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25 CENTS

Michelman Committee:

Report Reexamines Curriculum's Focus

By John Morris

The latest report of the Committee on Educational Planning and Development (the Michelman Committee) recommends that the Law School place a greater emphasis on so-called theoretical study of the law and legal institutions, and that clinical education be given more support and prestige within the School's curriculum. If the report's suggestions are endorsed by the entire faculty, the plans could

significantly change the emphasis of the Law School curriculum.

The Committee also distributed reports with recommendations for specific changes in two areas. It was recommended that course sequences in specific fields of law be developed for the second- and third-year curricula and a resolution that the use of computer-aided instruction be supported was also put forward. (For further details, see box, p. 12.)

The Committee's discussion of the Schools' goals is the "tentative final draft" of the first chapter of the report which will eventually encompass all of the Committee's work, including its earlier reports and several which are still due to be completed. The Committee's chairman, Prof. Frank Michelman, said on Tuesday that the other reports should be completed this spring, but that complete discussion of them might have to wait until the fall. "I wouldn't want to discuss how far we'll get this spring," he said.

Guild Submits 'Excellent' Public Placement Proposals

By Erich Merrill

Members of the Harvard Law Guild presented their proposals for major changes in Harvard's public interest placement program to Dean Vorenberg and members of the Placement Committee on April 20. Administration and faculty members present at the meeting reacted favorably to the suggested changes, praising them as "well thought out" and "first rate."

The Guild offered wide-ranging proposals aimed at making it easier for students to find public interest jobs, maintaining students' interest in the public sector, and making it economically feasible for them to accept those jobs.

Several of the proposals center on upgrading public sector resources available in the Placement Office. The Guild suggested a free long distance phone line for stu-

dents to use to contact public interest employers, an expanded index of public employers, a public interest employer directory comparable to the private employer directory, and a full-time public interest advisor.

"Recruiter Tax"

The Guild offered ideas on how to raise and use money to benefit public interest placement. The group called for a private-sector "recruiter tax" which would be used to raise money. Asserting that summer work in the public sector is essential to getting a permanent job, and noting that those jobs pay significantly less than jobs in the private sector, the Guild requested tuition credits of \$1500 for 45 students employed in the public sector, credits which would partially

(Continued on Page 14)

Institutional Goals

Intended "as a contribution to institutional self-examination," the chapter begins by setting out what it takes to be the three goals of the Law School as an institution: professional education, legal scholarship and community service. Within these bounds, the report argues for a greater emphasis in the curriculum on the broader aspects of the law, what the report terms "theoretical" perspectives or interests. The Committee concludes that these approaches to the study of law — historical, comparative, sociological, social-theoretical and policy-analytical — are regarded by most students as "theoretical interjections into nominally doctrinal courses because of the dominant position of doctrinal study in the present curriculum."

The report affirms the need for

(Continued on Page 12)

Indian Conference Draws Hundreds

By Michael Medina

Over 300 spectators attended an American Indian Law Conference held at HLS this weekend in Austin Hall. The conference, which was organized by the Harvard chapter of the American Indian Law Students Association (AILSAs), focused on the theme of "Indigenous People's Rights in Domestic and International Law."

The highlights of the conference included an address by Dakota American Indian Movement leader Russell Means, which drew nearly 400 and packed the Ames courtroom, and two panel discussions which were also well attended. Saturday's program focused on domestic issues of Native Americans, while Sunday's focused on International Legal Processes available to indigenous peoples.

Students Protest

The inclusion on one of Sunday's panels of an employee of the Palestinian Liberation Organization's (PLO) permanent mission to the United Nations, Deena Abu-Loghod, drew criticism from the Harvard Jewish Law Students Association, and sparked a protest demonstration near the site of the conference. This was the first time a PLO representative has appeared at a Harvard-sponsored function.

HJLSA spokespersons stated that they opposed Abu-Loghod's presence because the association of HLS with the PLO lent legitimacy and respectability to what they felt is a "terrorist" organization. HJLSA leaders stressed that they supported the idea of AILSA having the conference, but wished to "exercise our First Amendment rights" by protesting the inclusion of a PLO representative through a silent vigil they staged nearby, and by leafletting to let conference participants know why they were protesting. HLS Dean James Vorenberg, stating "I'm just exercising my First Amendment rights too," declined to make a scheduled opening address at the conference.

HJLSA leaders vowed to not disrupt or interfere with the conference. In the week preceding the conference however, several AILSA members and S. Allen Counter, Director of the Harvard Foundation (which helped to sponsor the conference) did receive phoned death threats including one by callers who identified themselves as "Jewish Harvard students." "We were contacted by the JDL," commented one HJLSA member, "but we didn't want to have anything to do with any disruption of the conference."

Harvard Police and conference organizers searched the Ames courtroom and entering spectators prior to the panel discussion in which Abu-Loghod appeared. Despite the tension and pre-conference publicity, no incidents occurred and the HJLSA protest had ended by the time the panel adjourned.

Not an Endorsement

AILSAs spokesperson Glenn Morris said that the inclusion of particular individuals in the conference did not imply any support for specific programs or policies which they, or the groups to which they belong, endorse. The purpose of inviting a wide range of individuals, he stressed, was so that Native Americans could learn from others' experiences in trying to achieve international recognition. He noted that many of the conference participants disagreed vehemently with one another, and that AILSA hoped that there would be a free flow and exchange of information and ideas.

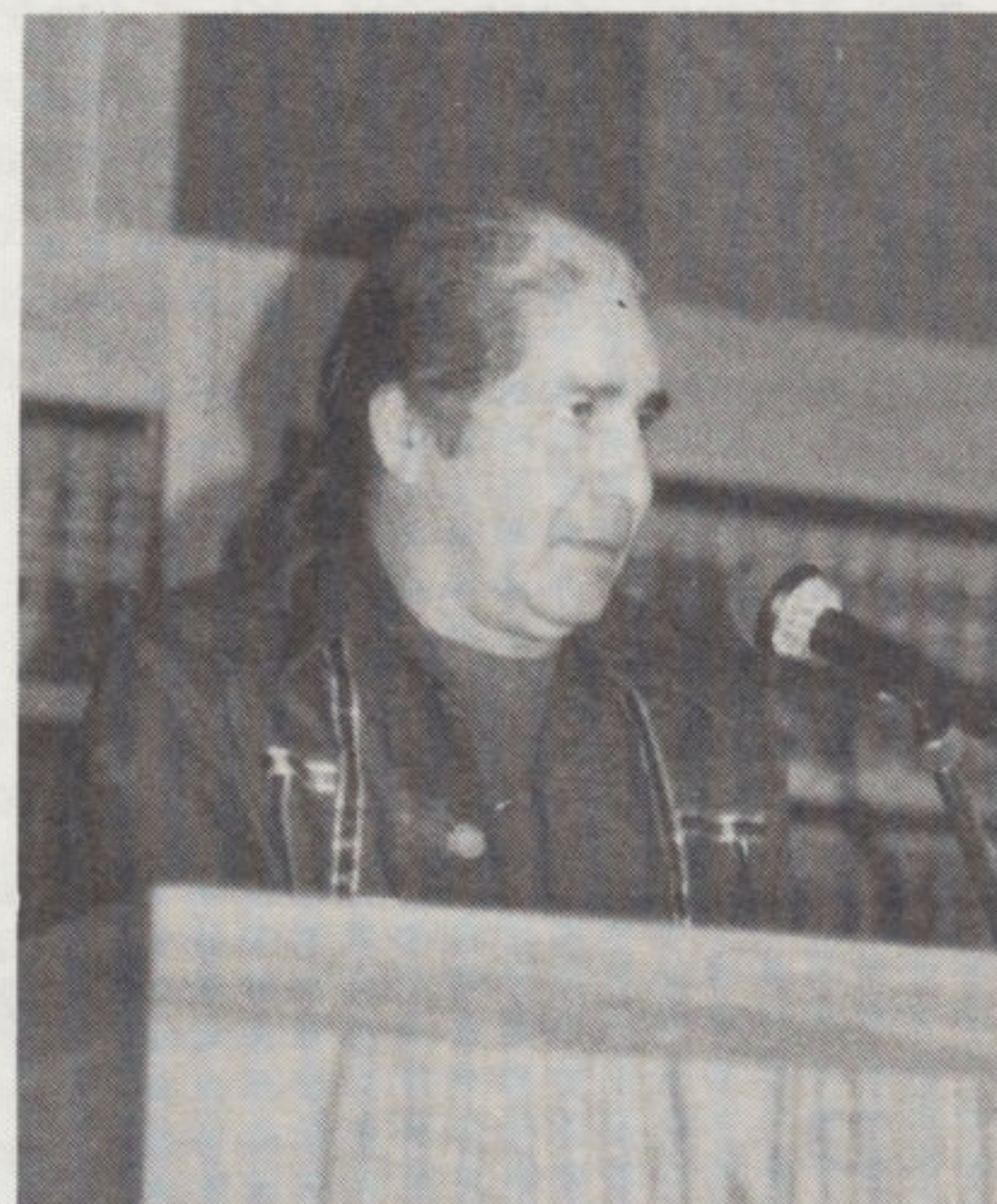
Such free exchange and conflicting opinions were nowhere more apparent than in the comments of keynote speaker Russell Means who at times criticized conference organizers and called Harvard Law School a "citadel of brainwashing."

