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Loyola sponsors seminar on Human Rights

For the first time in a number of years, a regional meeting of the American Society of International Law will take place in Los Angeles, under the auspices of Loyola Law School. The meeting, which will take place at the Downtown Hilton on Friday, February 1.

Student and faculty will receive a special \$5.00 rate which will include luncheon and materials for the seminar on the lawyer's role in Human Rights under international law, organized by Loyola Professor Malvina H. Guggenheim and Attorney Howard Coleman.

The symposium, which will place special emphasis on new UN procedures for bringing individual petitions against governments, will begin at 9 a.m. and continue to 5 p.m.

Among distinguished speakers addressing the seminar are: Professor Louis Henkin, of Columbia University, who will speak on "the Crisis in Human Rights and the Role of the Lawyer," and Ambassador Clyde C. Ferguson, who is U.S. Ambassador to UNESCO and was involved in the drafting of the resolution, will speak on the negotiations leading to its adoption.

Other speakers will include Presiding Superior Court Judge Bruce W. Sumner of Orange County, who investigated alleged human rights violations in Chile for Amnesty International, and Professor Frank Newman, of U.C. Berkeley, who represented persons filing complaints with the U.N. against Greece under the new rules.

In the afternoon session, Dr. Th. C. Van Boven, lecturer of Human Rights at the University of Amsterdam will discuss attempts to vindicate human rights violations before the European Court of Human Rights and a proposed In-

Professor Guggenheim will be one of the ABA sub-committee of the International Aspects of Individuals Rights and Responsibilities discussing the new UN remedies for individual petitions against the state.

Attorney Howard D. Coleman will chair the discussions. Other participants will be Gordon Dale and Albert S. Golbert, attorneys, and David Lippert, referee for the Department of Workmen's Compensation Appeals Board. International Criminal Court will be discussed by Robert K. Woetawl, Professor of International Politics and Law at Boston College.

LOYOLA

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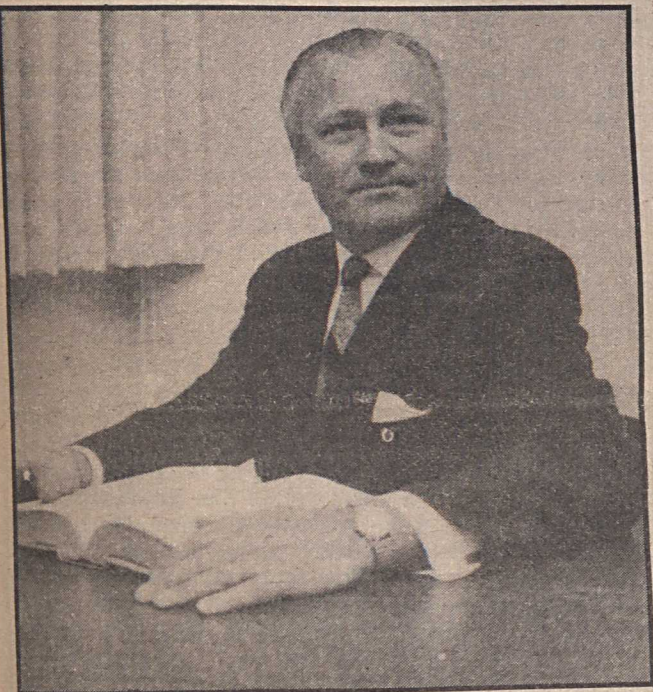
BRIEF

Vol. 4 No. 23

Los Angeles, California

January 1974

Heart Attack Claims Life Of Head Librarian Rank



Prof. Rank

An apparent heart attack claimed the life of Prof. Richard Rank, head librarian and professor of law at Loyola, on Christmas day. He was 59.

Born in Joergeva, Estonia, a Baltic republic before the Soviet conquest, Mr. Rank joined Loyola in 1963. In addition to being the head librarian, he taught courses in international law and African legal systems.

He was educated at the University of Tartu, Estonia, graduating in 1936. He took his J.D. at the University of Heidelberg and his Masters of Librarianship from the University of Washington in 1956.

Before coming to Loyola, Prof. Rank taught at the University of Tartu, University of Uppsala, Sweden, University of Toronto and was a library consultant in a project at Columbia School of Law, helping to establish a law library in Istanbul.

He was a member of the American Society of International Law and the American Association of Law Libraries. In addition, Mr. Rank wrote more than five books and 35 articles on subjects, ranging from legal research to the study of foreign legal systems.

The quiet spoken gentle mannered Mr. Rank has been called the most ardent internationalist on the Loyola faculty. While at Loyola he was personally responsible for building Loyola's collection of international law materials to more than 16,000 volumes. This is believed to be the largest collection of such materials in the Los Angeles area, with the exception of the County Law Library.

He is survived by his wife, Inkeri, daughter, Maret, and sister who lives in Estonia.

Memorial services were held January 5 at Pierce Bros. Mortuary in Santa Monica. With members of the administration and faculty in attendance, Prof. J. Rex Dibble delivered the eulogy.

Dr. Rank was lauded this week by Professor Lloyd Tevis for the "unparalleled improvement" of the library to the point where it is, he said, "one of the best law school libraries around."

