell was partly responsible for a large part of the collection. Says Henderson, "he was 'hipped' of the subject of historical roots." He trained librarian John Arnold to find the books at auctions and sent him on buying trips. As a result of this policy, the library obtained many important and valuable works.

Unfortunately, inflation has increased the prices of rare books radically, making purchasing more difficult. "We have many books marked two pounds, six," Henderson points out. "Now they'd cost

will find its way into the collection.

Until 1948, many of these rare books were kept in open stacks, leading to problems of theft and wear. But fifteen hundred alumni and Friends of the School, together with the Harvard Law School Association, gave \$55,000 for the construction of the Treasure Room. Besides providing a place to store, display and use these rare books, the Treasure Room serves as a memorial to the HLS students who died fighting the two world wars.

Repair Work Costly

Surprisingly, once inside the temperature- and humidity-controlled Treasure Room, the books and manuscripts need almost no care. Many of the works are beautifully preserved. However, for those that arrive in poor condition, repair work is expensive and infrequently done. Henderson observes that financing repair work is just not as exciting as donating a rare book.

According to Henderson, most of the people who use the rare book collection come from outside the Law School. Most come from history departments, many from foreign countries. While Henderson feels that the law is important to any study of history, she feels strongly that legal history must also be drawn by persons trained in law. She graduated from HLS in 1953, a point that she stresses: "I'm not a trained librarian: I'm a trained lawyer and, to some extent, a trained legal historian."

Still Some Surprises

Henderson encourages interested HLS students to discover the library's legal history collection. "The best way to use this room is to do a third-year paper with an historical quirk in it. It's a terrific place to work if you want to find out how things got to where they are now."

Not all of the materials in the

Treasure Room's collection have been cataloged, and occasionally Henderson is surprised to find something new. She relates a story about a researcher from Kansas City who found a sheet of paper folded up inside one of the volumes. The document, written in Middle English, turned out to be a letter written from a son at school to his father. Loosely translated and roughly paraphrased, it read: "Dear Dad. Everything is fine. I'm studying hard. Please send money." Some things never change.

The exhibit can be viewed from 10 a.m. to 1 p.m. and 2 p.m. to 5 p.m., Monday through Friday, and from 10 a.m. to 1 p.m. on Saturday in the Treasure Room, at the north end of the Langdell Reading Room.



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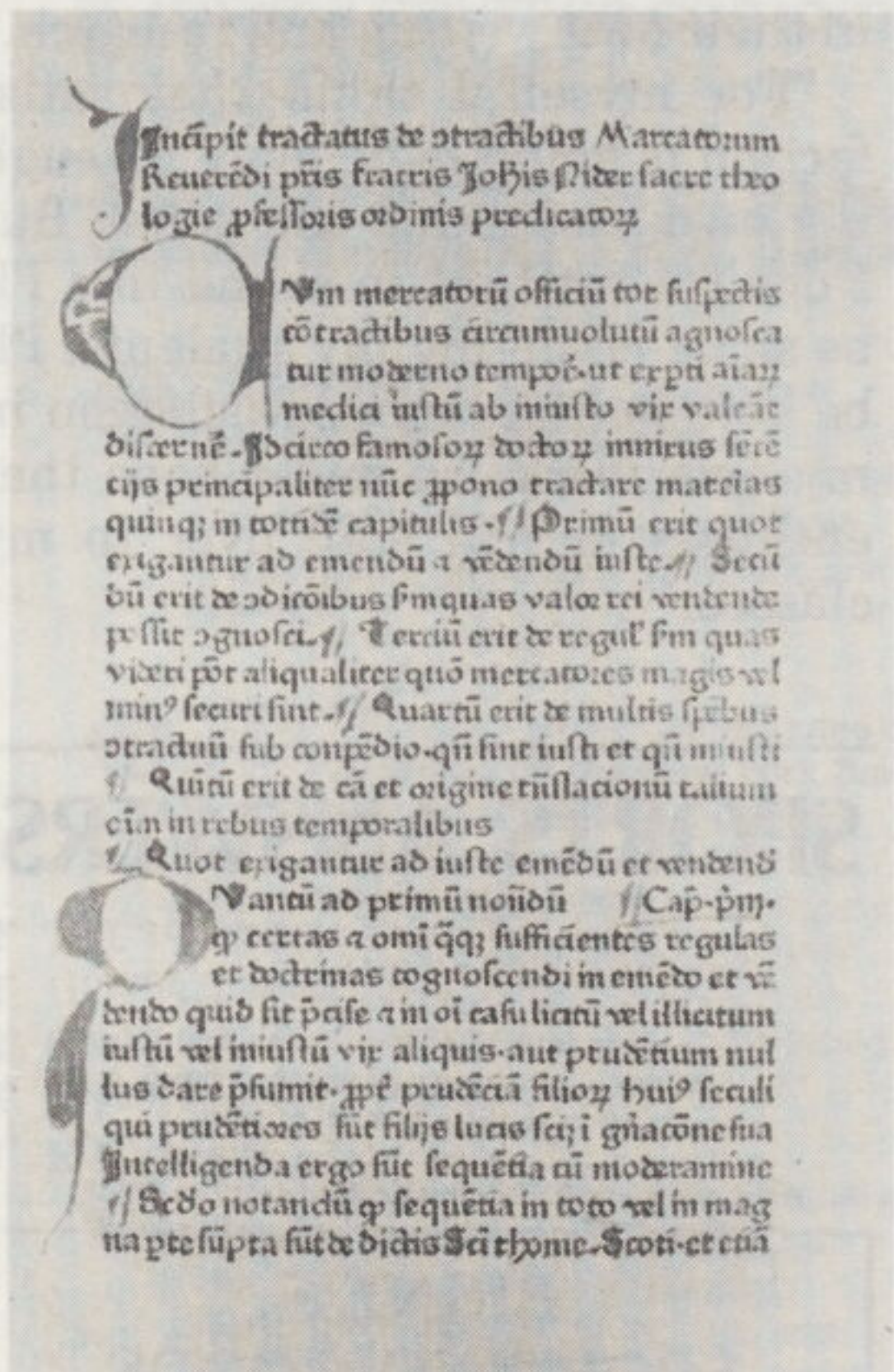
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J.M.