Means spoke contemptuously of the "graft and corruption of educated Indians. Where do they get educated? In these European institutions of brainwashing . . . We lose more and more acres of our sacred lands every year, and you

still have the nerve to call 'Conferences on International Law.'"

"Industrial society has nothing to offer us," said Means. "You talk about International Law, human rights, civil rights . . . civil rights is just sharing a piece of the stolen pie with the thieves who stole it in the first place. We should be talking about natural laws, and natural rights. For every civil right we gain here, somewhere in the world someone has to pay for that."

Morris commented that "the experience that people in Indian communities have had is that individ-



Oren Lyons

Stewart Landers

uals who go off to be educated never return. There's a long history of that happening. I don't think they're saying we should be totally ostracized when we do return . . . but we're automatically a 'suspect class.' Places like Harvard do have a tendency to assimilate you. When you go back, the elders say 'don't tell me about how you're an Indian, I want to see if you act like an Indian.' They watch you . . . they want to see how really dedicated you are to protecting your people, to protecting the earth."

"A lot of their criticism is in fact legitimate," he said. "With all of the resources and facilities at our disposal at a place like Harvard, we should be doing more to help our people. I hope that this conference can be one step in that direction. We appreciate the Law

(Continued on Next Page)

Conference

(Continued from Previous Page)

School's support, but we still have a long way to go."

Another example of the constant debate that typified the conference occurred during Saturday's panel discussion "Strategies for Legal Representation of Indigenous Peoples: Lessons for the Future." At one point moderator Ralph Johnson, visiting Indian Law professor at HLS, and panel member Robert T. Coulter, executive director of the Indian Law Resource Center in Washington, D.C., disagreed strongly over the relative benefits of the Indian's "trust relation" with the U.S. government.

While Johnson argued that the trust relation (a legal doctrine that analogizes the Indian relation to the federal government to the relation of a ward to a trustee) served as a shield between the Indian tribes and the states in which they reside, Coulter argued that the U.S. has also consistently abused this relationship to exploit the tribes in a fashion that would not be tolerated in a real "trustee" type of relationship.

Towards the end of the panel Johnson noted that panelist Vernon Bellecourt of the Anishinabe (Chippewa) tribe, the only non-attorney on the panel, had cited more cases during the discussion than the other four panelists combined. Amidst laughter and applause from the audience Bellecourt commented, "I've only got an eighth grade education, as opposed to these others who are highly educated. Maybe I'm the only one with a little common sense left."

Sunday's panel on international law, moderated by Australian Koorie Bobbi Sykes, included representatives from the Miskitu Indians of Nicaragua, the banned African National Congress of South Africa, Abu-Loghod of the PLO, and Wally Feather of the International Indian Treaty Council, the international arm of the American Indian Movement. When asked if the Indians would resort to "terror tactics," Feather commented, "We'll

(Continued on Page 15)

MacLeish, 1892-1982

The Law School lost one of its most distinguished alumni last Tuesday, April 20, when Archibald MacLeish, '19, died at Massachusetts General Hospital in Boston.

MacLeish was a *Law Review* editor and won the Fay Diploma for graduating at the top of his class. Shortly after leaving the Law School, his career took a dramatic turn, however. After four years of practice with the Boston law firm of Choate, Hall & Stewart, he decided to pursue his urge to write poetry and he and his wife packed up their bags for the Left Bank in Paris. The very day their decision was made, he was offered partnership with the firm.

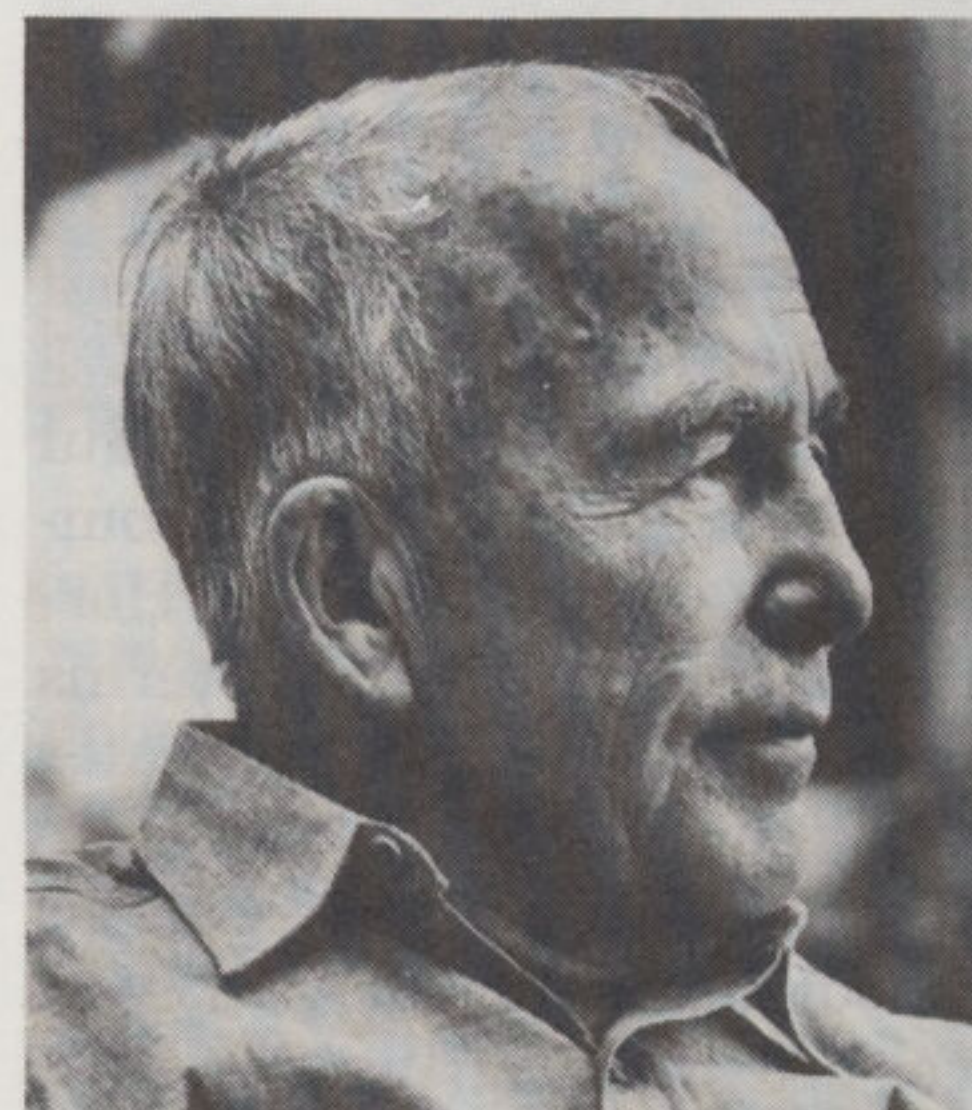
In France, he associated with American writers there — Hemingway, Fitzgerald and Dos Passos — but he returned to the United States eventually. Here, in the 1930s, he was an editor at *Fortune* magazine, a lecturer at Princeton and administrator of the Neiman Fellowship program at Harvard. He was Librarian of Congress from 1939 to 1944 as well as an assistant secretary of state later during World War II. After the War, he helped establish the United Nations Educational, Cultural and Scientific Organizations (UNESCO).