"He took a library of 39,000 volumes, half of them in storage, and built a really magnificent collection, compared with what we had in the old days," Dr. Tevis, who was a post-World War II student at Loyola, said.

Judges join faculty Dist. Judges, Byrne, Real

Join Loyola Law Faculty

United States District Judges William Matthew Byrne, Jr. and Manuel L. Real have joined the 1973 Loyola Law School faculty as Adjunct Professors of Law.

Judge Byrne, a second generation federal district judge, is teaching a course, entitled Administration of Justice, which will explore proposals for judicial reform, and Judge Real is teaching Anti-trusts.

Judge Byrne's class meets Wednesdays and Judge Real's Tuesday night, and the registrar's office reported that both classes are closed, with no further enrollment being accepted.

Much in the news last year as the presiding judge in the Pentagon Papers trial and reportedly considered by President Nixon for appointment as U.S. Attorney General. Judge Byrne is the son of a senior U.S. District Court judge.

His father, now 77, took his LL.B. from Loyola in 1929 while serving in the State Assembly. He was speaker pro tem of the Assembly from 1927 to 1931, a Los Angeles Municipal Court judge from 1943 to 1948, and a Superior Court judge from 1948 to 1950. He was named to the District Court in 1950 and is now a senior judge in that court.

Judge Byrne, Jr. took his law degree from the University of Southern California; but Judge Real is a Loyola Law School graduate, class of 1951.

The careers of both jurists run parallel.

Each took a bachelor of science degree from the University of Southern California. Each has been an assistant U.S. Attorney for Los Angeles and each has engaged in the general practice of law before being appointed to the District Court bench. It is a first teaching venture for both.

At Law Day two years ago, Loyola conferred an honorary Doctor of Laws degree on Judge Byrne.



Judge Byrne

Legal Role in Energy Crisis told

The Business Law Society at Loyola presented James Kowal western regional counsel for Atlantic Richfield Corp., speaking on the "Lawyer's Role In the Energy Crisis" at Loyola on January 15th.

Mr. Kowal said that some of the "problems are uniquely those of a lawyer in the energy crisis," and they are both fascinating and horrifying at the same time.

He said he has called before various state legislatures to explain what has brought on the energy crisis.

He believes the crisis is real and the shortage is explainable, if not defensible.

"The industry and others outside the industry have been talking about shortages for a long time and it has been reported in newspapers and magazines and not obscure ones either," he said, adding: "The shortage was not foreseeable with any more specificity because there are many unpredictable factors in this industry."

"Further, supply and demand in petroleum have not met in this country in the last 75 years. Petro-chemicals have consumed more of the petro barrel. The oil embargo and the greater variety of use petroleum" are the factors, he said.

Mr. Kowal said it became clear to Arco in June of 1973 that it couldn't meet its demands. The company found itself in a state of breach in over 150,000 contracts with \$4,000,000 in damages per day if it didn't have a viable defense. This, he said, is part of the lawyer's role in the energy crisis.

(Continued on Page 4)



Judge Real

Join the Brief

Opportunities await aspiring Loyola Brief editors and staff writers.

Staff writers, photographers, and advertising solicitors are needed. Persons interested in joining the present staff of the Brief are requested to contact Melanie Lomax or place a note in the Brief box in the Coffee Shop.

The editorship and the assistant editorship will be vacant next fall and volunteers have ample opportunity to work their way up.

Experience is not necessary as is evident by today's issue.

LOYOLA
SCHOOL OF LAW

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Legal ethics an individual matter

Towards the end of last semester, Professor Trinkaus walked into his Remedies class and announced that he had been really angry only four times since he had begun teaching.

Anyone who has ever had Walter Trinkaus can believe this. He is the most mild-mannered, easy-going, even-tempered person at Loyola Law School.

Professor Trinkhaus went on to say that, with one exception, these occasions had all grown out of one thing, students cheating one another.

He had just been informed that four of the six Dobbs' horn-books on Remedies had disappeared from the library and he thought it was terrible for law students to cheat one another. Not only did the thefts indicate what some students are like, but they also reflect upon the future of the profession, he said.

Such thefts and similar occurrences occur frequently at Loyola. Around examination time, students feel an increased unwillingness to leave their papers and books unattended, for fear someone will rip off their class notes or outlines.

It used to be that students could leave such possessions in the library without feeling any apprehension that they would be gone when they returned. Now, students must guard their possessions like their skin, especially when the frenzy of exams is upon us.

There are those who would argue that law students, by the very nature of their drive, are more ruthless and less moral than other people. Others would say they are no better or worse than anyone else. Morality is just not the same anywhere in the world today. Therefore, the lack of morality of some law students simply mirrors that of society in general.

Regardless of where one may stand in that debate, one thing seems clear: there is no need for law students to cheat and steal from one another. Therefore, irrespective of any question of morality, there is no excuse.

Law students are not the weak, ignorant, nor helpless of society. The cards are not stacked against them. Much crime is committed out of need. But the crimes, the deceit, the tricks that law students commit, such as hiding a volume needed by others for an assignment, are not necessary for survival. Rather, they grow out of a ruthless on-upmanship that is the breeding ground for the next generation of Watergate lawyers.