A page from the Treasure Room's oldest printed book, a treatise on mercantile contracts.

upwards of two hundred dollars." Still, she watches for potential acquisitions. "The first question is 'Have we got it?' and the answer is very often 'yes.' If we don't have it and we really want it, we'll raise money specially."

Often, according to Henderson, alumni who have an interest in rare books will purchase and then donate a particular work. Occasionally, a book given to a professor

HGAP Police Ride-Along

(Continued from Page 3)

with the policemen. He described one of the officers he rode with as an "ideal cop," saying "I was interested in how much law he knew." Freiberg described his ride-along as "a good experience," and appreciated the chance to "take a look at the beginning of the criminal justice process through their eyes."

According to former HGAP Staff Assistant Suzanne Richardson, the ride-along program has existed since the mid-70s. Participation in the program has varied from year to year, depending on the interest of both the students and the police officers. Richardson said that feedback from past participants has been quite favorable.

The program's major problem has been setting up the ride-along.

HGAP contacts the police department at the beginning of the year to establish the general procedures. However, often only those officers directly involved with the program are aware of its existence. As a result, some students have been frustrated in their attempts to ride because of communication mix-ups.

To avoid any problems, interested students should first go to the HGAP office in Austin 305. HGAP has a flyer that explains the ride-along program and tells how to arrange a ride-along with the Cambridge Police. By investing only a few hours, a student can gain a valuable, close-up look at the first step of the criminal law process — the officer on the street.



A Night on the Town

(Continued from Page 3)

passed by. I was amazed. I hadn't noticed the man. I hadn't even seen the phone booth.

Rushing down the street towards a call — lights flashing and siren wailing. The adrenaline flows. I wonder, what will we find when we get there?

Notice the Unusual

Long stretches of tedious patrolling through streets and alleys. The officers pay attention to cars, buildings, people — they comment on anything that seems out of place or not quite right. Officer Pasquarello turns to me and asks "Well, are you bored yet?"

Walking up to a car on a dark street to give a traffic citation. The officers shine flashlights into the car. I create hypotheticals in

my head: What if they see drugs? What if they see a gun? Suddenly, the justifications for allowing a protective pat-down frisk become very convincing.

We talk. The officers like the ride-along program; it gives them a chance to show people their side of law enforcement. They describe their problems in real terms — not abstract concepts: breaking up a fight, intervening in family quarrels, catching drug dealers, testifying in court, arresting the same person time after time after time. . . .