Over the years, his writings won him three Pulitzer Prizes and more than a dozen honorary degrees. In 1949 he returned to Harvard and the Boylston Professorship of Rhetoric and Oratory Style which he occupied until 1962.

Admiration of Friends

All those who knew MacLeish speak of him with the greatest affection and admiration. "His international reputation as a human being was unquestioned," said former U.S. District Judge Charles Wysanski, '30, a long-time friend who

was introduced to MacLeish by Felix Frankfurter, a close friend of MacLeish's. Writing his condolences to Mrs. MacLeish, Wysanski said, "I believe him to be the greatest poet of all time, by which I mean the greatest man whose vocation was a poet."



New York Times

Archibald MacLeish, '19

"The word most often applied to him as a person was 'generous,'" Prof. Emeritus Paul Freund, '31, said. "He was full-hearted as a person just as he was full-throated as a writer."

Law and Poetry

Nearly 50 years after he decided to give up the practice of law, MacLeish explained to the Annual *Law Review* banquet how he perceived parallels between the task of the poet and the task of the lawyer:

"The business of the law is to make sense of the confusion of what we call human life — to reduce it to order but at the same time to give it possibility, scope, even dignity. But what, then is the business of poetry? Precisely to make sense of the chaos of our lives. To create the understanding of our lives. To compose an order which the bewildered, angry heart can recognize. To imagine man." (Reprinted as "Apologia" at 85 *Harv. L. Rev.* 1505, 1507-1508.)



J.M.

1Ls Find Contracts Can Be Lots of Fun

By Erich Merrill

Participants in the 1982 Williston Competition gathered on April 21 to find out who had written the best contracts during the three day competition, and to hear two practitioners who evaluated the contracts tell how they would have tackled the negotiation problem presented in the contest.

The team of Bonita Black, Frances Horner, Susan McCafferty and Jonathan Sanchez-Jaimes, all from Section II, won \$160 for drafting the best contract, said Paul Karch, 3L, who ran the 1L competition this year. Black and Horner also negotiated the best terms for the teachers' union, while Peter Suzman and Rick Williamson obtained the most favorable terms for the school board. Each pair will receive \$70 for drafting the best contract for their side.

The Williston Competition is a negotiating and drafting contest held each year for 1Ls. Teams of four enter the contest and split into pairs, each pair representing one of the two parties trying to reach an agreement.

Educational Problem

Karch said the 32 participants in this year's contest were given descriptions of the problem they were to solve on Tuesday morning, April 13. After Karch answered questions about the facts in two information sessions Tuesday evening, students started negotiating. Contracts were due at 5:00 P.M. on Friday, April 16.

The students negotiated an employment contract between a teacher's union and a school board. Before writing the problem, Karch said he had talked to attorneys and negotiators who had been involved in teachers' contract negotiations, and found out what positions the two sides would be likely to take. "The problem may have been more mundane than last year's [which involved a potentially explosive prison take-over], but it was much more realistic," Karch said.



E.M.

Williston winners Bonita Black, Frances Horner, Susan McCafferty, Richard Williamson, Jonathan Sanchez-Jaimes, and Peter Suzman

Karch said that this year a negotiator for the Massachusetts Federation of Teachers, Jay Porter, and an attorney in a firm which represents school boards, Regina Williams Tate, helped BSA members choose the best contracts. In a meeting on Wednesday, April 21, the two practitioners told the students how they would have solved the problem, answered questions, and announced the winners. Karch felt this final meeting was an important addition to the competition, allowing students to get feedback on their work which has not been available in past years.

Later and Shorter

The contest was shorter and later in the year than last year's competition. "Fewer students entered the contest, and I have little doubt that it was because the contest was run so late this year," Karch explained. "We had to hold it late because of a quirk in the calendar. Usually when 1L spring classes start on a Monday, and Ames starts the following week, we hold the contest during that first week of classes. But this year classes started on Thursday, Ames was the next week, and there wasn't time to hold

(Continued on Page 16)

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Nader Pleads for Law School Reform

By Tiane Sommer

Ralph Nader, HLS '58, called on law students to "redefine your mission as a lawyer" Monday night in a speech sponsored by the HLS Forum. An overflow crowd stayed over two hours to hear Nader's presentation entitled "Harvard Law School: High-Priced Tool Factory or Professional Institution?" Proceeds were donated to the David Shelton memorial fellowship, organized by Student Funded Fellowships to fund students "organizing the unorganized" such as workers without unions.

The thrust of Nader's speech went beyond its title. Peppering his speech with anecdotes, he challenged law students to redefine professionalism to include idealism, and to bring that new focus to bear on the Law School as well as their careers.

In the 1950's, Nader said, law school involved an even more "intensive process of acculturation" by the faculty based on intellectual intimidation of students. Nader himself was caught up in the Socratic method, "which is, as you know, a game only one can play"; he rarely left campus while in school. Nader related that once at 3:00 A.M. outside Shaw Hall he found the pages of a textbook scattered on the lawn by a despairing colleague, and his only thought was why had that "great book," Lon Fuller's contracts text, been mutilated. Only much later did he realize that he had lost his perspective.

Curriculum Avoids Reform

The Law School curriculum goes far to promote loss of perspective, Nader charged, because it still tends to "track the money." Criminal law courses focus on street crime, not the corporate crimes which burden society much more. The curriculum doesn't cover consumer cooperatives or credit unions; it focuses on creditors' rights, not debtors' remedies. At the forefront of the law, Nader said, suits are often set-

tled, and there are few appeals. These cases simply don't appear in the casebooks. This results in little discussion of the many Americans shut out of the legal process.

The Law School curriculum should confront these issues. "Who else will be on the frontier of developing subjects?" Nader asked. Nader urged his audience to think about developing issues and act on them now, because students here have both the ability and the prestige to make a difference.