Whatever some law students lack in the way of morality when they come to law school will not be rectified by taking legal ethics in the third year. Even a first year ethics requirement would be too late. A one hour course is not going to instill anything in a person that is not already there.

In the final analysis, it all boils down to having a personal code, a sense of right and wrong, and being unwilling to have one's ethics diluted by expediency.

Seeing the shows

"The Paper Chase"

Reviewed by Melanie Lomax

By no means the greatest story ever told, "The Paper Chase," both gives insight into, and distorts, the law school experience.

The film deals with a student named Hart and his first year at Harvard Law School and does its bit to deflate the age old myth that it is always the brightest who make Law Review, graduate at the top of their class, and get the best jobs. The men are not separated from the boys, but more accurately, the brainy ones with tremendous drive are separated from the brainy boys without the drive.

Hart, played by Timothy Bottoms, was not brilliant, merely bright. But he was driven and had staying power, and these made all the difference.

The movie is realistic in its portrayal of the law school grind . . . the huge work load, the pressure, and the competition between students. Seeing the movie with a "lay friend, the law student receives a more respectful tone of voice after the show.

"Golly, Herbie! Is it really that hard?" Answer: "You ain't just whistling Dixie."

The movie also strikes a responsive, if not yet nostalgic, chord in law students. When he first goes to Harvard, Hart uses yellow Hi-Liter to emphasize everything he finds significant in a particular assignment. When he is finished, of course, all pages are completely yellow. Either it was all significant or he was not able to tell what was.

Hart also used books from West Publishing Company and in one of his classes a student is called upon to brief the Carbolic Smoke Ball Case which has to be the favorite of every contracts professor who ever lied.

Hart begins to map out the strategy for his law school career in his contracts class, which is taught by Professor Kingsfield (John Houseman). Kingsfield is the perfectionist that Loyola's Lloyd Tevis is, but lacks the latter's humanity or heart and Hart sets himself up as an adversary of the professor.

In class, Hart makes the brilliant discovery. There are three kinds of students: those who always participate in classroom discussion, those who will participate when called upon, and those who never participate. Hart, who falls into the second group, busies himself with a plan to get into the first. Eventually, he is successful. Yet, it is never made clear what the corollary is between active class participation and grades is. One is conceivable without the other.

During the course of the film, Hart has a rather meaningless affair, more relaxation than relationship, more lust than love. The viewer gets the impression that Susan's solo attraction is the fact that she is

(Continued on Page 3)

SS numbers or no?

Goose-stepping into 1984

By Lynne Reade

Another 4th year evening student and I were making small talk, waiting for our exam to begin. He brought up the subject of using our Social Security numbers to identify our exam papers.

"I really had a hard time making up my mind on that one," he said. "The arguments against using SS numbers were good-but I'm afraid to stand out from the others by using an alternate number . . ."

The young man who was speaking is employed full time, is a conscientious student and, like most of us, does not want to jeopardize his position in law school or his hoped-for career in law.

But as a result of the school's administrative decision to use Social Security numbers for easy

student identification, this student and others were forced into one more "Catch 21" position. Stand up for the principle of privacy in use of Social Security numbers and risk the displeasure of the Administration — or go along with the Administration, goose-stepping into 1984.

Of course, "everybody's doing it" — turning the SS number into the universal identifier that computer programmers love. Even so, it would seem appropriate for law schools, in their concern for Constitutional rights, to counter these intrusions on privacy instead of participating in them. Loyola's Student Bar Association is showing the way, beginning with the Resolution it adopted December 6, 1973.

SBA Resolution Says 'No'

The Loyola Student Bar Assn. takes note of the following announcement posted on the Bulletin Board, dated December 3, 1973: Announcement re: Examination Numbers

After the inadvertant release of student's social security numbers in the class lists distributed to the faculty, the lists were immediately recalled and the faculty cautioned against making any copies of the list. Despite this, a small number of students have expressed concern about using social security numbers for this semester's exam. To allay such concerns, we have arranged with the registrar to assign a random number to those students who request it, to be used as an identification number for Fall exams only. After the professor has submitted his grades to the registrar, this random number will be converted to the student's social security number so the grade can be entered on the computer records.

DEAN LOWER

Having earlier opposed the use of Social Security numbers for examination purposes and having discussed the subject in open

meeting with Dean Uelmen on November 29, the S.B.A. is gratified to see some change in the Administration's position with regard to the law school's use of Social Security numbers.

The basic issue of invasion of privacy is not dealt with, however, in Dean Lower's announcement of December 3. There is a serious threat to privacy in the increasing, widespread use of Social Security numbers for purposes not related to the operation of the old-age, survivors, and disability Political "liberals" and "conservatives" alike are aware of abuses which can arise from a universal standard for numbering people. It is on such systems that totalitarian governments thrive.

Along with others, an advisory panel of the U.S. Department of Health, Education, and Welfare which had been studying computer data banks recently urged curbs on what it called a dangerous drift toward the use of Social Security numbers as standard universal identifiers.