I had intended to stay out for only a couple of hours, but by the time I asked the officers to drop me off at the station, four hours had gone by. As I left the car, they invited me to come back again — "some night when we're busy."

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Dalton

(Continued from Page 9)

sors] are here to teach a profession . . . yet we have chosen to be here and teach rather than go out and practice that profession ourselves. Students can and do say 'It's a real pain in the ass to spend another three years in school. But here I am. I'm doing it. The least the school can do is help me to get a good job'."

"If I saw that as my only job here, however," she said, "I wouldn't be here. To the extent you can't persuade the student body of that, you're going to have a bunch of dissatisfied law professors."

One "refuge" where Dalton notes professors can find satisfaction despite these conflicts is "immersion in their own writing and research."

"For myself I think that satisfaction is going to be more through my own research," she said. "But I don't want that to sound like I'll be short-changing my students. I'll be able to find more satisfaction in my own work . . . and I hope that enthusiasm will spill over to my classes."



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On the Other Side of the Charles River

(Continued from Page 7)

Friday free. A fly-away week is also scheduled sometime during the spring. Still, Price said of missed classes: "It is a problem here."

Until February, only second-year students can use the placement facilities (the MBA degree is a two-year program). In February, first-year students are allowed access to employers. Perhaps it is more accurate to say employers are allowed access to students: Price explained that all first-year interviews are closed. Price said that the process is basically "a mirror of the

second-year process," though students are not listed in a resume book and are not included in the priority system.

By the time of graduation, second-year Business School students have seen an average of 14 companies. Price estimated that 95% would have jobs by graduation, and "all but a dozen" would have jobs by the following fall. According to a 1980 survey in the "Career Development Guide," salaries ranged from \$16,000 to \$59,000. The same survey showed that about a fifth of the class found a job with a man-

agement consulting firm, and slightly less than a ninth entered the investment banking field. The rest of the class took a wide variety of jobs.

By comparison, June Thompson, director of placement at the Law School, said that law students see an average of 18 firms. Last year 98% of the 3Ls had jobs before leaving, and salaries ranged from \$22,000 to \$43,000.

☛

Another Comparison

A fourth-year JD-MBA joint degree candidate, Nat Foote has found jobs through both placement systems, and thinks some of the mechanics of Business School placement should be adopted by the Law School.

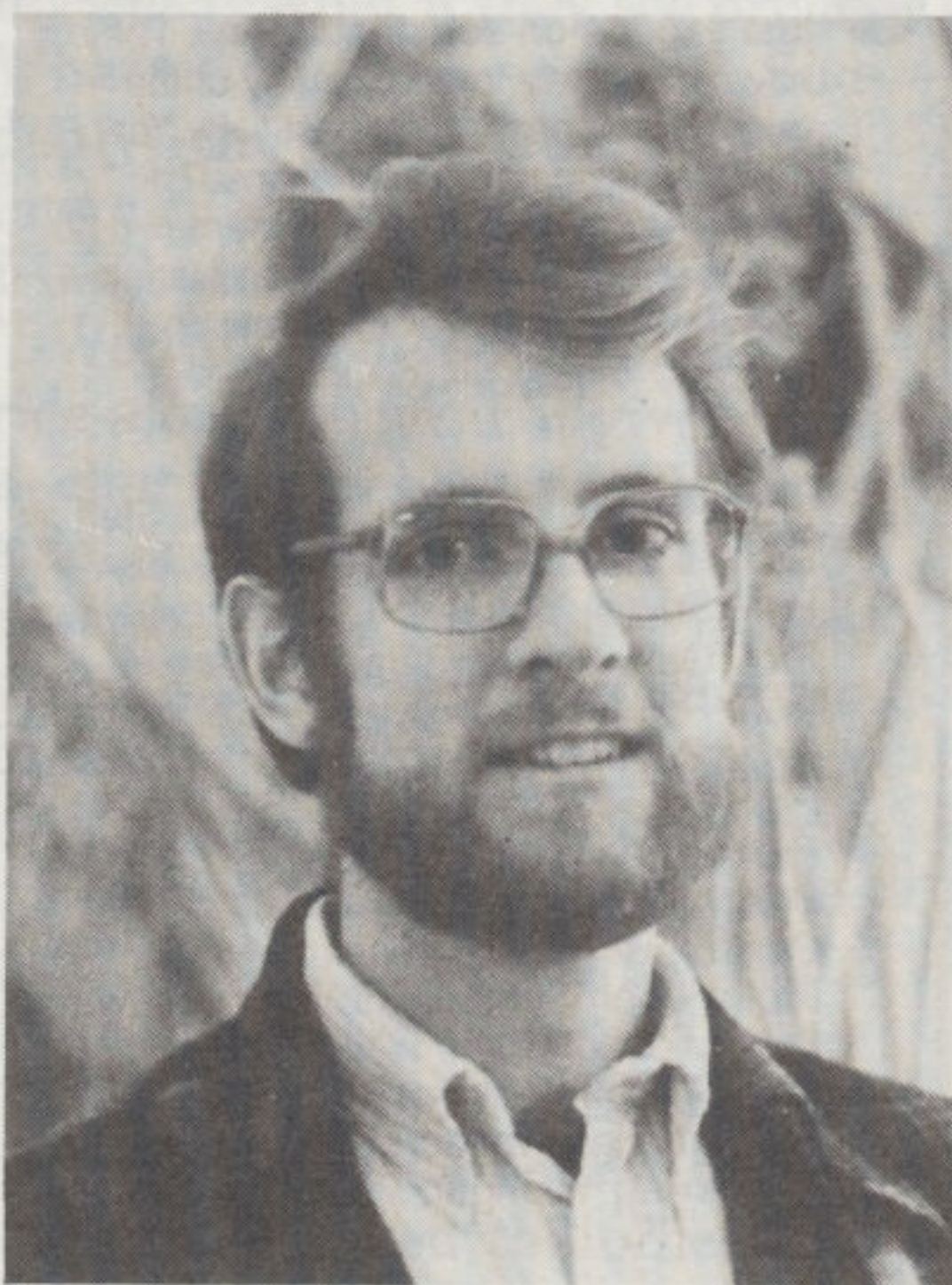
"I think the most significant difference is closed interviews at the Business School. That system makes more sense than the open interviews at the Law School. Here, lots of law firms have interviews with people they don't take too seriously, and so the interviewers and the students are wasting a lot of time. From both sides it makes sense to do screening on the basis of resumes."