Public Interest Challenge

Although some students may truly crave monetary success only, Nader charged that most students entering traditional practice "have not introspected much." They cannot plead the innocence of the 1950's, claiming that everyone is entitled to representation including corporations. At the end of 50 years, Nader asked students, would they be happier having owned an average of 22 cars and six homes or having made a stand defending civil rights, working in legal services, developing legal systems abroad, or "helping toilet-train General Motors or Ford." He defended his attacks on corporations, saying "my contention is that the model of the multinational corporation is inconsistent with democracy."

The very notion of the practice of law must be critically reviewed, Nader pointed out, including the curriculum. A lawyer must go beyond doctrine to recognize that the law should moderate raw power and promote justice. A lawyer who just "bounces off paying clients" is only a secondary human being, Nader said. It is better to be a "primary human being," he said, and recognize that the biggest issues ordinarily do not come with retainers.

Nader stressed that public interest lawyers don't starve. There are already many jobs available, but "you just don't want to work at those wages," he charged. Breaking into a new area of law need not



T.S.

Ralph Nader, '58

remain pro bono forever, Nader noted, likening lawyers to pioneers; often money follows new developments, such as the recent establishment of corporate tort liability.

Law School Stultifying

The law school atmosphere dampens student idealism and enthusiasm, Nader said. Outstanding students develop inferiority complexes as they learn to passively accept perspectives, unless they can amass substantial material to support objection. Gradually many students come to confuse bright with right. To refute that presumption, he cited historical examples to show that even the brilliant HLS faculty can be wrong on important issues. Women were not admitted to HLS until the 1950's, and by relying on the LSAT, the previous admissions policy ignored imagination and perseverance, and introduced a systematic racist bias to admissions. Another common reaction to the system is that once students become "wise to this place," he said, they develop an "egress mentality." An example of student aloofness, he said, was curriculum reform. He pointed to a curriculum meeting last week attended by 20 faculty members but only 12 students.

"It's not all your fault," Nader told his audience; chances are that

(Continued on Page 16)

ILS Sponsors Human Rights Internships

By Andrea Hartman

This summer eight HLS students will work with human rights organizations, receiving funding from the Law School as part of a new internship program organized by Assistant Dean David Smith. The program will receive \$10,000–\$12,000 from the International Legal Studies budget to be shared by the recipients.

According to Smith, the human rights internship program was instituted for two reasons — to enable the Law School to do more concrete things in regard to human rights, and to give students an opportunity to have greater exposure

to international organizations and international law. Said Smith, "This is part of the program to de-provincialize the legal education here."

Smith noted that the efforts of other faculty and administration members helped the program get off the ground. "Dean Vorenberg has been very supportive and is quite interested in developing more work in the human rights area at the Law School." David Kennedy, the John Harvey Gregory Lecturer on World Organizations, aided Smith in identifying internship possibilities and interviewing students.

25 Applicants

The program got off to a late start this year. Three weeks ago, notice of the human rights internships was placed in the *Adviser*. About 25 students responded, submitting resumes. Of the eight chosen, some had already obtained positions and needed only financial assistance.

Diane Archer, 1L, one of the students selected, helped to organize the program. She will spend the summer working with the United Nations High Commissioner for Refugees in Geneva. Archer, who set up a chapter of Amnesty International at HLS, hopes the program will make students more aware of human rights issues, and sees it as "a means of infusing the school with some spirit."

George Bisharet, 2L, plans to combine his work in law and anthropology while spending the summer in Israel and Cairo. His internship is with Law and the Service of Man, an affiliate of the International Commission of Jurists on the West Bank. According to Bisharet, the organization "has been particularly active in defending Palestinian land owners from expropriation by the Israeli military government." Bisharet will do research either on land expropriation or control of movement on the West Bank. Said Bisharet, "I'm interested generally in the rights of indigenous people in colonial contexts."

The other six recipients of human rights internships have positions with the following organizations: Ibrahim Gassama, 1L, Transafrica in Washington, D.C.; Nick Grabar, 3L, International Commission of Jurists in Geneva; Steven Levitas, 3L, rural legal services in Jamaica; Cecil McNab, 1L, International Indian Treaty Council in New York; Robert Pauw, 2L, Amnesty International in Washington, D.C.; and Silda Wall, 2L, Amnesty International in England.

Dean Smith expects the eight participants in the program, upon their return, to submit papers which will be available to other students, and to speak on campus about their experiences. He also hopes they will develop contacts with human rights organizations and set up more internship positions, so that the program can be expanded in the future.



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Dākā Proposes Coupon Discount Plan

By Mary Tarduno

Dākā has formulated a discount plan for students eating in the Hark next year and has presented that plan to the Harkness Committee. The Committee will meet with John Lojko, dākā manager, and the resident assistants on May 6 to discuss the plan. The committee will forward a recommendation to Dean Vorenberg for action.

Coupon Discounts

The plan gives students a 10% discount on \$250 worth of meals. To be eligible, students will have to pay dākā \$225 by Sept. 10, 1982 for the fall semester, and by Jan. 14, 1983 for the spring semester. In return, students will receive five coupon books, valued at \$250, to be used for food purchases until

May 20, 1983. Students will not be able to redeem unused tickets for cash at the end of the year.

Under the plan, dākā will offer Theme Dinners to students once a month. According to Lojko, such dinners will include holiday meals at Thanksgiving, Christmas and Easter, as well as meals featuring ethnic food. These Theme Dinners will be discounted for students participating in the plan.

The coupon-discount plan proposed by dākā can be compared to a more traditional board plan. Under such a board plan, students sign up for a given number of meals a week per semester and pay a flat fee before the semester starts. Unlimited servings or seconds are often features of board plans.

According to Mary Upton, dean of students and head of the Hark Committee, some committee mem-

bers suggested to dākā that it determine how many students would have to sign up for a board plan to make it feasible. Dākā, however, rejected use of a board plan because of cost factors.

Segregating Diners

According to Lojko, a major cost of board programs — up to 1% — is due to theft. With a board plan featuring seconds or unlimited servings, such theft often occurs when board plan students take food for non-plan students. One way to prevent such theft is to provide separate dining areas for student board plan diners and for diners not on the meal plan.

The need for separation, said Lojko, was a key factor in dākā's decision to propose a coupon-discount plan rather than a board plan. First, he explained, because of the "uniqueness" of the Hark, segregating plan and non-plan diners would require construction in the Hark dining areas; such construction would add to the costs of the plan. Second, Lojko said, dākā felt that students would not like the segregation concept.

Lojko noted that use of the coupon plan rather than a board plan might provide more price stability. He explained that dākā does not want to adopt a plan and then have to increase costs every semester after it's instituted. For this reason, dākā did not try to project how many students would be needed to make a board plan viable. Such an approach, Lojko explained, would involve more experimentation with cost. For example, after a semester dākā might have to raise the price of a board plan to cover a higher-than-expected theft rate.

Upton expects some sort of decision on the meal plan "pretty soon." She encourages all students who have reactions to the dākā proposal to send their comments to her office in writing.

Kids With Trivial Minds

By Jim Chudy

Facts. The East Side Kids know facts. The Kids, Larry Unger, Bruce Grossberg and Bob Chesler, all 3Ls, proved themselves the masters of detail by triumphing in the Annual Trivia Contest finals on April 26.

They knew where Cain sought refuge after slaying his brother. (Nod.) They knew the Finnish national epic. (Kalevala.) They knew the site of the conflict which brought ill-fated Argentina and Chile to the brink of war. (Beagle Channel.) But for the pièce de résistance, for the final answer of the final round, the Kids knew the sponsor of Masterpiece Theater. (Why, Mobil, of course.)