A bill was introduced in Congress November 6, 1973 (H.R. 11276) which has as its purpose: To amend the Social Security Act to prohibit the disclosure of an individual's social security

number or related records for any purpose without his consent unless specifically required by law, and to provide that (unless so required) no individual may be compelled to disclose or furnish his social security number for any purpose not directly related to the operation of the old-age, survivors, and disability insurance program.

This bill has been referred to the House Committee on Ways and Means. THEREFORE, the Student Bar Association of Loyola University School of Law hereby resolves that

1) It is opposed to the use of Social Security numbers for any purpose not directly related to the operation of the old-age, survivors, and disability insurance program;

2) It will encourage students, faculty, and administration to work toward record-keeping at the law school which does not depend upon use of Social Security numbers;

3) It will appoint a task force to implement this Resolution.

4) It will encourage all students to obtain random numbers from the Registrar's Office for use during Fall exams.

December 6, 1973

Announcements

Loyola Law School and the American Society of International Law are sponsoring a symposium on the lawyer's role in Human Rights violations under International Law. Student and faculty discount rates of \$5 are available. The symposium is to take place at the downtown Hilton Hotel on February 1. Interested students and faculty members should contact Loyola's Professor Malvina H. Guggenheim.

* * *

On Friday evening, February 15, at 8:00 p.m. in Room B, the Loyola Women's Union and the Gay Law Students Association will jointly present a speakers program, entitled "Sex and the Law."

The topics to be discussed are those dealing with the general areas of sex law reform and sexual civil liberties.

The program will feature Walter Barnett, who is currently a visiting professor at Hastings College of Law. Professor Barnett is considered to be one of the leading experts in the country in the area of the constitutionality of our present sex laws. The Loyola Women's Union has also asked several women to speak about social, legal, and political implications of those laws which affect the life styles of many American women.

* * *

Mrs. Higgins, Director of Financial Aid, states that every student who wishes any form of financial aid, (FISL, NDSL, or Work-Study) for the coming year 1974-75 must fill out a Students Financial Statement and send it to the College Scholarship Service for evaluation.

Forms are available now in the Financial Aid Office and must be sent to the College Scholarship Service by February 15, 1974. This is a necessary preliminary step.

* * *

Watch the bulletin board for dates and deadlines when the Loan application form will be available. The Annual Loyola Alumni Dinner is going to be held on Saturday, March 2 at the Biltmore Hotel in the Crystal Ballroom.

This year the alumni will honor Bernard E. Witkin, for his outstanding contribution to the legal profession. Also recognition will be given to distinguished alumni Robert G. Beverly and Jack R. Fenton for their accomplishments as leaders of the State Legislature.

For further information contact Law School extension 29 or 46.

New editor for Brief

Beginning this issue, Melanie E. Lomax, a third year day student will be the editor of the Brief. Ms. Lomax replaces Pamela Sellers, also a third year law student, who headed the Brief for the past two years.

At home with Prof. Quentin Ogren

By Bruce Robinson

Prof. Ogren lives on 5th Ave. here in Los Angeles. If the two story, white house he has been living in for the last four years with his family looks vaguely familiar when you first see it, perhaps it is because the front exterior was used for many years as the home of the TV family of "My Three Sons". During the early years of the show the fictional characters lived in the Midwest. Prof. Ogren's house was chosen for the show because it looks like a house in a small midwestern town.

At the front door, of 837 5th Ave., I was cheerily greeted by Paula Ogren, Prof. Ogren's wife for 35 years, and Gideon, a huge part Great Dane, part Mastiff and/or Golden Retriever who delights in chewing up the family mail. I would have been chewed up if I had had a cat as a family pet. However, since I have a female miniature Schnauzer and since Gideon seemed to uncover this apparently satisfactory information by sniffing me, I was able to gain safe entrance into the house.

It is a marvelous home filled with books, magazines and family mementoes. One finds oneself instantly enveloped in a friendly, unpretentious ambience, highlighted by warm smiles and laughter and sparkling conversation.

The Ogrens have lived in California since 1943 and have six children, three of whom are married: Elizabeth, 32, Rachal, 30, Tom, 26, Paul, 22, David, 20, and Mary Rose, 17. They also have four grandchildren.

Prof. Ogren has taught at Loyola since 1954 and has been teaching Constitutional Law for the last five years. Mrs. Ogren teaches History and Current Events at Immaculate Heart High School.

The following question and answer session with Prof. Ogren took place in his second floor study.

Q. What do you like to do to relax on a typical weekday evening after you get home from school?

A. If it's light enough, I like to spend a little time out in the yard. There's always something to do and you're always fighting for some time to do it in. I always watch the CBS evening news at 7 o'clock and usually watch some of the local news before. Then after that, generally, unless there is something really outstanding on television, I study.

"Law as big as life"

Q. Do you study Constitutional Law?

A. Well, you know, when they say the law is as big as life I think they are talking about Constitutional Law because you can be reading in political philosophy, American history, current events, whatever, and you're still not outside of the area of Constitutional Law. So the subjects I teach don't restrict me very much. They really invite me to read very widely.

Q. Do you burn the lights up here in your study reading?

A. Yes. But it isn't always the serious reading. Last night just to relax I was reading some poetry. The children went to a play and when they came home I insisted on reading them a couple of poems.