Need for Screening

Foote pointed out that employers at the Business School use criteria much more "diffuse and personal" than those used by law firms, whom he often found seemed interested only in grades. The more objective tests firms use made Foote think that if anyone should use a screening system, it should be the Law School.

Both employers and potential employees are concerned with finding out what the person they're talking to is really like, Foote observed. "Typically busi-

nesses have three or four specific positions in mind. They're looking for someone who can fill a particular position, do a particular job, and work with a particular group of people. They're very concerned with how he will fit in. Law firms, on the other hand, are looking for a generally



E.M.

Nat Foote, 3L

good person, but they don't care if he has the ability to work with some particular partner in the firm."

"Law firms also have well-defined positions which are pretty much all the same. There's a structured path to partnership; everyone understands how the system works. In businesses, there is much more diversity.

It's crucial in the interview to nail down the specifics of the job you are interviewing for."

Personal Approach

The more personal and varied nature of Business School interviewing explains for Foote why grades aren't emphasized there. "Grades don't reflect your willingness to take initiative, your ability to get along with people, or your ability to command respect. Maybe if classes included going on hiking trips with a bunch of people, then the grading system might be more useful."

Finally, Foote thinks the Law School should adopt a spring interviewing schedule. "I've never really understood why the Law School has its interview process in the fall rather than in the spring. It seems the firms would want it closer to the time the jobs actually begin. And a spring season would allow people to take the first semester more seriously."

"It seems like the Law School has the worst of both worlds. People don't study in the first semester because they're interviewing, and then in the second semester, particularly of their third year, they don't study because they already have a job."

E.M.

☛

By Benne Hutson

When one thinks of volleyball, what usually comes to mind is a sunny beach in California with a number of tanned and well-toned bodies soaring high above the net. In fact, the furthest thing from most people's minds during such thoughts is Harvard Law School. Yet to exclude this venerable institution from the realm of sets and spikers would be an affront to reality. If not that, it is at least an affront to the intramural volleyball season which is once again in full swing.

Bill Tuthill, 3L, is serving as director of the program for the second straight year. This season Tuthill is overseeing action in the A league made up of eight squads and the B league which sports 11 entrants.

Well-Balanced League

A league is classified as the com-

petitive division where rules as well as victories are taken seriously. As Tuthill states, "There is general adherence to the rules in A league as many of the players have collegiate experience, either for varsity teams or upper-level intramurals."