The Finals were hard fought up to the last irrelevancy. The Kids outlasted the Pembroke Burrows III Fan Club (John Walker, 3L, Andy Langen, 3L and Brad Mirkin, No-L) and Eddy and the Hot Rods (Ed Jerse, 2L, Mark Merley, 2L and Joe Bartolomeo, No-L) for their victory. A legend in the annals of HLS Trivia Contest lore,

the Kids won two years ago as 1Ls and lost last year in the semifinals.

Unger had high praise for his opponents and for the organizers of the contest. "The guys who ran this thing did a first-rate job. They came up with some really tough questions."

Dave Horn, 2L, who ran the contest, was impressed by "the number of answers to incredibly hard questions. It was astounding." Horn was assisted by Marshall Schmitt, Roland Monson, Al Lewis, John Morris and John Pallenberg. "Virtually everyone played with very good attitudes," Horn said. "The people who participated made it very worthwhile."

Levity was not the only motivation at work for the fact-crazed Kids. Webster's Seventh defines trivia as "unimportant matters," but not so for the Kids. "It's the only thing I've won at Harvard," said Unger. Lisa Unger, his sister, spoke for us all when she said: "I'm proud of you, Larry. I'm really proud of you."

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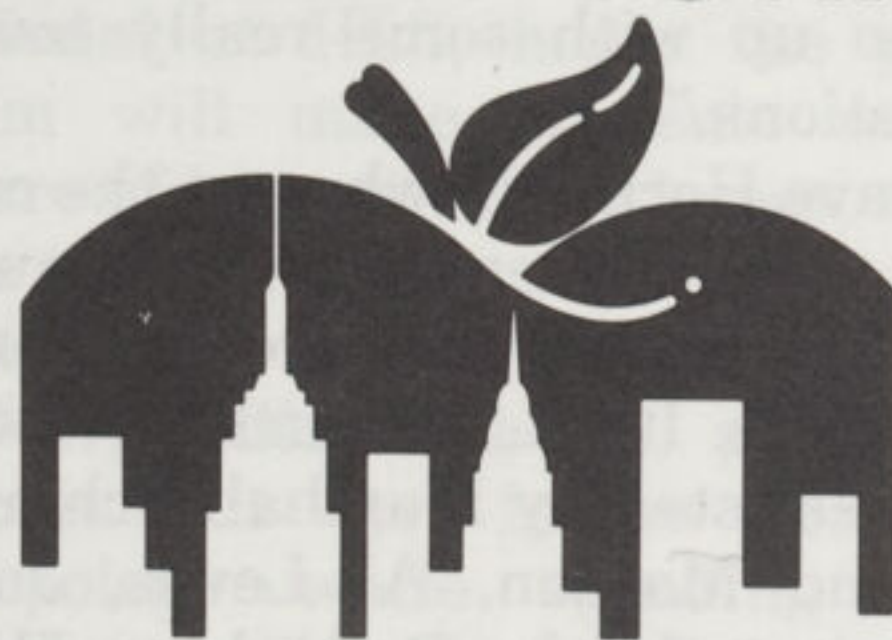
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Manning the Phones to Keep Tuition Down

By John Morris

While most students are catching up on their reading for the term or outlining classes, 30 or so students will be spending part of their time on the phone this week and next. They will be the first students to help out with the Harvard Law School Association's annual telethon fund drive which is operating out of the basement of the alumni association's Baker House.

Few students are aware that \$3,600,000 will be raised this year by the Association, almost half of which will go towards the School's operating expenses — and thus indirectly towards keeping tuition costs from soaring even higher than they have already. (The remainder will go largely to increase the endowment.)

The telethon is only one of the last stages in the year-long drive that ends in June. Most of the more than 11,000 alumni who contribute do so in response to the Association's mailings over the course of the year. The telethon effort is directed towards reaching some of the remainder of the School's nearly 24,000 graduates. Last year nearly 4,000 calls were made and nearly 1,500 graduates were contacted. About 75% of those reached made pledges, which, according to Law School Fund Associate Director Cabot Easton, made the calling all worthwhile. While many of the

pledges obtained by phone are small, "the real goal of the telethon is participation," Easton said.

About 150 callers are used in the telethon. On each of four nights a week over a two-and-a-half week period, 15 callers work the phone banks set up in the basement of Baker House. Each evening, they work through six classes, beginning with the class of '48. Those six classes are recanvassed a week later on a different night of the week in order to catch as many people as possible.

First Students

The telethon was originally carried on by Easton alone, calling for three or four days straight, but he soon convinced the Association he needed help and since then the project has employed Boston-area alumni. This is the first year students have been called in. Dorm Council President Kent Markus was called upon to round up the students. He approached section members and friends who he thought would be interested. The 30 or so people he found far exceeded Easton's original target of about a half dozen students.

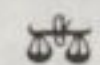
"People know tuition doesn't pay for everything," Markus said, explaining the willingness of his friends to help out. "The people who went [Monday] night had a good time," he said, and predicted

that some would come back for a second night.

"I think the idea of students participating is super," Easton said. "It's one thing they can do to help the School and themselves. The whole financial aid situation is so gloomy; we're trying to convince the alumni how much we need their support."

Specific Gifts

Alumni can ask that their donations be allocated to particular organizations or budgets in the Law School. Said Easton, "If they give \$25 to the [Women's Law Journal], we guarantee that that will be in addition to what the School would give them anyway." He said Assistant Dean Russell Simpson, the School's chief financial officer, has arranged things to ensure that the alumni wishes were followed, at least until a group has more money than it can use, which is not a foreseeable possibility at present. Easton said relatively few alumni have taken advantage of this offer so far, however.



Corrections

Last week's RECORD contained two errors: Prof. Liebman's name was misspelled in our story on the Legal Education Committee, and a sentence was accidentally omitted from the last paragraph of the final, typeset copy of the editorial. Our final (flippant) recommendation to high school students wanting to attend HLS was to limit themselves to college classes with even course numbers in order to prepare themselves for the limited course offerings at the Law School.



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"BETTER BUYS AT BRINE'S"

Archibald MacLeish, Esq.

Archibald MacLeish died last week at the age of 89. He was known primarily as a poet and playwright, and certainly his poetry and plays are his greatest legacy, but in his extraordinarily full and active life he touched on nearly every sphere of human endeavor. As the obituaries tick off one by one the details of his life, one item seems out of place in the *curriculum vitae* of a great poet: he was a graduate, *cum laude*, of the Harvard Law School, class of 1919.

MacLeish himself did not see it that way. "My education such as it is," he wrote in 1972, "began . . . in the Law School . . . And what was the substance of that education? The Socratic spark which set insatiable fires where no flame was ever seen before — and not in my mind only but in many others . . . But beyond the spark? Beyond the spark a vision — the vision of mental time, of the interminable journey of the human mind, the great tradition of the intellectual past which knows the bearings of the future. No one, not the most erudite or scholarly man, who has failed to see that vision can truly serve the art of poetry or any other art, and by no study better than the study of the law can the sight be seen. The law has one way of looking at it. Poetry has another. But the seeing is the same."

Archibald MacLeish practiced law with Choate, Hall & Stewart in Boston after his graduation, and wrote poetry on the side. One evening in 1923, as he walked home late at night under a full moon, he decided to abandon an already distinguished legal career for his art: "So that was what I'd done . . . had *not* done. I had prepared, provided, made arrangements for a time to come, for work to come, for art to come. There is no art to come: there's only art — the need, the now, the presence, the necessity . . . the sun. It was the art I owed."

