The Job Market: Look Who’s Interviewing at Loyola Law School

The following is just a brief sampling of some of the prominent national and regional firms recruiting on-campus at Loyola:

- Adams, Duque & Hazeltine
- Als切cher, Grossman & Pines
- Brobeck, Phleger & Harrison
- Bryan, Cave, McFleeters & McRoberts
- Buchalter, Nemer, Fields & Younger
- California Attorney General
- Coulter Brothers
- Donovan, Leisure, Newton & crust
- Federal Election Commission
- Fried, Frank, Harris, Shriver & Jacobson
- Hufstedler, Miller, Phillips & Jacobson
- Irvine & McMahon
- Jacobson & Austin
- Kasowitz, Benson, Torres & Friedman
- Kin Del & Anderson
- Klorey & Mitchell
- McKenna, Trafton, & Younger
- Morrison & Foerster
- Nabors & Fick, Inc.
- Neuman & Wilkins
- Smith, Barney, & Co.
- Smith & Neuman
- Skadden, Arps, Slate, Meagher & Flom
- Stroock & Stroock & Lavan
- Sullivan & Cromwell
- Troy Casden Gould
- Tullie & Taylor
- White & Case
- Wyman, Bautzer, Kochel & Silbert

Faculty — Loyola’s nationally acclaimed faculty consists of 54 full-time professors drawn from diverse geographic and experiential backgrounds, but with the common denominator of excellence. Most of the major law schools in the country boast an outstanding graduate as a Loyola faculty member, many of whom have achieved national recognition in their respective fields. Eighteen outstanding women hold full-time faculty appointments, giving Loyola one of the highest number of female faculty members in the nation. Loyola is also making great progress in minority faculty recruitment. Loyola’s full-time faculty includes four African Americans and one Hispanic.

Stringent standards for scholarship are required of faculty members, who, prior to consideration for tenure, must also demonstrate excellence in the classroom. It should be noted that Loyola’s faculty places great importance on the legal writing program and has mandated that legal writing classes be taught by members of the full-time faculty; most other schools employ recent graduates, part-time faculty or even upper division law students to teach writing to first-year students.

Students — Loyola students have demonstrated academic excellence and a high-level of ability as measured by the Law School Admissions Test, the mean for the entering class now being at the 85th percentile nationally. Our students are drawn from the finest undergraduate institutions in the United States and from diverse cultural, religious and socio-economic backgrounds.

Alumni — Many of Loyola’s more than 8,000 alumni have contributed significantly to the prestige of the Law School by their outstanding professional achievements. Loyola is well represented in all facets of the practice of law. The Alumni Association actively works with students in a variety of ways, including raising funds for scholarships and coordinating with the Career Planning and Placement Center for the Off-Campus Interviewing Program, as well as assisting with actual job placement.

Job Placement — The Pacific Rim economic explosion has combined with the strong local economy in

Continued on page 2

PRITZKER GOES TO GEHRY

F rank O. Gehry, the architect responsible for the contemporary design of the Loyola Law School campus, has recently added another accolade to his list of honors — the most coveted Pritzker Architecture Prize. The Pritzker, an international award, is the most prestigious prize in the field of architecture and recognizes the creative genius of architects in the field.

Gehry, who officially received the award in Japan, has also designed the newest building of the Law School — the Casassa Building and the Darling Library Pavilion, currently under construction. Known by many as an “artist’s architect,” Gehry has designed homes, shopping centers, museums, skyscrapers and restaurants in Los Angeles, across the U.S., Asia and Europe. The uniqueness of his work has been most recognized in more recent years, and in the L.A. area his work includes renovation of the Hollywood Bowl, the California Aerospace Museum, the Temporary Contemporary at the Museum of Contemporary Art, and, of course, the Loyola Law School.
...from the Dean...

O
ne of the un-ending debates that engages those in aca
demia involves the issue of professional activities outside the classroom. Controversy inevitably swirls around the issue of faculty scholarship. How much does it contribute to or detract from teaching? How relevant is traditional academic research and writing to the concerns of students and the Bar? Would not faculty be better off just focusing on teaching and not time-limited involvement with low-paid student research and other irrelevant lectures, who regards students as co-students, as constituting an evi
cently and class time as something that must be endured. At worst, faculty lecture and even cynical exploiters or manipulators, who use low-paid student research assistants to produce articles that will enhance their scholarly repu
tation and perhaps their tenure and consulting engagements. If such law professors exist anywhere (and I know of none), their existence will be a difficult time surviving in today's law school environment), they are most clearly not part of Loyola. In fact, several of our most productive and thoughtful scholars are also amoral and respectless of their students. This is as it should be. After all, articles and books are simply another way of conveying ideas and information to an audience. Teachers who are stimulating in their teaching should also be stimulating in class.

Let me provide you with a few examples of the kinds of inter
relationships between teaching and scholarship which enhance both. Professor Robert Check, who teaches Conflict of Laws, Immigration Law, Constitutional Law and other areas. Her most recent scholarly activities involved the publication of an article entitled, "International Status: A Statutory Solution to a Choice of Law Problem." 37 University of Kansas Law Review 101-117, 1989. This last spring, Edith Friedler published an article, "Asylum as a Human Right: Is the United States Complying with its International Commitments?" at the 27th Conference of the Inter-American Bar Association in Cartagena, Colombia. The paper will be published in Volume 25 of the West Publishing Company's Federal Practice and Procedure series by Charles Alan Wright. This volume is one of the federal rules of evi
dence. Victor is currently at work on Volume 27 of the series.

Bill Kanner in Eminent Domain, John Selmi teaches Environmental Law and Torts. His book, State Environmental Law, co-authored with Professor Ken Manaster of Santa Clara University, will be published next year by Clark Boardman Company.

Larry Solano teaches Development of Legal Thought, Constitu
tional Law, and Federal Civil Jurisdiction. He has published several articles in both the constitutional and jurisprudential fields including one, most recently, "Originalism as Transmigra

I could continue with a very extensive bibliography. As a matter of fact, commuting with prayer and an annual bulletin, we will be publishing a list of recent faculty publications. Many of our faculty are very produc
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tacts and Commercial Law, Dan Victor Gold in International Law, and Victor Gold in Trial Advocacy, Contracts, and Evidence.

Loyola Law School

Continued from page 1

What Makes Loyola Unique

Not only do students benefit from the interaction of faculty members in issues at the cutting edge of the law, but many students get to play a direct role in the educational and research processes themselves. Some of our current law assistants. Seminars and independent student research projects often grow out of faculty members' schol
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JOHN O. CALMORE served as a panelist in August at the National Bar Association's 64th Annual Convention in Oakland, CA. He discussed "Emotional Distress Damages in Housing Discrimination Cases." Earlier this summer, CALMORE attended the first annual workshop on "New Developments in Civil Rights Race Theory" sponsored by the Institute for Legal Studies, University of Wisconsin Law School, Madison, WI. He also was a panelist at the National Lawyers Guild Convention, Los Angeles, CA, speaking on "Twenty Years After the Fair Housing Act: Where Does Integration Belong?"