In Torts, when we study the omission to act, a line which is quoted in some of the more interesting texts is this one: "Thou shalt not kill but needst not strive officiously to keep alive." Isn't that beautiful? Now that's in a poem which I had never read until last night called "The Last Decalogue" by Arthur Hugh Clough. It ends up, "Thou shalt not covet, but tradition approves all forms of competition." I really enjoy poetry and it's a good diversion.

Q. What do you like to do on Saturday and Sunday?

Monday destroys Sunday

A. Well, I guess partly it depends on what my class schedule is. If my class schedule calls for classes on Monday, frankly, it tends to destroy Sunday from about 3 o'clock in the afternoon on. I don't like Monday classes on that account. I'd rather have a blank day.

I'm afraid that it's true that no matter how many times one has taught a subject, the professor has to do what he urges his students to do and that is to read the material over just before class. Students will say: "Well, Professor, I'm not really prepared because I read that three weeks ago." Obviously the professor can't say that and the

students shouldn't. But it does mean that in order to have it very fresh, I have to study the day or night before the actual class meeting.

Q. So that leaves Saturday. Do you use this day to indulge in hobbies and to relax with your family?

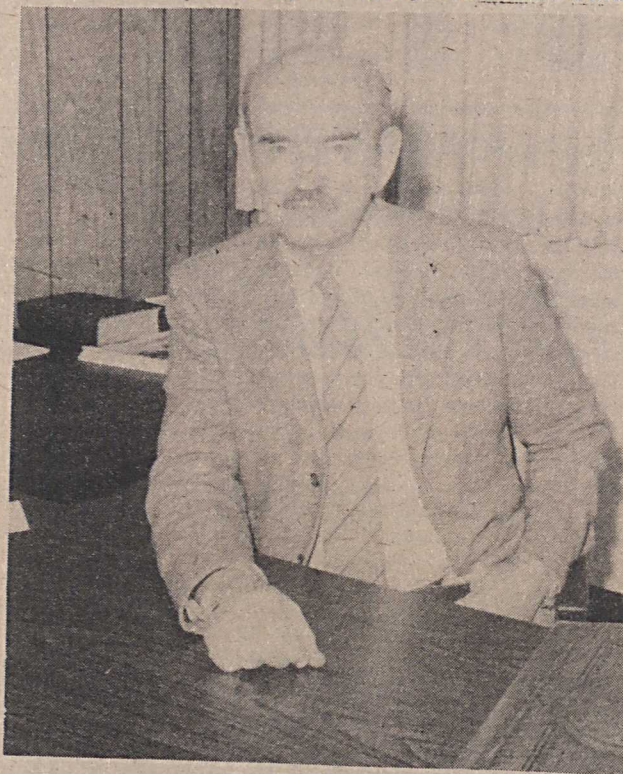
A. My principal interests all tend to revolve around my family.

Q. What is your favorite kind of reading, other than that connected with Constitutional Law or other law related matters?

A. I think that what probably got me to reading poetry is that you can read it for five minutes or you can read it a long, long time. I don't read many novels because I simply don't have that kind of time. My time comes in little bits and pieces. I really love to read history, American history in particular. It's all related to what I teach. I think probably one reason that I consider myself singularly fortunate is that I enjoy what I do for a living. If I didn't teach law for a living, I think I would be doing something like it as a hobby.

Q. What other TV programs do you enjoy watching besides the news?

A. My wife teaches History and Current Events and one of the things she does every week is to put out a list of TV programs worth watching. If it's on the list, it's on our set because she can't recommend something that she doesn't watch herself. Right now we're watching the nine part version of "War and Peace" on KCET. We also watch "Washington Week In Review" every week. That's a must



Prof. Ogren

for me. I would watch Cronkite just to hear Seavareid. To me his commentary is that worthwhile.

Trip to Greece

Q. Could you tell me how Mrs. Ogren won a trip for two to Greece?

A. Well, she is a big fan of "Jeopardy" and she plays along here at home as she watches the show. The children noticed how well she was doing and kept urging her to go to New York and try to get on the show. The pressure built up and so as manager of the community property (laughter), one day I decided it would be a good investment and so she went. That year she didn't get on "Jeopardy" but she did get on "Who, What and Where". She did very well on that. The next year she made "Jeopardy". She won five days in a row and that made her a "champion". They bring all the "champions" together (they wait until they have nine) to compete with each other and, by golly, she won it. There was a money prize and a trip to Greece for the two of us.

Q. Do you and Mrs. Ogren like to go out to see a play or to the movies when you have a free evening?

A. Yes. We love movies and I sometimes say we would rather see a bad movie than none at all.

Q. What was the last movie you saw?

A. I saw "The Emigrants" and it was not just a movie for me, it was an intense personal experience.

My mother came to this country from Sweden when she was six years old under circumstances which have been described to me all through my childhood as virtually identical to the ones described in the movie.

Q. Are you playgoers?

A. We don't get to go to plays a great deal here in Los Angeles. We go as much as possible, every day at least, when we're in London and we've been in London three times in the last three years.