And so he gave up the law for his art, just as his firm decided to offer him a partnership. He gave that up too — a choice most lawyers would find incomprehensible. Like the narrator in a poem by his old friend Robert Frost, he took the road less traveled by. For him, the poet's role was "the restoration of man to his position of dignity and responsibility at the center of his world." He defended the best in us, and unflinchingly identified that with the American tradition. Archibald MacLeish took the road less traveled by — and for him, and for all of us, that choice made all the difference. The words he wrote for his friend Brooks Atkinson apply equally to him:

... The fruitful man/who guards the honor of the
muses/never vanishes, never can:/they keep his fame for their
sweet uses.



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Fenno

Fenno grinned as he checked off his next year's course selections. He'd meticulously crafted his schedule: all of his classes met at the same time. "This ought to teach that computer not to schedule me for 37 placement interviews at the same time," he chuckled.

But Fenno paused before selecting his last class. He just couldn't decide between "Mary Poppins and the Law" and "Fee Collection Workshop." He set off to consult with his advisor, Prof. Friendly.

As Fenno skipped out of the Hark, a van with "Together Channel 5 and You" painted on the side almost ran him down. The van screeched to a halt in front of Langdell and a camera crew raced into the building.

"What's Maggie done now?" wondered Fenno as he cautiously made his way towards Griswold. He had almost reached his destination when a helicopter bearing the logo "Newscopter 4" swooped down from the sky, landing in front of him. A team of reporters catapulted from the chopper and raced inside.

Dodging the whirlybird, Fenno dashed through the doorway only to encounter a hallway packed with newspeople. Blinded by the glaring lights of mini-cams, he fought his way to Friendly's door.

Friendly was inside his office, packing up his belongings. He looked up at Fenno eagerly. "Are you a reporter?" he asked.

Fenno shook his head.

"Nuts," sighed Friendly, "if it weren't for those reporters, I'd have gotten tenure."

Fenno was flabbergasted. "You mean you were denied tenure for talking to reporters?"

"No," said Friendly, "for *not* talking to reporters. To stay on at this school, you must keep in the public eye. An occasional quote in the *New York Times* is the absolute minimum."

"But professor," exclaimed Fenno, "I just saw hundreds of reporters out in the hall. Surely one of them would be willing to report your opinion on something."

"It's no good," protested Friendly, "everyone wants to talk to the bigshots. I scheduled a press conference on the Falkland Islands, but nobody came. I hung around the Von Bulow trial for three weeks without anyone recognizing me. David Hartman returned all of my letters unopened. I even tried to get my own television show at a station in Worcester," he sobbed, "but no one wanted to watch a show called 'Friendly's Court.'"

Slowly, Friendly returned to his packing. "We used to say publish or perish," he muttered, "but now the rule is publicity or perish."

Fenno tiptoed from the office, hoping to avoid the mob of reporters. He paused only long enough to place an "X" beside his final course selection: Media Hype and the Law.

Letters to the Editor of the Record

Breach of Faith

To the Editor:

The American Indian Law Students Association (AILSAs) broke faith this weekend with the Harvard Jewish Law Students Association (HJLSA) and with the law school community by violating public assurances and permitting the Sunday afternoon session of its conference on indigenous peoples' rights to devolve into an anti-Israel forum.

Prior to the conference, a representative of AILSA told a radio audience: "[H]er [PLO spokeswoman Deena Abu-Loghod's] presentation is not to lay out the PLO's general platform. It is very specific in terms of how they've utilized legitimate international fora to put forth the Palestinian position in the United Nations."

AILSAs violated this public assurance.

Abu-Loghod had little to say about the United Nations. Instead, she used her Harvard Law School platform to denounce efforts to involve Palestinians in the Camp David peace program as attempts to "seek and protect collaborators with the Zionist entity." She concluded her presentation by announcing her hope that the PLO "will be able to liberate the Jews eventually from their own ghetto." Abu-Loghod's anti-Israel diatribe was followed immediately by panelist Wally Feather's assertion that "there is no Israel. There is just a country Palestine."

AILSAs also ignored its pre-conference assurance to HJLSA that members of the audience would be able to question the panelists directly. AILSA selected a procedure which prevented unauthorized questions from being asked. Questions had to be written on cards which were then collected and screened. Despite AILSA's earlier repeated insistence that the purpose of the panel was not to deal with the Middle East, four of the eight questions passed on to the panelists related to the Middle East. The panelists, on what was billed as a discussion of "the vindication of indigenous rights in international law," were asked whether Israel is illegitimate, and whether the South African government receives military support from Israel. In keeping with the tone of the afternoon, the final question asked of Abu-Loghod was how Americans can aid the PLO.

AILSAs's handling of the conference is particularly disturbing in light of the good faith exhibited throughout by HJLSA. HJLSA publicly announced its support for the holding of a conference on indigenous peoples' rights as well as for Abu-Loghod's right to speak freely. We went out of our way to help insure the smooth running of the afternoon session because AILSA made clear to us that it would not be an anti-Israel forum. We held a silent vigil near the conference site to make known our views

on the PLO. We did not invite off-campus groups and we helped with security plans to guarantee that the conference would not be interrupted in any way.

It is greatly distressing that AILSA dealt so dishonestly with its fellow students and allocated some of its law school funding (which will total over \$3000) to a forum which chose to attack Israel and support terrorists rather than discuss international law.

Harvard Jewish Law Students Assoc.

Dean to the Dorms

To the Editor:

I was delighted to learn that Dean Vorenberg paid his first visit as Dean to the dorms, whether to see what should have been done long ago to improve living conditions or to ascertain whether they are in danger of being shut down for health and building code violations (RECORD, April 16, 1982).

It often seems that HLS and Harvard University as institutions are almost completely insensitive to students.

As a Wyeth resident, I understand that my closet doors stopped closing a few months ago because the building is collapsing unevenly and that not even Atlas could prop it up; I understand that cockroaches were here before man and will survive the next Great War (it's kind of fun to try to squish them before they can disappear into the nearest crack); and I understand that mice are virtually ineradicable (besides, catching six of them in one 18 hour period was something to do). I'm not sure that I understand why we've been out of paper towels more often than not for more than three months. And I'm sure that I don't understand why it is so hard to fix a ping pong table.

For many years, Wyeth had a ping pong table in its basement. I played on it as recently as last September. Then someone determined that its legs were loose. The table was taken down and put into storage in Wyeth pending repair.

I imagine that studies revealed that a few screws or nails could not be added to it in Wyeth because by early January the table was removed from Wyeth by Buildings and Grounds. By February, George Cook of the Building Maintenance Office was able to report that the table had been determined to be in such bad shape that Buildings and Grounds had had to transport it to the mill for the necessary repairs.

March brought word that further studies indicated that the table's legs would have to be replaced altogether. Now, in late

April, the Building Maintenance Office reports that it does not know when this delicate operation can be performed and predicts that the table will not be returned this academic year. Of course, it is reassuring to know that Harvard is willing to go to such great lengths over a few loose legs.

Still, I have suggested that one of the seemingly unused ping pong tables at the University Squash Courts be lent to Wyeth until the trees destroyed by Mt. St. Helens grow back and Harvard is once again able to obtain timber. This might, of course, require cooperation among two or more elements of the University, but I know of no theoretical reason why that is not possible.

People care about things such as potholes and ping pong tables; the inability to provide the simplest things in life is sure to cause any people to become dissatisfied with its leaders.

David Quinto, 3L



Our Policy Regarding Letters

The RECORD's policy on letters is simple. We read all of them. We print most of them, subject only to editorial discretion. We encourage letters on any subject, and particularly concerning subjects which have been covered in the RECORD.