In April, CALMORE gave the keynote address at the statewide Housing Conference at the Right-to-Housing Conference at the University of California, Berkeley. He discussed a brain death determination. Specifically, if an individual's moral life can continue living beyond society's concept of death. "In this context, the right of choice extends beyond the right of privacy," he said.

JOHN MCDERMOTT spent two weeks in the Pacific Rim area in July. He presented two papers at the International Commercial Arbitration Conference, sponsored by the Regional Center for Arbitration, in Kuala Lumpur, Malaysia. Before departing Malaysia for Thailand, MCDERMOTT met with Paul Blakeburn, economic counselor of the U.S. Embassy, as well as the local director of the Asia Foundation.

Then, MCDERMOTT discussed joint summer programs with the Dean of the Law Faculty at Thammasat University, Bangkok, Thailand. In addition to day-long visits to Thammasat University's facilities, MCDERMOTT spoke about his papers to recent admittancees to the Law Society of Thailand, at a series of lectures. He met with the local director of the Asia Foundation there also, regarding the shipment of law books from Loyola Law School.

STANLEY A. GOLDMAN '75 addressed the Annual State Convention of California Public Defenders in Santa Clara, CA in late-April on the subject, "Hearne's Rule and the Confrontation Clause." In May, GOLDMAN led the California Public Defender Association Conference on Search and Seizure with a presentation on the present trends of the United States Supreme Court with respect to the laws of search and seizure, in San Francisco, CA. For the second year in a row, GOLDMAN hosted the Annual California Public Defender Association Appellate and Writ Lawyers Conference at Loyola in June. Later that month, he submitted to the California Supreme Court an Amicus Curiae brief on behalf of the California Public Defender Association with respect to a case dealing with issues of constitutional and evidentiary law.

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GIDEON KANNER was planning co-chairperson of the American Law Institute - American Bar Association Committee on Continuing Professional Education (ALI-ABA) and the Florida Atlantic University Joint Center for Environmental and Urban Problems jointly co-sponsored Summer Conference Study in May, in San Francisco, CA. CALD, "Land Use Institute: Planning, Regulation, Litigation, Eminent Domain and Compensation," the program was designed to provide an effective and efficient review of current issues in land use for attorneys, planners, public officials, developers and academics. Among issues covered were "Exactions, Dedication, In-Lieu Fees, Linkage and Vested Rights" and "Hazardous Materials and Hazardous Wastes."

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SAMUEL PILLIBURY's article, "Emotional justice: Moralizing the Passions of Criminal Law," was published in the Cornell Law Review. The Journal of Criminal Law and Criminology has accepted for publication this fall another article by PILIBURY, "Understanding Penal Reform: the Dynamics of Change." In June, PILIBURY presented a talk at California State University, Fullerton, on the history of American criminal reform, as part of a lecture series on criminal justice.

MICHAEL WOLFSON background research on his sociological project, the production of a video tape designed to teach students the skills of interviewing and counseling clients. WOLFSON directed and produced the video, and worked with a Los Angeles-based film production company in the making of the tape.

CHARLOTTE K. GOLDBERG's article, "Choosing Life After Death: Respecting Religious Beliefs and Moral Convictions in Near Death Decisions," was recently published by the Syndicated Law Journal. The article presented the argument that the right of choice extends beyond brain death determination. Specifically, if an individual's moral convictions or religious beliefs dictate that he or she should continue living beyond society's definition of death, that preference should be respected.

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The top floor will house the video studios, the trial advocacy classroom, another conference room, and the Chancellor's suite. Both the new classroom building and the pedes­

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A LOOK AT NEW LOYOLA FACULTY

Students returning to Loyola Law School for the fall semes-
ter faced a few changes among the faculty. A few familiar
faces are missing — Terry Collins-wirth and Barbara
White joined the faculty in the fall semester. While some of
those familiar are not around, there are ten new faculty
joining the Law School community. Most of the
faculty members were introduced in the summer issue of the
Lawyer and it is in this issue that a more detailed
introduction will be provided along with thoughts from a few of
the professors on coming to Loyola Law School.

Ellen P. Aprill is a Visiting
Professor, who joins other faculty
at the Law School in teaching
Federal Income Taxation, and
Partnership Taxation.

In accepting the appointment to
teach taxation law Aprill says, "Many students think of taxation as dull
and dry. I find it exciting and
fascinating. Taxation raises the
most fundamental issues of public policy;
the tax laws are our society's
codification of its values." Aprill worked in private practice
for several years, and has also served as an Attorney Advisor for the
Office of Tax Legislative Counsel, U.S.
Department of the Treasury.

Linda S. Beres also joins the
class as a Visiting Professor and students enrolled in Administration
of Criminal Justice and Property-
Writing will have the opportunity of
working with Prof. Beres. Beres has
served as law clerk to the Hon. Terry
J. Hatter, Jr., of the U.S. District
Court for the Central District of California
and also the Hon. Warren T.
Ferguson of the U.S. Court of
Appeals, Ninth Circuit.

In assessing her first few months
at the Law School, Prof. Beres said, "I am
enjoying being here and am
looking forward to working with the
students, faculty and staff for the
remainder of my visit."

Barbara A. Blanco joins the
Loyola community as Clinical Pro-
fessor and as the Faculty Clinical
Director. She was staff attorney for the
Legal Aid Foundation of Los
Angeles, and helped establish the
Tenant Defense Center, which was
later incorporated into the offices of
the Legal Aid Foundation of
Los Angeles as the Eviction
Defense Center.

Associate Professor Randy F.
Kandel has served as law clerk to the
Hon. Robert S. Vance of the U.S.
Court of Appeals for the Eleventh
Circuit. Additionally, he has served
as an associate professor in the
Department of Sociology and Anthro-
pology at Arizona State University,
and has served as Adjunct Professor at Cardoso School of Law.
Prior to coming to Loyola, Kandel
practiced law in New York, specializing
in matrimonial and family law.

While at Loyola Kandel will teach
Civil Procedure Writing, Family
Law, Property, Property in Land
and Anthropology.

Laurie L. Levenson joins the
Law School faculty as an Associate
Professor and will teach Administra-
tion of Criminal Justice, Ethics,
Counseling and Negotiation, and
Evidence.

Prior to joining the faculty
Levenson served, for eight years as
an Assistant United States Attorney,
District of Columbia, and
achieved the position of Senior Trial
Attorney and Assistant Division
Chief. She has served as a member

of the adjunct faculty of Southwestern
University Law School and has
been a member on the California State
Bar Executive Committee on Criminal Law since 1987.