Q. I remember that once you mentioned in your day Constitutional Law class that your family is composed of Shakespeare buffs. Did you visit Stratford-On-Avon on any of the occasions when you were in England?

A. Yes. When we went to Stratford we saw "Two Gentlemen Of Verona". Curiously, we had seen it in San Diego a year or two before and, honestly, the San Diego production compared favorably with the Stratford one.

My daughter, Mary Rose, was an apprentice in the Los Angeles Free Shakespeare Festival and she was the youngest apprentice in the company.

Q. Did you acquire an appreciation for Shakespeare from your parents?

A. My father had an 8th grade education and he taught himself everything he could. I can't remember a day that I didn't see him with a book in his hands. He taught himself languages, one of which was Italian. He read Dante in Italian and he did it by taking an English Bible and an Italian Bible and just reading the two together. You can develop a reading knowledge of Italian that way quite comfortably.

Q. Do you have any musical interests?

A. I don't play a musical instrument. I just like to sing. My idea of a real good time is to get together with a group that really wants to sing and sing and sing our hearts and throats out (laughter).

Belongs to common cause

Q. Are you politically active?

A. Well, we belong to Common Cause and we talk it up a lot. We don't work in it as such.

Once I ran for the Compton Junior College Board of Trustees and it was a rich experience. At the time I was practicing law and there was a group of which my wife was a member composed of teachers, trade unionists and people who were interested in a better society and they had formed a committee to see if they could smoke out some good candidates.

The incumbent had been in for 12 years and he was an undertaker whose principal interest in the job seemed to be junketing with the football team. Our group listened to all of the prospective candidates and they were all worse than the incumbent. So on the day before the deadline for filing, the group turned to me and said, "Bud, you will have to run."

I was in the middle of a big trial at the time and it still had a week to go. I said I'd run, but we only had three weeks left to campaign before election day. There were 46,000 registered voters in the district and we were operating on a shoestring. We went out and rang doorbells and I came within 500 votes of getting elected.

It was one of the good experiences of my life because it showed how much can be done at the grass roots level by nonprofessionals. You don't have to be a political pro in order to make an impact. One of the things I like to do is to encourage law students to get into politics.

Q. What do you usually do with your summers?

A. We like to travel mostly. Occasionally I might negotiate some labor union contracts.

Q. Are there any poets or poems that you prefer above all others?

A. To me there's nothing like Shakespeare and the Bible. But in poetry I'm awfully eclectic. I admit that I like things that rhyme.

One of the things that we like to do in our family is to write poems to each other on birthdays.

Thumbs Down

Reprinted from Parade Magazine Dec. 9, 1973

Thumbprinting for Law Students

All students taking the Law Board exams this year for entrance into law schools will have to submit to thumbprinting.

Reason: the competition for admission to law schools has become so tough that candidates are hiring ringers to take the exams for them.

The rate for ringers is currently \$200-\$500, depending upon whether or not the ringer guarantees a respectable score or money back.

Last year, according to Peter Winograd of the Educational Testing Service, which gives the tests five times yearly, more than 100 test papers were ruled invalid because there was "a question of whether a particular person could possibly have gotten such a score."

The thumbprinting system, the same type used in check-cashing, attaches the print directly to the test answer sheet where it can be checked.

The evidence of cheating by future lawyers is an indication that perhaps the legal profession is not attracting persons of the best possible character. The Watergate scandal is surely proof of that. But then again, perhaps lawyers should not be singled out. There is an acceptance by corporate executives and others that it is permissible within the system to "get away with as much as possible."

At present there is room in major, accredited U.S. law schools for only half the students who apply. In 1963, approximately 30,500 students took the Law School Admissions Test. Last year that figure jumped to 121,262.

"Chase" Continues

(Continued from Page 2)

Kingsfield's daughter. Hart gets a thrill out of having an affair with his adversary's daughter.

Married to, but separated from a law student when she meets up with Hart, Susan (Lindsay Wagner) seems to have a 'thing' for the denizens of Harvard Law School. But the 'thing' is her belief that it's all a silly game and that he shouldn't be a player. With missionary zeal, she attempts to persuade Hart that love, not grades, makes the world go around. When her proposed substitute fails to interest him, she tries to denigrate his goal by pointing out that his diploma will be made of the same stuff as toilet paper. That seems to hit the mark.

Finally, the film (thankfully) ends as Hart takes the unopened envelope containing his grades, makes it into a paper plane, and sails it out over the ocean.

Has our hero found humanity? Hell no! He knew he had played according to the rules, had done well on the exams, had made the grade. His gesture, calculated only to impress Susan, only proved he didn't need his report card to know he was in. Maybe it also proved something else. Hart was a fake, but no fool. He never relinquished one ounce of his desire to make it.

Prof. Tevis describes old days

BY MELANIE E. LOMAX

Loyola Law School is better today in all respects, except one, than it was in the post-World War II days when Prof. Lloyd Tevis studied here.

The student body, which has almost quadrupled since Mr. Tevis' student days, 1947-50, is an "embarrassment of riches," which has brought about impersonality among the students and between students and faculty.

"I used to have every student who sent through school in at least one class. Now I walk down the hall and I know one out of three and recognize one out of five," Prof. Tevis said in the first of a series of interviews with faculty who knew Loyola 'when' — to appear in the Brief.