Last season, the main competition for league honors was between the eventual champions, 'The Challengers,' and Tuthill's 'Tumbleweed' unit which placed second. This year, however, promises to have a different story line.

"Of course The Challengers and Tumbleweed are going to be strong contenders once again," said Tuthill, "but it is a much stronger league this year with 5 teams capable of going all the way."

Asked for the reason behind this competitive renaissance, Tuthill responded, "I really don't know why, as there are fewer teams this year. I doubt, though, that it represents an improvement in skills

among the older players."

California Connection

Otho Kerr, 3L and a team captain, had the following observation on the quality of play in A league. "We have a great group of athletes playing on our volleyball team. There is no reason why we can't win more games. The only possible explanation for our one-win record is the fact that less than half of our team members are Californians and too many are from the Northeast where there is simply not the appropriate emphasis on the sport. Just wait until the candle-pin bowling season is here!"

The league is composed of players primarily from the Law School. In addition, there is a team from the Design School and a number of teams have Kennedy School students on their rosters.

After a 10-game regular season,
(Continued on Next Page)

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*Comparisons based on most current materials, October 1, 1981.

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Cathy R. Clardy	498-7268	Michael Jackson	497-2259	Wanda Payne	492-1067
Beth Finley	498-7975	Jessica Lefevre	864-8856	Monica Rodriguez	495-4825
Lorna R. Franklin	661-6059	Lorenzo Littles	491-1998	Corliss Stone	497-1639

SPORTS

(Continued from Previous Page) all the teams will be seeded in the playoffs on the basis of their regular season record. Current standings are not available. Tuthill expects the season to be completed by late November.

Expansion Thwarted

There were initial plans to lengthen the volleyball season but these were thwarted when gym time could not be obtained from the Athletic Department. As of now, Tuthill comments, "Slowly things are being worked out with the Athletic Department. Throughout the season thus far, though, the people at the Hemenway desk have been generally cooperative."

The quality of the equipment, or lack thereof, has been a continuous problem over the past few seasons. Tuthill describes the condition of the nets as "old and decrepit." Tuthill adds, "I even took the lib-

erty of purchasing a new volleyball when the university only supplied one, an ancient and abused version at that."

Such difficulties, however, do not usually faze the participants of B league. Designed for those looking for a more relaxed version of the game, the league is populated by both novice and experienced players.

This year there are 11 teams entered in the league with most of them sporting a co-ed composition. There are no playoffs but a longer schedule with more games is provided.

Not Legal Methods

Michelle Kleinman, 2L and a member of the Squibs, enjoys the sport. "On the one hand, it's the activity, actually getting out and doing something instead of just sitting around and reading books." Kleinman adds that "The support,

everyone cheering everyone else on, is a real attribute."

B league also has a large number of 1Ls taking part. One of these students, Paul Gromer, originally had no comment about the league, but upon hearing the question again, exclaimed "This is intramurals?! I thought it was part of Legal Methods."

Gromer gave expression to a general sentiment among the players when he added, "If I weren't playing volleyball I would be doing something less worthwhile, like studying."

After completion of the season, Tuthill will begin organizing the Law School hockey team. This squad takes on such foes as MIT, the Business School and Boston College Law School. Tuthill expects information on this activity to be available within the next month.



SPORTS QUIZ

NOTE: This week's Sports Quiz endeavors to see how many of our readers have been "keeping up with the Joneses" as it deals with athletes whose last names are Jones.

1. A member of the Celtics during their glory years of the 1960s, this man went on to serve as head coach of the Washington Bullets before returning to Boston's NBA franchise as an assistant coach. Who is this man?
2. Considered one of the fastest men in professional football today, this athlete is currently in his second season as a wide receiver for the New York Jets. Who is this man who previously starred for the University of Texas?
3. The centerfielder for the New York Mets "miracle" championship team of 1969, this man had problems with legal authorities for a variety of crimes following his retirement from the game. Who is this man?
4. Formerly a wide receiver for the New York Giants in the late 1960s, this man was traded to the Cleveland Browns for star running back Ron Johnson. Who is this former pro?
5. A native of Southgate, Michigan, this young man worked his way up through the Oakland A's farm system to become a relief pitcher for the parent club. Who is this right-handed youngster now in his third major league season?

(Answers on Page 12)

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