Letters should be typed and must be received by 5:00 P.M. the Tuesday before each issue. We prefer letters of no more than 700 words. Letters should be addressed to the RECORD rather than to third parties. In no event will the RECORD publish letters by writers who have not identified themselves to the RECORD.

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More Emphasis on Theory Recommended

(Continued from Page 1)
extensive teaching of legal doctrine within the curriculum, but argues that, as part of professional education, the School should provide a grounding for "life-long reflectiveness about legal institutions, the profession and one's own work. . . ." A greater emphasis on "theoretical" concerns is needed, it says, to overcome the message that is conveyed to students by the current curriculum. "[T]he organization and ordering of courses in the heavily prescribed first year may convey indelible messages" which should be critically examined. These messages include the propositions that common law is primary and that appellate decisions are the chief source of law; that within the law,

private, proprietary relationships are most significant; and that adversarial formats are the norm for dealing with conflicts.

The report complains that in the present educational program there is no systematic effort to develop critical approaches to these assumptions. It notes that similar conclusions were reached by the report's forerunners, the Fuller Committee Report (1948) and the Casner Committee Report (1960), but no long-lasting change came out of either. The solution, the report argues, "must lie in raising theory to the level of full partnership with doctrine" in the School's educational program. While theoretical approaches do find their way into courses, and some courses,

such as Legal Profession, are primarily devoted to such issues, the exposure to them is "haphazard," the report says.

In its report, the Committee also comes out in favor of a strong commitment to clinical programs. The report cites a number of reasons for importance of clinical programs: their effectiveness in helping students develop more thorough understanding of doctrinal learning; the awareness they bring of the real problems practitioners face; and the reflectiveness which can be promoted among students participating in the programs. "Clinical education means, among other things, learning what it truly means to bring doctrinal and theoretical

(Continued on Next Page)

Proposals for Sequences and Computers

Along with the more philosophical proposals outlined above, the latest product of the Michelman Committee includes two specific recommendations for innovations in education at the Law School:

Course Sequences One chapter of the new report recommends that the School develop two sorts of course sequences in the second- and third-year programs: *Major sequences* would resemble college majors. Each would consist of a series of related courses, designed to be taken together or in succession. Up to one half of a student's 2L and 3L course hours could be spent in a particular sequence program. The fields of study would, however, be "defined broadly enough to assure [their] general educational value. . . ."

Minor sequences of courses are recommended also so that particular areas of law can be explored in more depth than is possible in a one-term course. At present few courses have prerequisites, so professors cannot always assume students have the background necessary to

pursue a field at an advanced level.

The report also recommends that, at pre-registration, students be given a tentative outline of the teaching program for the year next succeeding so that their course selections may be more carefully planned. It is also proposed that the deans and the registrar pay close attention to scheduling in order to avoid creating conflicts between related courses which are frequently taken by the same students.

Terming the major sequence programs "a framework for intellectual companionship and collaboration," the report suggests that the programs "might help relieve the impersonality and anonymity associated with the School's large size and high student:faculty ratio." At present, most of the "shared intellectual and professional interests and experiences stand outside the formal curriculum," the report says, and suggests that students might come to have those sorts of experiences within the program.

Computer-aided instruc-

tion In another chapter of the Committee's report, it is proposed that the faculty support the development, use and evaluation of computer-aided instructional methods, computers programmed with lessons a student can take at a computer terminal, answering questions and reading the computer's responses.

Computers offer a potential alternative to the "chronic pedagogical defects in the traditional large-class method of instruction," the report says. In particular, they require the student to actively engage in the exercise, which is not possible in large classes, and the student receives immediate evaluation or feedback of his or her response. The report claims that the computer programs can be made sophisticated enough to provide many of the benefits of more traditional teaching, at least within defined areas. The report also notes that this method is the only innovation being considered which has the potential for lowering the cost of instruction.

More Commitment to Clinical Ed Needed

(Continued from Previous Page) learning, analytical method, communication and persuasion to the actual treatment of complex and refractory problems . . .," the report says.

Clinical education serves two other functions as well, the report goes on. It brings students face to face with the "social reality that ought to enter into choices of professional activities — including realities of social disadvantage . . ." and it instills greater respect for the value of working for the needy, the report says. It also claims that the training received in clinical programs may help to keep students from feeling forced into private practice simply because it provides practical training they cannot otherwise obtain.

Details of what sorts of clinical programs should be continued and expanded are left to a subcommittee report which will be completed later. In this outline of goals, the Committee seeks only to establish broad faculty commitment to clinical education. Though acknowledging the School's extensive clinical offerings, the report says "the School has not yet accorded to clinical education efforts a fully secure place in its work. The School has not strongly affirmed to students the value of clinical learning, nor has it made much active effort to encourage faculty members in numbers to involve themselves to any degree in clinical teaching." Although clinical education is expensive to provide relative to classroom instruction, the report says "the educational values at stake justify strong support — not only material support, but moral and intellectual support in the form of sympathetic attention and informed criticism. . . ."

Career Choices

A concern about the School's tendency to limit a student's perceived career choices also appears at several points in the report. Referring to the high proportion of students entering private "corporate" practice, the report says the

"high degree of convergence, on such a narrow band of the spectrum of lawyer roles and forms of practice, is . . . a remarkable and troubling fact . . . [O]ur graduating students are poorly informed about the alternatives open to them, and we have found good reasons for thinking that the School's educational program may be implicated in their possible failures of perception." "As long as the School retains and exercises the power to attract to itself a disproportionate share of the apparently most capable and motivated applicants for law study, it will have to be careful about not steering those supposedly best and brightest towards any particular form of legal life," the report says later.

Few Details Here

As this introductory discussion avoids details, it is difficult to know what the outcome would be even if a consensus could be reached

among the faculty regarding the goals set out in the report. The most intense discussion will likely come when the faculty meetings turn to specifics.

In addition to the two specific recommendations made in the materials distributed this week, a number of other areas of the School's educational program will be dealt with in the Committee's remaining work. A reexamination of the prescribed first-year curriculum will be covered in one report. Alternatives to the conventional Socratic and law case methods will be explored in another report, and the specifics of clinical education will also be examined separately.

The four completed reports, which will eventually be incorporated into the Committee's final work, covered: the 12-unit research program for 3Ls; small sections for 1L classes; feedback and pass-fail grading for 1Ls; and the program on the legal profession and legal ordering.

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Guild Seeks Shift in Placement Emphasis

(Continued from Page 1)

"eliminate this disincentive to accept summer jobs," according to the proposal. A third fiscal proposal asked for fellowships for students entering public interest jobs permanently, and an expanded "loan forgiveness plan."

Two proposals were directed at maintaining or raising students' interest in the public sector. One would require all students to spend a summer or semester in a public interest job. Another advocates moving the interview season to the spring so that those interested in public sector jobs, which usually are not available until spring, will not be pressured to join their colleagues who currently interview in the private sector and have jobs by Christmas.

Finally, the Guild suggested that the School undertake a research project to find out why students make the career decisions they do, when student interests crystallize, and what forces play a role in determining their career paths.

"Really Frustrated"

Guild members started work on the proposals earlier this year when they became "really frustrated with the present situation in public interest placement," said Pam Parker, 3L, who wrote some of the proposals. Parker said that Guild members Janet Varon, 2L, and Bob Jones, 1L, spearheaded the project. Parker and David Abromowitz, 3L, rounded out the team which set out to create a better public interest program. According to the proposal they submitted to the Dean, the problem they perceived was that "the stated policy of the Law School is to maintain a value-neutral placement program, but the current program is simply not a neutral one."