Loyola is better because it has a larger full time faculty; Prof. Tevis ticked off only four in his memory of his student days.

It had no librarian. Today it has a half dozen or more professional librarians, plus non-professional and student help" in the "best law school library around."

The faculty is drawn from a "broader spectrum with a wide variety of first rate law school represented faculty who were academically superior in their law schools.

"The quality of instruction has gone up substantially. There is an incredible variety of courses compared to then. Our whole elective program was unheard of.

Students better qualified

"Students today are on the whole better qualified; principally the bottom half of the class is better qualified," said Tevis who has been at Loyola as a full and part time professor, an assistant, associate, and acting dean, and as dean, since 1952.

The result of this consistent progress, according to the admittedly limited "feedback" he gets from lawyers who deal with and employ Loyola students is, "They are most pleased," Prof. Tevis said.

The Contracts, Bankruptcy, and Secured Transactions professor admits to having come reluctantly to the study of law. He also gives a simple reason for hordes of students flocking to law schools — television's Perry Mason and his glamorizing the profession.

He not only left UCLA with his B.S. in 1942, "with no thought of becoming a lawyer, I was rather appalled at the thought," Prof. Tevis now recalls. It was his father's ambition for him, growing out of admiration for the legal profession.

After three years in the Army during the war and a year and a half in Sacramento where "I was terribly bored with what I was doing . . . I noticed that the only guys interested in what they were doing were lawyers," Prof. Tevis told The Brief.

The Loyola Law School Prof. Tevis enrolled in was on Grand Ave. between 11th and 12th streets. The building, according to the cornerstone, had originally been the headquarters of the L.A. Realty Board; but it had also been a mortuary.

One of the four classes was held in what had been a slumber room. The law library, only one of the school functions which was then under the supervision of retired registrar, Mrs. Sydney Morgan, "had the best accoustics because it was the chapel of the old mortuary," and the slightest sounds of the students received an unwanted amplification.

Regent Emeritus, the Rev. Father Joseph J. Donovan, S.J., Loyola's founding president, "ran the school with an iron hand."

No smoking was allowed in the building. "If you wanted to smoke, you went outside — students or faculty.

"The required classes were the curriculum requirement, from beginning to end." Electives were taken only at one's own pleasure, "over and above" the required courses.

Exams were patterned after the Bar Examination. There were four days of exams, with one question for each course of 45 minutes for each of the four days.

"They were proctored more heavily than today when it is up to the individual teacher," Prof. Tevis said.

Today's faculty has "more autonomy than ever before," he said, what with "faculty matters" and "administrative matters".

The hiring process in Prof. Tevis' student days was an administrative matter; "Father Donovan hired 'em and he fired 'em — now a faculty matter."

No LSAT

Admission standards were "fairly high," Prof. Tevis said; but he added there is no real basis for comparison.

Loyola did not then use the LSAT. Rather, Father Donovan "had his own test, a lulu, a tough, tough objective test which students remember with some terror."

Still, the Loyola of a quarter century ago had room to do what Prof. Tevis regrets it cannot do today — "give people of questionable qualification a chance. It means a higher flunk-out rate. But some of the best lawyers in town were people given a chance who couldn't get it today."

This, Prof. Tevis believes, has resulted in the law school getting its students "from a narrower band of society than in the past," and this, he said, is in spite of Loyola having "more out of staters, more women and minorities."

Prof. Tevis has a special relationship with incoming part time faculty member, Adjunct Professor of Law Wm.



Prof. Tevis

Matthew Byrne, Jr., who is a United States District Court Judge sitting in Los Angeles.

After graduating from Loyola, Prof. Tevis was law clerk to Judge Wm. Matthew Byrne, Sr. when jurist first moved over to the federal court from the superior court, "and if I have any case of hero worship, it's Judge Byrne," he said. "He's a great man, in my opinion."

Prof. Tevis was also at Loyola part of the time that Prof. Clemence M. Smith (Class of '48) was. Both started teaching at the law school the same year.

"Prof. Smith was very famous around Loyola as a student. I think she graduated summa cum laude. And Contracts Prof. Cook placed in the library Mrs. Smith's answers to Contracts questions, really superb answers. No student would think of taking a Contracts examination without checking out Mrs. Smith's answer first."

One of the four full time professors at Loyola when Prof. Tevis enrolled was Prof. J. Rex Dibble.

Prof. Tevis describes Prof. Dibble as "the finest teacher I ever had any time, any place. He scared the hell out of me and I guess he still does terrify students."

Energy Crisis . . .

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In response to these problems, ARCO had to set up its own allocation program "literally de novo, even though it is the corporate position of ARCO that it is not within the province of private companies to set allocation program, determining who gets supplied and who does not."

Arco's allocation program was superceded this week by the Emergency Petroleum Allocation Act, which is administered by Federal Energy Administration, headed by William Simon.

Kowal said that there are many problems created by "the fact that the government is trying to take over an incredibly complicated industry in a short time and doing an understandably bad job at it.