In joining the Loyola Law School
community, Levenson’s experience
will enable her to give students a
perspective on their law school
experience and their future goals.

"It’s wonderful to have students
with so much excitement and enthui-
siasm," she said. "The Law School
community has both a sense of
humor and a sense of commitment
— two essential agreements to the
legal profession."

John T. Nockleby practiced Law
in North Carolina in the areas of trial
and appellate litigation of civil rights,
employment discrimination and
labor. Additionally, Nockleby was Senior Litigation Attorney for the
Mexican American Legal Defense
and Educational Fund (MALDEF) in
Los Angeles.

A Visiting Professor, Nockleby will
teach First Amendment Survey,
Introduction to Appellate Advocacy
and Torts Writing.

Professor Nockleby has enjoyed
the beginning of the semester, which
has been both fun and hectic. He
dsays, "The students in my classes
are challenging and making teaching
a real pleasure."

Sande Buhalond assumes the
duties of the new Legal Director for the
Western Law Center for the
Handicapped (WLCH) and joins the
Law School faculty as a Visiting
Professor.

Pond has an extensive back-
ground in administrative law and
civil litigation and has supervised
law clerks for both the State of
California Department of Justice and
the Los Angeles Superior Court. She
will teach the course in Law of
Disabled and Elderly and as well as
supervising students in the WLCH externship program.

Pond replaces Nora Quinn who
is on maternity leave from the
Law School.

Gilda Tuoni Russell has taught
at other law schools between work-
ing in private practice. She has
served as a Visiting Professor at the
University of Colorado Law School, as
an Adjunct Professor at Boston
College Law School, and more recent-
y as an Associate Professor at
Northeastern University School of Law.

As an Associate Professor of Law
at Loyola, Tuoni Russell will teach in
the areas of Civil Procedure Writing,
Ethics, Counseling, and Negotiation
and Trial Advocacy.

Sean M. Scott has worked in
private practice in Baltimore and Los
Angeles in the areas of corporate law
and legal concerns of financial
institutions. A past member of the
Maryland State Bar Young Lawyers
Association, Scott is currently active in
the National Conference of
Black Lawyers.

Joining the LLS faculty as an
associate professor, Scott will teach
Commercial Law. Contracts Writing,
Race and Racism in American Law.
In reflecting on what she will bring to
the classroom, in addition to her law
experience, Scott said, "I hope
being an element of legal realism to
my classes. I think it is important for
students to be aware that the law, be
it statutory or common, is not made in
a vacuum. Social, economic and
political policies have a tremendous
impact on our legal system. I believe
that without an appreciation for the
impact which such forces have on our
legal system, we, as a society, will
find it difficult to live up to our
democratic ideals.

Laurie L. Levenson
(See page 1 for vitae of each professor)
Career Planning and Placement Center: Serving Both Students and Alumni in the Career Search

Loyola Law School students and graduates are highly regarded and actively sought in the legal community. The Career Planning and Placement Center, staffed by professionals with a variety of legal experience, assists students in their legal career planning and development. The center provides career counseling, resume writing services, mock interviewing, informational sessions, and assistance in professional development.

The Center, a member of the National Association for Law Placement, is responsible for coordinating On-Campus Interviews, resume writing workshops, and informational sessions. The center also provides career counseling and assistance in job search strategy development.

Assistant Dean Carol Ross-Burnett explained the On-Campus Interviews process in job-seeking students at a session held their first day back in class, and pointed out important dates to remember for submitting resumes.

On-Campus Interviews

On-Campus Interviews (OCI) are formal, pre-interviews conducted twice a year by representatives from law firms, corporations, government agencies and public interest organizations. OCI is a national recruitment method conducted by major law firms and other legal employers at ABA-accredited law schools across the country. During OCI employers conduct one-on-one interviews with students in a specified location on or off campus for prospective law clerk positions for the summer.

Alumni Services

The Attorney Job Bulletin, a bimonthly newsletter and resource, is published free of charge. The bulletin lists job opportunities for alumni and is mailed to alumni upon request.

The Alumni Referral Service is another important service offered by the center for alumni seeking a career move. Alumni need to complete an employment profile form, which Ross-Burnett will attach to their resume. When an alumni receives a call from an employer for a particular position, alumni are encouraged to contact the alumni office to request further information.

Alumni should not hesitate to contact the services available to students, and with the assistance of the Alumni Referral Service office, alumni can make informed decisions about their career futures.

Carol Ross-Burnett
Assistant Dean, Career Planning and Placement

Assistant Dean Carol Ross-Burnett explained the On-Campus Interviews process in job-seeking students at a session held their first day back in class, and pointed out important dates to remember for submitting resumes.
of the most significant of the Law School's functions is the admissions process. Obvi­
ously, the aptitude and quality of the student body are critical to Loyola's continued
success. No matter how outstanding the teaching efforts of the faculty, they may only be as challenging as the quality and interest of the students will permit. No matter how extensive and deep the library collec­
tions, they cannot be read and understood by the law students for whose
education it has been created. And the best efforts of our placement program will be of little avail if the students do not impress potential employers with their aptitude.
Loyola has been very fortunate over the years to have attracted a consistently high quality student body. Even during the occasional lean periods when interest in law school admissions has declined, Loyola has been able to maintain relatively high standards for its entering classes. Applications for the entering class of 1989 were up a full 18 percent over the previous year; and there is every indication that this level, and others, will be maintained at least in the immediate future.

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APPLICATIONS

Receiving applications for the entering class of 1989, the Law School, as is the case with other institutions throughout the nation and close to the highest levels among the private law schools in California.

Applications for the entering class of 1989 were up a full 18 percent over the previous year; and there is every indication that this level, and others, will be maintained at least in the immediate future.

QUESTIONS MOST OFTEN ASKED

There is a great deal of confusion and misunder­standing about the admissions process. Among the kinds of questions which are raised with great frequency are these:

What is the mean Law School Admission Test (LSAT) score for the entering class of 1989?

The mean Law School Admission Test score for the entering class of 1989 was 609.

What is the mean undergraduate GPA for the entering class of 1989?

The mean undergraduate GPA for the entering class of 1989 was 3.18.

What is the meaning of the liberal arts and scientific studies sections of the Law School Admission Test (LSAT)?

The liberal arts and scientific studies sections of the Law School Admission Test (LSAT) are designed to measure the ability of applicants to understand and apply basic principles of grammar and syntax. Adjustments up or down in this "automatic admit" level may be made during the first year of law school as the student's academic quality of the admissions pool become clearer. Other adjustments may be made for under-repre­
sented minorities.

How is an applicant's GPA calculated?

GPA is calculated as follows: (3.240 X GPA) + (LSAT X 20) + (SGPA x 40) + PFYA.