The meeting on April 20 served two purposes, according to Parker. First, the Guild got general feedback on its proposals. "Vorenberg was very encouraging, very supportive," said Parker. "Apparently this was something he has been

hoping would happen for a long time."

She said that the Guild also took the opportunity to "clear up misconceptions" about the level of student interest in public interest work. "Vorenberg expressed his feeling that there was no interest among students in public sector work. We told him there is. Those who have worked on Student Funded Fellowships and the Public Interest Fellowship have seen that interest."

Parker said Guild members told the Dean they thought the reason for a lack of expressed interest was the low visibility of Placement Office public sector resources. "People won't use them if they don't know they are there. Our first priority is to increase their visibility. Now the administration knows this is an important part of a public interest program."

Parker was optimistic that the suggestions would bear fruit, especially those which are fairly easy to implement, such as a long-distance phone line for student use. She also noted that Vorenberg was particularly enthusiastic about the suggestion for a research project. "He said that this has never been done before, and believes it should be. No one has ever undertaken a comprehensive study tracing the career paths of law students. I think he really wanted to learn something about this; he mentioned getting something done by next year."

Favorable Reaction

Prof. Abram Chayes, chair of the Placement Committee, said the basic response to the proposals on the committee was "very favorable and welcoming." He described the proposals as "an effectively prepared, well-thought-out, excellent piece of work, which the Dean feels deserves a serious response." With regard to the specific proposals, Chayes said, "There is no tendency on the committee to regard any of them as out of bounds or off the wall. Each merits careful consideration."

Chayes did express some doubt

on the part of the committee about the effect the proposals would have on public interest placement if they were implemented. "Some think that what the school can do is not going to do much to redress the balance between private law firms and public placement. Many of the statistics are embedded in social and economic concerns."



E.M.

Pam Parker, 3L

Dean Vorenberg praised the proposals. He called them a "first-rate piece of work," but declined to comment on the merits of particular proposals until he and the Placement Committee had time to study them.

Director of Placement June Thompson also praised the Guild's efforts. Citing the large salary difference between the two sectors, though, she said, "I'm not as optimistic as they are that, if we made all these changes, as many as they think will go into public interest." Nonetheless, she said she would be "willing to do anything to help get more people into the public sector."

Thompson pointed out that some of the changes suggested by the Guild are already underway. The Placement Office is upgrading its computer index of public placement employers; the new index should be ready by fall. The faculty has asked the Placement Committee to try to move the interviewing season to the spring semester. "We sent a memorandum to employers

(Continued on Next Page)

Guild Proposals Praised

(Continued from Previous Page) asking what they would think of the move to the spring. The response was, if Harvard does it, employers will go along with it. Most have [qualified that by saying] they will do it if other 'major' schools move to the spring, too." Thompson said the earliest time interviews might be moved to the spring would be 1984.

Thompson did not think an employer tax was a good idea. "If we charge the employers, they will demand more services. Because it's free now, they can't complain, though they do." Chayes agreed

with this assessment: "Employers will begin to feel it's their service, not the school's service."

Parker said the Guild meets with the Placement Committee and Dean Vorenberg on May 10 to discuss the feasibility of the specific proposals. "We invite anyone who is interested to pick up a copy of the proposals at the receptionist's desk in Langdell, to look at them, and to give comments to Janet, Bob or me. I want to emphasize that the proposals are just in the formulation stage. This isn't what's going to be enacted; it's just a starting point."

AILSAs Conference International In Scope

(Continued from Page 3)

use whatever tactics we have to, to free our mother earth. We'll terrorize them with the truth."

One of the late additions to the conference agenda was Mayan Indian Geronimo Composeco of the Guatemalan Indian movement. After the announcement by the Reagan administration Sunday that they would resume military aid to Guatemala, Composeco presented to AILSA a resolution which they unanimously endorsed, calling for the end to such aid.

AILSAs spokesperson Morris referred to a presentation earlier Sunday morning by HLS student Gundmundur Alfredsson in stress-

ing the importance of the Guatemalan people's struggles. "As Gundmundur noted," he said, "there are only three countries in the world where indigenous people form the majority of the population — Greenland, Bolivia, and Guatemala. The revolutionary movement in Guatemala is not a 'leftist' movement as characterized by the U.S. It's an Indian revolution. As Gundmundur stressed, gaining self-determination, the external national expression of Indian self-determination in one of these countries, is crucial if indigenous people are to gain access to international forums."

Sports Quiz

NOTE: This week's Sports Quiz deals with athletes whose last names are the same as types of behavior which are not usually considered socially acceptable.

1. Maybe the greatest driver in the history of stock car racing, this man has won more NASCAR titles than any other competitor. Who is this man?
2. A versatile running back, this man teamed up with Matt Snell to lead the New York Jets to their amazing Super Bowl triumph over the Baltimore Colts. Who is this man?
3. Formerly a fleet wide receiver for the Cleveland Browns, this man's name was a favorite of broadcasters Don Meredith and Howard Cosell. Who is this man?
4. An All-American golfer at the University of Houston, this young man is currently one of the rising stars on the PGA tour. Who is this man who recently finished in the top ten in the 1982 Masters?
5. This man moved on from an assistant coaching position at the University of Michigan to become the head basketball coach at the University of Detroit this past March. Who is this man?

(Answers on Page 16)

ANONYMOUS LETTER WRITER

We wish to pursue your suggestion for a story topic but we need verifiable information. Please contact John Morris (547-4369), Erich Merrill (864-6864) or Brad Hudson (776-7721).

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Negotiators Win Glory, Bucks

(Continued from Page 4)

the competition." Since the contest had to be held late, Karch decided to shorten the competition from five to three days, hoping that more people would participate if the competition was shorter.

How does one draft a winning contract? McCafferty said her team was writing a contract at 3 A.M. using a tape recorder. All were talking, suggesting different ways to word the next sentence. "All of a sudden someone would shout 'That's it!' and we'd play back the last sentence and write it down."

Williamson was surprised that he and Suzman had drafted the

contract most favorable to the school board. "I felt we had a chance to win the best overall. We went into the negotiation with the idea of getting what was good for our side, but also to the maximum degree possible, what was good for the other side." Williamson said he thought a contract which led to a stable agreement with no bad feelings was important.

The winners had varied feelings about the contest as a whole. Suzman felt "it was fun." McCafferty found it "crazy and hectic." Horner had the last word: "The best part is getting your name in Langdell for perpetuity." ❧

Nader

(Continued from Page 5)

students are kept too busy to reflect on the broader issues. "But instrumentally, blame yourselves," he added. "I blame General Motors — but I blame myself if they get away with something." Students have opportunities to explore important issues in their third-year papers (his own dealt with liability for defective engineering of automobiles), as well as initiating curriculum reform. He suggested that the school sponsor as interns people from all walks of life who could contribute to courses as "victims of law, not perpetrators of it." Another goal of students should be drafting statutes in many developing areas, such as telecommunications regulation, and energy co-operatives.

Students seeking real change should remember that successful organizations establish roots, Nader admonished. Students can always pursue public interest projects while working full-time in a more traditional job.

Nader emphasized that students must remember to keep legal doctrine in perspective, to expose themselves to such realities as hunger, unequal access to justice and environmental degradation. A student need not be confronted daily with graphic examples of violence to keep his or her legal studies in perspective. Law School teaches an ability to abstract conflict. That talent must be used to expose and to reform American institutional "bullies." ❧

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2. Emerson Boozar.
3. Fair Hooker.
4. Curtis Strange.
5. Don Slicko.

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