"The main problem is lack of knowledge and experience. People regulating us have at most 60 days experience. They don't appreciate the problems of the industry, and their directions are ambiguous and contradictory.

"Every morning we start our day by asking what did Simon say," the oil attorney said.

When asked about the solution of the energy problem which he defined as "a greater consumption demand than our ability to supply," Kowal said it is two-fold: "increase in supply and a decrease in demand."

He went on to say that even if the Mideast Arab embargo is terminated, that would not solve the problem.

The long range solution "from the American point of view is to develop a substitute."

Kowal said the U.S. can't afford to be dependent upon the Arabs or anyone else.

In order to avoid future major economic disruptions, we must develop alternatives like nuclear and solar energy.

Prof. Guggenheim practical and philosophical interview reveals

By Melanie Lomax

If Acting Professor Malvina H. Guggenheim were laid up in a hospital bed, she would "most like to share" her room with Eleanor Roosevelt and David Ben Gurion, she said in response to a hypothetical question posed by the Loyola Brief.

Mrs. Guggenheim said both persons were rare combinations of philosopher and politician. Philosophers are generally "ivy tower types, somewhat removed from the realities", she said, while politicians are not usually philosophically inclined. But both Mrs. Roosevelt and Ben-Gurion had "very deep philosophies about life and yet exercised a great deal of political power," Mrs. Roosevelt, as first lady and Ben-Gurion as one of the founders and as the first prime minister of the state of Israel.

One of the younger members of the faculty, Mrs. Guggenheim combines scholarship and experience. She graduated at the top of her class at Columbia Law School in 1961, clerked, worked on an International Law research project at Columbia, was an assistant District Attorney, and was in private practice before coming to Loyola in 1970.

Law "by accident"

Born in Poland, Mrs. Guggenheim said she went to law school "purely by accident." While studying international affairs she became interested in international law and was encouraged to go to law school by her international law professor.

Professor Guggenheim first began her teaching career while she was in the New York District Attorney's Office. She finds teaching "exhilarating" and enjoys her contact with students. She also believes that through teaching one can help to "shape the law."

"To the degree that you persuade students to view a particular legal problem the way you do, they will go and practice law accordingly and thus help to shape the law in that direction," she said.

When asked whether she has any particular problems in commanding the respect of her students as a woman, she said no.

"Students select a teacher by his/her reputation. Probably those who objected to being taught by a

woman professor simply don't take her class," she stated.

She says that she has not encountered any problems in being a woman in the legal profession.

"When I came to the District Attorney's office, I was the first woman hired by Hogan, who had been District Attorney for about 20 years. But there was no problem; and I was neither patronized nor ostracized. It was a very good office, particularly the Appeals Bureau, and everyone was very helpful."

As far as Women's Lib is concened, Prof. Guggenheim feels strongly about matters such as equal pay for equal work and admission to educational and other facilities without discrimination, but does not belong to any women's rights organizations.

Mother of two

Mrs. Guggenheim is married to a doctor and has two sons, one 18 months and the other 6 years old.

She does not find any insurmountable conflict between her career and her private life. "Married life creates some restrictions," she said, "but problems are primarily with childrean and not marriage per se."

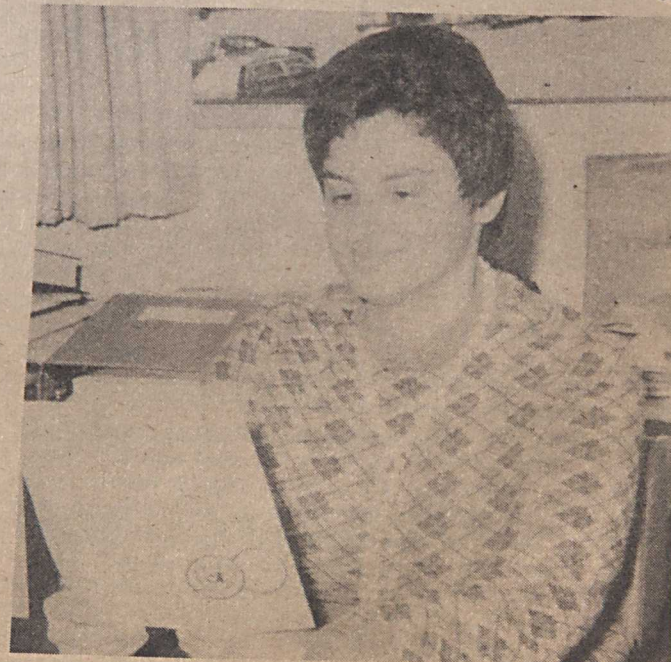
"A major problem is finding and keeping a reliable person to care for her children, particularly if they are not of school age. Older children probably miss not having their mother home when they return from school," she observed.

But, she says, rather philosophically, "as in other things, compromises are necessary, but it can be worked out."

In her spare time she used to make clothes, read mysteries, historical novels and philosophy. But, now, she says,

"I no longer have spare time. I have two books ("Oh Jerusalem" and "Winds of War") on my night stand for months and I have not made a substantial dent in either."

On of the conflicts in being a married professional with children is that one has very little leisure time, she said. The little "non-schelued" time she does have she feels she should spend with her children.



Prof. Guggenheim