Using this formula, we have a very strong predic­
tive tool for forecasting the quality of the student body of the Law School. The formula is slightly more heavily weighted in favor of the LSAT, but again that is because this has proven to be a somewhat more accurate predictor of performance than have grades alone. It is important to note that it is very difficult to separate the impact of different factors in admissions. Sur­prising, there does not appear to be a statistically

significant predictive distinction based upon which undergraduate school was attended or the major areas of study. In short, someone who has been a very active good student in college is likely to be a good performer in law school, as long as they demon­
strate the aptitude for the study of law on the LSAT. LSDAS also provides such information as rank in class, a profile of the college's student-body and a complete transcript and writing sample, all of which are helpful in the evaluation process.

REVIEW OF INDIVIDUAL APPLICATIONS

When applications are received and the information required for evaluation is completed, each application is individually reviewed by the Dean for Admissions.

Under American Bar Association accreditation stan­
dards, we may either admit or retain as a student someone who does not have a reasonable likelihood of success in law school. Therefore, individuals whose LSAT and undergraduate GPA's would indicate that they might fail or be only marginal students will not be admitted.

If there is disagreement among the Committee members, applications will be reviewed at a meeting of the Committee, which includes a broad representation of faculty and administration. The Dean for Admissions' notes accompany each applicant's file.

Each file will then be read by at least two, and usu­ally three, members of the Committee independently. Each Committee member will make written observa­
tions and vote to admit, reject, or wait list the candi­
date. If there is no strong positive or negative response, the Committee member might make a "by-the-

book" recommendation that this applicant if his or her GPA is not a true reflection of potential.

All applications not rejected or admitted within the authority of the Director of Admissions are forwarded to the Admissions Committee which includes a broad representation of faculty and administration. The Dean for Admissions' notes accompany each applicant's file.

The Law of Parks
Arthur N. Frakt, dean and professor at Loyola Law School, received his B.S. with honors, from Rutgers University in New Brunswick, New Jersey in 1961. He received his J.D., with honors, from Rutgers University Law School in 1964. After completing military service, Dean Frakt was appointed Deputy Attorney Gen­

eral for civil rights in the state of New Jersey. In 1966, he was appointed to the faculty of Rutgers Law School where he ultimately served as Professor and Associate Dean until 1982, when he came to Loyola.

Dean Frakt has written many articles on constitutional and tort law, and with Professor Janina Rankin of San Diego State University, he has written a book entitled The Law of Parks.

Similar undergraduate GPAs may be excluded. Obvi­
ously, for the most part, students with the best records and the highest aptitudes are most likely to perform well in law school.

No one should be admitted to law school solely on the basis of whom they know, or, more often, on the parents' name. Having said that, we do pay attention to recommendations of alumni and

GPA), which was calculated as follows: (3.180 X GPA) +

PARKS RECREATION RESOURCES, AND LEISURE SERVICES,

Parks

Area}.
will consider the comments of friends and supporters of the Law School very seriously. Loyalty to the school through participation in fundraising or other activities important to our students should be recognized. It must be stressed, however, that no one will be admitted without a good academic record nor will anyone be rejected simply because he or she has no alumni recommendations.

In addition to outside evaluations, when hard decisions must be made between persons with similar academic indicia, essays and evidence of extracurricular activities become very important. It is at the marginal levels that close scrutiny is given to these aspects of the application. Sometimes an applicant is rejected with anger that we have stressed his or her academic record and LSAT scores to the exclusion of recommendations, essays, etc. In fact, these materials are very important, but it would be unfair to use them to boost an applicant's standing far above others with higher records of scholastic achievement. Basically, these subjective evaluations and material will help us make distinctions at the levels at which we are admitting. They will not turn a marginally qualified candidate into a highly qualified candidate.

This information will also be of value in making scholarship awards, although, again, academic potential plays a major role in scholarship determinations.

Often an applicant who does not appear to meet our minimum standards will have been admitted to another A.B.A. accredited law school. The best indication of success in law school is, in fact, success in law school. By this I mean that if someone demonstrates that he or she has been successful in law school that certainly overcomes whatever doubts may be engendered by a low LSAT or marginal GPA. Thus, we will often tell candidates that although we cannot admit them as first-year students, if they are able to obtain a solid B average at another A.B.A. accredited law school, we would accept them as transfer students after the first year.

PERSONAL INTERVIEWS RARE

At times, we will invite a candidate for a personal interview to determine if doubts raised by the application are valid. Also, some applicants may have fine potential, but something in their application may raise questions about their understanding of the purpose of law school or of their commitment to the law. We consider it necessary to achieve a high level of personal rapport. Those candidates may also be interviewed to try to resolve these questions. Without the benefit of direct personal interviews, we may be unable to visit the school, to participate in our student and staff guided tours and to sit in on our classes, we do not consider a rule grant individual admissions interviews. For one thing, it is unfair to all of those applicants who, for one reason or another, are not able to come in and attempt to be individually or personally persuasive to give other applicants with similar records an advantage because they have been more aggressive in personally arguing for their admission. More importantly, it is very unlikely that in an individual interview, an applicant will say anything to really distinguish himself or herself from other applicants. We assume that applicants to law school have great desire to become lawyers. We assume that they will make every effort to impress us with their diligence and dedication. We would prefer to judge them on the record which they have amassed over the years rather than on the basis of a brief, highly personal and subjective evaluation.

AFFIRMATIVE ACTION AND MINORITY ADMISSIONS

Loyola, like most, if not all major American law schools, has made a solemn commitment to increasing the representation of minority groups within the Bar. When appropriate, we will apply somewhat less stringent standards for admissions. We also have made a major commitment for scholarships to underrepresented groups. All of our admitted students, whether minority or majority, meet basic admissions requirements.

With nearly half of the admissions pool and the student population being women, we do not make any distinctions based on gender in our admissions criteria. At the same time, we are sensitive to the need of a continuing effort for women to fully integrate the Bar -- and we are sensitive to many of the special problems which many women have to overcome in order to reach their academic and professional goals.

I can't stress too much the importance of doing well in college studies. No one should be content with mediocre performance. Although extracurricular activities are very significant and gratifying, they should not be permitted to interfere with academic achievement.

OBSERVATIONS ON THE OVERALL PROCESS

I have spent many years reading admissions files and being involved in the admissions process. There are a few observations that I would like to share with those of you who know people currently in college who may be anticipating a law career, or who are themselves in the process of thinking about applying for law school. I can't stress too much the importance of doing well in college studies. No one should be content with mediocre performance. Although extracurricular activities are very significant and gratifying, they should not be permitted to interfere with academic achievement. Poor grades cannot be excused on the basis that one's energies were devoted to sports, fraternities or sororities, or some other pursuit.

After all, the principal aim of an education is to learn — and a record of low achievement will not demonstrate one's learning capacity or accomplishment. Often I have received a telephone call from someone supporting an applicant who will say, "They were around a 3.0 average." Usually, the potential applicant is below a 3.0 and even with a 3.0 from most universities, a student will either be barely within or be left out of the top 50 percent of the student body, or at least a satisfactory LSAT score, which indicates a capacity to do law school work, the undergraduate record is even more important. High achievers who receive A and B+ grades in most of their courses have established the kind of work habits and understanding of quality performance which will translate well into success as a law student. Those who are content with ordinary grades, easy course and minimal achievement are likely to continue those attitudes in law school, often with disastrous results.

In fact, at Loyola those at the bottom of the class are usually not students with minimal ability, for everyone we admit has minimal aptitude. Rather, they are either students who are not really committed to law studies or are those who have never learned the importance of working at their highest level of capacity.

IMPORTANT OF CANDOR IN THE PERSONAL STATEMENT

Often an applicant with an ordinary academic record will try to impress the Admissions Committee with the eloquence of his or her personal statement. This is admirable if the applicant truly has something to say, but it can be counter-productive if the essay is forced or seems insincere. Many of our applicants have had only a limited life experience. There is not much point in overstating that experience, in making more of it than it merits.

Some applicants make much of the deep meaningfulfulness of their fraternity, sorority, or other social activities in college. Well — I enjoyed a good party when I was in college, but I don't know that decorum with a crepe paper is exactly meaningful training for arguing a case in the Supreme Court. Seriously, I would personally rather see a thoughtful and simple statement of purpose, even if it reflects uncertainty about ultimate goals, than overblown rhetoric and flights of descriptive fancy. In truth, if even one-tenth of the applicants whose essays range with dedication to the noblest, most selfless motivation and aspirations actually carried out the life of service they professed, the world would be a much higher plane than that to which we have become accustomed.

Applicants should understand that there's nothing wrong with aspiring to a productive and useful professional career which will help them support themselves and their families in reasonable comfort. In short — be honest and only speak of unusual and realistic objectives if you truly possess them. I'm confident that our admissions procedure, with its checks and balances and with the review and input of several administrative and faculty participants, will produce the best group of students which we can glean from the applicant pool. They will continue to be varied in cultural, ethnic, religious, political backgrounds and will reflect the broad diversity of perspectives found in our community and our nation. They will all possess a high potential for not just competence but true excellence in both the study and practice of law. It will then be the cooperative and shared responsibility of faculty, administration and the students themselves to bring that potential to realization.

Arthur N. Frakt
Dean

The following are the recently compiled statistics for the 1989-90 entering class of Loyola Law School.

Total Class: 430
Full Time: 344
Part Time: 86
Mean GPA: 3.25
LSAT: 38
FACULTY BIOGRAPHY ON BARBARA A. BLANCO

Facultv Clinical Director and Clinical Professor of Law
Professor Blanco received a B.A. (1971) and a J.D. (1976) from UCLA. Upon passing the Bar in 1976, she served as an associate for two years with the Los Angeles law firm of Margolis, McMahan, Scope & Epstein. Professor Blanco then joined the Legal Aid Foundation of Los Angeles as a staff attorney and later became a partner in the law firm of Blanco & Blasi - a non-profit law office known as the Tenant Defense Center, which was incorporated into the Legal Aid Foundation of Los Angeles as the Eviction Defense Center. Until recently she was a managing attorney for the Foundation.

As faculty clinical director and clinical professor of law, Professor Blanco devotes full-time attention to the student internship program at Loyola Law School, as well as teaching the courses, Ethics, Counseling and Negotiation.

Her position at the Law School ensures the educational quality of the externship program, and entails exploring and developing additional externship opportunities. Professor Blanco is responsible for evaluating written work produced by students during their placement, and for arranging an individual meeting on a regular basis during each semester to review their work. She continually evaluates existing externships and develops new externship proposals on new ones. In addition, Professor Blanco advises students on the most appropriate externship placements, and acts as a resource to the student in obtaining guidance for their career opportunities.


Career Planning

Exception of On-Campus Interviews and the workshops, are also available to them. For example, an alumnus can visit Loyola and learn about career placement through the Career Resource Library.

Career Resource Library

This job search materials available at the Career Resource Library, located in the Career Planning and Placement area in the Career Resource Library.

What's Available In Financial Aid

The spiral cost of pursuing a higher education has often been a major cause of concern for potential students when considering whether to further their educational goals. Costs for quality education, throughout the nation, in graduate and law schools are escalating and private institutions, too, experience the pinch when tuition costs are brought to the forefront of the discussion. For students desiring of pursuing a legal career, the cost of tuition should not deter their goals if they are applying for admissions into law schools, and this is particularly true at Loyola.

Loyola Law School is not worry-free on tuition. On the contrary, every educational institution in existence faces financial concerns. At Loyola, the first concern is with assisting and servicing the needs of potential and current students. Every effort is made to alert students that financial aid is available, and the guidance needed to identify funding sources for qualified students wanting to obtain a legal education at Loyola Law School.

Loyola's Office of Financial Aid, under the direction of Mary Anne Romero, administers one of the larger funding programs, of private law schools, in the country. A total of 85% of the students attending Loyola during the 1988-89 academic year received more than $15,000,000 in scholarships and other forms of financial assistance.

Along with her staff, Romero works diligently to provide financial assistance in packaging programs which will enable students to attend Loyola in a manner in which funds and other forms of financial assistance.

Among those factors taken into consideration in determining whether to provide financial aid are: age of student, number of dependents, etc. — are all included to provide protection for the student. Once these allowances have been considered, if the student is found to be financially eligible to continue with his studies, financial aid is available to him in the form of temporary employment which can be obtained by contacting the Loyola Law School Office of Financial Aid.

Having experience in the financial aid area, Romero is able to coordinate the Work Study Program and handles all aspects of the scholarship/grant availability, while Smith's expertise is primarily with federally funded programs, the Perkins Loan Program, in particular.

In selecting a law school, potential students must look at the school picture and not be deterred from selecting Loyola Law School because of the current trend in recruiting practices and financial aid packages. There are many advantages to attending Loyola Law School, but one of the biggest advantages is the fact that Loyola Law School is a non-profit law school.

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To qualify for any form of the supplemental funding, a student must demonstrate a financial need. This need is based on income and assets from the previous year. When totaled, these figures may sometimes allow a student to be eligible for financial aid and sometimes they may exclude a student from consideration for financial aid. A student must consider that average starting salaries for attorneys in Southern California are among the highest in the United States. In addition, a student's financial burden of repayment, in comparison with other sections of the country where tuition is comparable, is less due to higher earning ability.
PUBLIC INTEREST LAW AT LOYOLA

associate dean and professor jan costello, chairperson of the public interest loan assistance program administrative committee

This year, for the first time, Loyola Law School graduates entering full-time public interest careers can qualify for substantial financial assistance from the law school. The new Public Interest Loan Assistance Program (PILAP), however, is only one of many ways in which Loyola encourages students to explore career opportunities in public interest law.

Loyola Graduates Serving in Public Interest Law Benefit from New Loan Assistance Program

The law school's new Public Interest Loan Assistance Program, effective as of summer 1989, provides financial aid to graduating students who accept lower-paying public interest employment despite the educational loans looming over them. Loyola has long possessed a strong tradition of social service, but in 1988 it enhanced its efforts when the faculty voted to dedicate a substantial percentage of the William A. Rains Endowment to the loan assistance program.

Through PILAP, Loyola graduates can receive grants for as much as 90 percent of the difference between their annual salary and a $35,000 ceiling. These grants must be applied directly to the repayment of educational loans.

The goal of PILAP is to significantly alleviate pressure on a graduate to leave public interest work after only the first year or two. Even with financial assistance during the first few years of employment, a graduate may be discouraged in the long run from continuing in public interest law when additional living expenses creep up, such as a balloon payment on the house or the arrival of a new baby. However, public interest salaries, although never competitive with those in the private sector, do significantly increase for attorneys with several years of experience. Assistance from PILAP should help graduates establish themselves in public interest law during the crucial first few years, and put them in a financial position to continue their public interest careers. A Loyola Law School graduate may participate in the Loan Assistance Program for as many as five years, and individual arrangements can be made for participants requiring a break in their employment.

PILAP is administered by a faculty and student committee and is available to graduates, beginning with the graduating class of 1989, who are employed by a qualified public interest program for a salary of less than $35,000. A qualified program is one that is nonprofit, and which provides free legal services in civil matters to indigent persons, especially the underserved-client groups of the elderly, disabled, juveniles and under-represented persons. The chief purpose of PILAP is to help graduates dedicate themselves to the most needy clients, rather than simply to encourage graduates to accept one of the wide range of employment opportunities outside of private practice.

According to Associate Dean Jan Costello, who chairs the PILAP administrative committee, "The Public Interest Loan Assistance Program enables a Loyola graduate with $40,000 in loans to accept a $20,000-a-year public interest job. The PILAP program can't completely close the gap between typical starting salaries in private practice and in public interest, but it can help enough that graduates with a strong commitment to social service can follow the career path of their dreams."

Students Benefit from Summer Grant Program

Since 1984, the law school's Public Interest Summer Grant Program has enabled students to take on full- or part-time employment in public interest law during the summer. Funded by the law school's general budget and contributions from alumni (as well as by private employers participating in the On-Campus interviews program through the Career Planning and Placement Center), grants of as much as $4,200 are available to first- and second-year students, and second- and third-year evening students, working for eligible employers. Many of the most public interest employers provide only a small hourly rate — if any salary at all. A summer grant provides compensation where the employer cannot, or else supplements the student's salary.

The Summer Grant Program provides contributions on behalf of public interest employers to enable eligible students to be funded through the federal work-study program. Many public interest organizations cannot afford to make the federal contribution required by the government to obtain work-study students. By making the contribution on such employers' behalf, the law school is able to maximize the number of students undertaking public interest work during the summer. In addition to nonprofit organizations serving the poor, the Summer Grants Program also funds students to work for government agencies which have no, or extremely limited, resources to pay for law clerks.

Dean Costello notes that the number of students participating in the Summer Grant Program increases every year. During the summer of 1989, 19 Loyola Law School students worked at public interest programs. These include for-profit employers and law firms in Los Angeles, Santa Monica, and the Westside, as well as nonprofit organizations in Los Angeles, San Fernando Valley, and the San Gabriel Valley. Many students are accepted into the program in their first year and the law school actively provides information and career counseling to students interested in public interest law. The Center has extensive listings of pro bono organizations and law firms in the Los Angeles area, as well as nationally. Each year, Loyola participates in the Public Interest Careers Day — a Southern California ABA-accredited law school (jointly sponsored) event where representatives from public interest organizations are available to talk with students informally and who speak at seminars scheduled throughout the day.

The Center also regularly schedules public interest panels on campuses which feature as speakers attorneys from public interest organizations and private practitioners involved in public interest. Students frequently participate in planning the informational panels, in addition to sharing their experiences in clinics/externships or summer public interest work.

Student Volunteer Work

The law school's student volunteer opportunities include several groups interested in public interest law and community service. They organize student participation in pro bono activities such as tutoring at inner-city schools and assisting the homeless with public benefits applications. A student group several years ago pioneered Loyola law school's involvement in the VITA program — a

Continued on page 9

Summer Grant Program Students

Gregory Bonds
Legal Aid Foundation of Los Angeles
Matthew J. Burrows
American Civil Liberties Union
Agneta (Kachur) Elkenburg
American Civil Liberties Union
Karen D. Fienberg
Federal Public Defender
Alfonso E. Garcia
AFL-CIO Immigration Assistance Project
Stacy Hampton
Legal Aid Foundation of Los Angeles
Jacqueline Harrington
Legal Aid Foundation of Los Angeles
Robert Ikemi
Legal Aid Foundation of Los Angeles
Guy Jensen
Federal Public Defender
Robert Jean-Baptiste
American Civil Liberties Union
Elizabeth M. Lascheid
AFL-CIO Immigration Assistance Project
Karen Laskaris
American Civil Liberties Union
Cynthia Lim
Student Volunteer Work
Judge Reinhards, Court of Appeal
Mary Theresa Nachman
Legal Aid Foundation of Los Angeles
Dana Marie Nasser
Mental Health Advocacy Services
Roger Repohl
San Fernando Valley
Neighborhood Legal Services
Sharon Robinson
American Civil Liberties Union
Randy Rosenblatt
The Tower Legal Services
Hiroshi Robert Sakaitani
Labor Defense Network
Sister Marjorie Shepy
Legal Aid Foundation of Los Angeles
Darlene Sordillo
U.S. Department of Justice
Lisa R. Washington
Pomona Valley Legal Services Program
D. Zeke Ziedler
American Civil Liberties Union


days students to explore career opportunities in public interest law.
CAMPAIN LAUNCHED FOR THE CLASSROOM OF THE 80's

S
ince the announcement of the campaign for the Classroom of the 80's at the Casassa Building groundbreaking, nearly 50 percent has already been raised toward the $3 million goal. Similar to the Hall of the 70's which was fully funded by alumni from the 1970's, this Classroom of the 80's will be funded by gifts from alumni who graduated from Loyola Law School before 1980.

Nicholas (Nick) P. Saggese '80, a partner at Skadden, Arps, Slate, Meagher & Flom, is the lead architect of the Campaign. He has enlisted a core group of volunteers from each class as possible. "I encourage all members of the Classes of the 80's to be a part of this important project," advocated Saggese.

The Classroom of the 80's, the primary lecture hall in the new Charles E. Casassa, S.J., Building is a state of the art facility with the acoustics and layout of a theater. The 90-seat classroom will be set up to accommodate all modern methods of teaching including satellite video lectures.

For more information on the Casassa Building Classroom of the 80's, please contact Laura Lollar, director of Development at (213) 734-1046 for a referral to your class leader.

As many published authors can tell the novice writer, writing a book is sometimes an all-consuming task. Christopher N. May, James P. Bradley Professor of Constitutional Law at Loyola Law School can testify that this is indeed a fact. May, a professor of Constitutional Law and Civil Procedure at the Law School since 1973, recently published "The Concept for War: Judicial Review and the War Powers Since 1918," that was eight years in the making.

It was in 1980, as a result of a paper written for a National Endowment for the Humanities seminar held at the Yale Law School that the concept for the book was developed. The seminar, "The Supreme Court in The 20th Century: An Intellectual History," brought together law professors from around the country, and exposed them to the methodology of historians in order that they might engage in historical scholarship concerning the Supreme Court.

According to May, the book deals with a "dramatic turn-about" in the Supreme Court's approach to challenges to laws that the federal government has adopted under its war powers. The book looks at what caused the Court, in the wake of World War I to abandon its original position of non-intervention, and decide that even war powers measures are subject to judicial review. He explains, "Ever since Marbury vs. Madison in 1803, the Supreme Court has asserted its power to review the constitutionality of federal legislation. The Court had made an implicit exception, however, legislation enacted by Congress under the war powers. The Justice Blissacally said that they would not interfere with such federal exercises of the war powers."

Recognition for gifts to the Classroom of the 80's will be given via a permanent plaque which will be housed in the lecture hall. Gifts of cash, stock, real estate or any asset of value may be used to fund gifts. Or, you may wish to consider a pledge which can be paid over a period of 3 years with payments to suit your personal planning. The Classroom of the 80's plaque will list all donors who give at the levels listed below:

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<th>Founder</th>
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<td>Partner</td>
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The book examines and attempts to show what caused this critical change in the Court's attitude towards war powers legislation. In large part, it explores the various abuses of federal legislative and executive authority that were undertaken in the name of war. Coincidentally, this is the title chosen for the book. In the name of War, May said, "The representation which the essence of what was going on in this period of time after the World War I armistice." He explains that while the WWI armistice was signed in November, 1918, because the Senate would not ratify the Versailles Treaty, the country did not have a formal treaty ending war until late 1921. During this 3-year period the United States remained in a technical or legal state of war. Both Congress and the President took advantage of this fact to continue using the war powers to accomplish things on the domestic front that the government otherwise had no constitutional ability to achieve. Various measures were enacted and enforced "in the name of war" when virtually everyone in the country (the President, Congress, and the general public) knew that they were a "sham." The realization that the political branches were recklessly abusing the war powers finally led the Supreme Court to declare that such measures are subject to judicial scrutiny.

Never during the summer of 1980 did Chris May think his seminar paper would develop into the book that proudly rests on a shelf in his office. His favorite vision for this document was that it would perhaps become a law review article. His professor for the 1980 seminar, the late Robert Cover, encouraged him to develop the topic further. As he set off on the trail seeking answers, May quickly found himself engiuned in the historical, political and economic life of early twentieth century America. He reflects back on the hundreds of hours spent poring through old newspapers and looking at the papers of Woodrow Wilson, and key members of his Administration. May also remembers the days when his research turned up absolutely nothing. It was at times like these that the element of trying to "keep the papers" came into play, and that May found himself wondering what he had gotten himself into. Now that the book is a reality, May is pleased with the result of the years of work. He readily admits that he received invaluable support and encouragement from members of the Loyola community.

"Dean Arthur Fraltz was most generous," he said in providing me with numerous research grants. And, the library staff was tremendous in its efforts.

Pam Buckles and Faculty Support were with May from the early stages when all he had were his drafts written in pencil on yellow sheets of paper. He laughingly recalls how Ruth Palming, the library's expert in deciphering his handwriting to provide legible copy for him to continue his work. His colleagues, Professors Dan Stewart and Allan Ides, offered substantive input and Professor Fred Lower, he says, always provided "good advice and suggestions." In fact, as he thought about it, May surmised that perhaps his book came about because of Fred Lower. You see, it was with Lower's assistance that May completed the National Endowment for the Humanities application form that enabled him to attend the seminar in 1980 that got it all started.

Hugh Darling (Two floors of the Library and the practice of law are named after him and his wife, Mrs. Darling) was active in the field of law for 58 years and was known nationally as an expert on airline regulation. Another humanit., Hugh Darling served as President of the Chancery Club, '57-58, President of the Los Angeles County Bar Association, '59-60, as a member of the State Bar Board of Governors, '56-64; and was mayor of Beverly Hills from 1960-61. Additionally, he lectured at many law schools and eagerly served as the attorney advisor to law school moot court teams.

Hugh Darling married the former Hazel Smith. Mrs. Darling was active in numerous civic and community organizations, and was particularly interested in organizations which worked toward the humane treatment of animals.

Mrs. Darling created a Trust in memory of her husband in 1984 and upon her death in 1987, the Trust became the Hugh and Hazel Darling Foundation.

With the completion of construction in 1991, the Law School campus will be complete.

LOYOLA LAWYER

GROUNDbreaking

Continued on page 4
nationwide program offered by the Internal Revenue Service which trains volunteers to assist low-income and elderly persons in completing their tax returns. Professor Joseph Sliskovich supervises the VITA program at Loyola, which has gained more volunteers every year. In 1989, the program became a Clinical Special; participating students may apply for one clinical unit. However, many students continue to participate on a purely voluntary basis.

During spring semester 1989, 26 Loyola students were appointed as volunteers in the Homeless Project of Public Counsel (the public interest law office of the Los Angeles County and Beverly Hills Bar Association). The students’ dedication and enthusiasm were acknowledged by Public Counsel in the following letter of April 21, 1989.

Dear Student,

On behalf of Public Counsel, the Inner City Law Center's Legal Aid Foundation and the Individual Rights Section of the Los Angeles Bar Association, we want to thank you for participating in our program representing Los Angeles' homeless. Approximately 101 claimants were directly assisted by you during the four months between February and March 1989. Your efforts have helped the mentally disabled applicants and assured them that they will receive special attention required by the Rehabilitation Act. Your efforts resulted in three 60-day extensions of the deadline, 17 people receiving their checks; 21 people receiving housing vouchers and two receiving food vouchers. Additionally, eight people were assisted in some aspect of the application process and 20 people achieved greater accessibility to their landlords.

All of these cases resulted in claimants receiving substantial benefits which might have otherwise been improperly denied or delayed. Undoubtedly, you noted the marked increase of activity in the office once you entered. This indirectly assisted the remaining applicants in the office.

Once again, on behalf of ourselves — and the hundreds of people who have been and will be benefited by this program — thank you for your willingness to assist. In the fall of 1989, we hope to open another project at your law school and look forward to more success.

Sincerely,

Steven A. Nissen
Executive Director

Pamela A. Mohr
Senior Staff Attorney

Braden Canclina
Project Coordinator

Associate Dean Costello comments, "Through the Summer Grant Program, the clinics/externship program, and the Legal Aid Foundation volunteer work, Loyola students have the valuable experience of working with some of the nation's underprivileged clients, and of understanding how a good lawyer can make a difference. My hope is that they'll get hooked on public interest law — that their externship in a law school may influence them when they make their ultimate career decisions. And I hope that the loan assistance program (FLAP) will make it possible for them to accept a lower-paying public interest position. And, even if they choose a more traditional career, I would like to think that their public interest work experience while at Loyola will inspire them to give their time, professional expertise and financial resources toward assisting the poor and underrepresented in our society."

Ellen P. April, Visiting Professor
Professor April received a B.A. from the University of Michigan in 1970 and an M.A. from UCLA in 1972. Her J.D. was awarded magna cum laude by Georgetown University Law Center in 1980. In 1980-81, Professor April served as law clerk to the Hon. John D. Butzner, Jr., U.S. Court of Appeals for the Fourth Circuit, and then as law clerk to U.S. Supreme Court Justice Byron R. White in 1981-82.

Linda S. Beres, Visiting Professor
Professor Beres received a B.A. in 1976 from Cleveland State University, an M.S. in 1980 from the University of Maryland and a J.D. from the USC Law Center in 1987, where she was named to the Order of the Coif.

Barbara A. Blanco, Clinical Professor and Faculty Clinical Director
Professor Blanco received a B.A. (1971) and a J.D. (1976) from UCLA. Following two years of private practice, Professor Blanco was staff attorney for the Legal Aid Foundation of Los Angeles from 1978-81.

Randy Frances Kandel, Associate Professor
Professor Kandel received a B.A. from the University of Wisconsin, Madison, in 1966, a Ph.D. from C.U.N.Y. I, and a J.D. from New York University Law School, where she was a Root-Tilden Scholar and was named to the Order of the Coif.

Laurie L. Levenson, Associate Professor
Professor Levenson received an A.B. from Stanford University in 1977 and a J.D. from UCLA in 1981. Thereafter, she was Chief Article Editor of the UCLA Law Review; Professor Levenson was law clerk for the Hon. James Hunter III, of the U.S. Court of Appeals for the Third Circuit.

John T. Nockley, Visiting Professor
Professor Nockley received a B.A. from the University of Montana in 1977 and a J.D. from Harvard Law School in 1980, where he was Development Editor of the Harvard Law Review. In 1980-81, Professor Nockley served as law clerk for the Hon. Francis D. Murnaghan, Jr., U.S. Court of Appeals for the Fourth Circuit.

Sandu Buhai Pond, Visiting Professor
Professor Buhai Pond received a B.A. from UCLA in 1979 and a J.D. cum laude from Loyola Law School in 1982. She served as Research Attorney for the Los Angeles Superior Court from 1982-84; she was then appointed to the position of Deputy Attorney General for the State of California from 1984-89, serving in the civil
civil rights division.

TRADE AND INVESTMENT WITH TAIWAN

International Business Law Conference

loyola law school hosted its second international Business Law Conference on Saturday, November 11, 1989 in the Moot Courtroom, Raines Building. Students were invited to attend this one-day symposium for the "Trade and Investment with Taiwan." The day began with a registration and a continental breakfast at 8:00 a.m., and concluded at 3:30 p.m.

According to Professor Jack McDermott, who coordinated the conference, "Los Angeles is fast becoming, if not already, a major trade center for the United States and the Pacific Rim. As a result, many graduates will become involved in legal matters associated with trade and investment with Asia." McDermott adds that the conference about this Pacific Rim nation was of particular interest because, "The United States is Taiwan’s number one import/export nation; its response, registration procedures and remedies;" and the possibility of a United States/Republic of China free trade agreement, which would allow access to markets in the most liberalized and advanced jurisdictions.

Among the well-known authorities presenting papers at the conference were Susan Liebeler, former member of Loyola Law School and former chairperson of the United States International Trade Commission, who is now a partner in the Washington, D.C. law firm of Kerr & Tannen, and Hungdao Chiu, professor at the University of Maryland School of Law and law enforcement officer at the National Taiwan University and Chengchi University in Taiwan.

All papers presented will be published in a symposium issue of The Los Angeles International and Comparative Law Journal. Videotapes of the conference are also available.

Future international business law conferences could include the United States and Canada Free Trade Agreement, the European Economic Community, and Trade and Investment in Korea, Thailand and Malaysia.

NEW FACULTY VITAE

David Burcham ’84 speaks at Downtown Forum

The Alumni Association Board of Governors hosted the third in a series of Downtown Forums featuring well-known legal and business leaders in mid-September. Guest speaker David W. Burcham ’84, who was profiled in the spring 1989 issue of the Loyola Lawyer, presented an "Insider's View of the U.S. Supreme Court." Burcham's talk centered around his experience with the U.S. Supreme Court and included a discussion on recent court issues.

An associate with the Los Angeles law firm of Gibson, Dunn & Crutcher since 1981, Burcham began his law career clerking for Chief Judge Ruggiero J. Aldusser of the United States Court of Appeals, Third Circuit. In 1986, he moved on to serve Associate Justice Byron R. White of the United States Supreme Court.

Downtown Forums are scheduled twice yearly at the law school. An additional forum will be held in Orange County in spring 1990.
CALENDAR OF EVENTS 1990

**FEBRUARY**

- **Friday, February 2**
  7:30 a.m. - 8:00 a.m.
  Chapel of the Advocate
- **Sunday, February 4**
  2:00 p.m.
  Ahmanson Theater
- **Sunday, February 11**
  St. Vibiana’s Cathedral
  10:30 a.m.
- **Saturday, February 24**
  7:30 p.m.
  LMU vs Santa Clara University

**MARCH**

- **Friday, March 2**
  7:30 a.m. - 8:00 a.m.
  Chapel of the Advocate
- **Sunday, March 4**
  Santa Anita Racetrack
  To Be Announced
- **Saturday, March 24**
  7:30 p.m.
  Lo y o la Law School

**APRIL**

- **Monday, April 2**
  To Be Announced
- **Friday, April 6**
  7:30 a.m. - 8:00 a.m.
  Chapel of the Advocate
- **Thursday, April 26**
  10:00 a.m. - 7:30 p.m.
  California Country Club
  Whittier, CA
  To Be Announced
  To Be Announced
  To Be Announced

In this issue:

- What Makes Loyola Unique ........................................ page 1
- New Faculty ....................................................... page 4
- Classroom of the 80s ............................................... page 10

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