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 & Hazeline
Alschuler, Grossman & Pines
Brobeck, Phleger & Harrison
Bryan, Cave, McSheeters & McRoberts
Buchalter, Nemser, Fields & Younger
California Attorney General
Coudert Brothers
Donovan, Leisure, Newton & Irvine
Federal Election Commission
Fried, Frank, Harris, Shriver & Jacobson
Gibson, Dunn & Crutcher
Graham & James
Haight, Brown & Bonesteel
Hallstedt, Miller, Carlson & Beardsley
Jones, Day, Reavis & Pogue
Kaye, Scholer, Fierman, Hays & Handler
Kelley, Drye & Warren
Kinkel, Anderson
Kings County District Attorney of New York
Lawler, Felix & Hall
Lillick, McHose & Charles
Lebo & Leib
Los Angeles County District Attorney
Manatt, Phelps & Rothman
Phillips
Mayer, Brown & Platt
McDermott, Will & Emery
Milbank, Tweed, Hadley & McCloy
Mitchell, Silberberg & Knupp
Morgan, Lewis & Bockius
Morrison & Foerster
O'Melveny & Myers
Orange County District Attorney
Paul, Hastings, Janofsky & Walker
Pepper, Hamilton & Schuetz
Perkins & Coie
Petit & Martin
Pillsbury, Madison & Sutro
Rogers & Wells
Rutan & Tucker
San Diego City Attorney
Santa Clara County District Attorney
Seltzer, Caplan, Wilkins & McMahon
Shea & Gould
Shearman & Sterling
Sidley & Austin
Skadden, Arps, Slate, Meagher & Flom
Stroock & Stroock & Lavan
Sullivan & Cromwell
Troy Casden Gould
Tuttle & Taylor
White & Case
Wyman, Bautzer, Kochel & Silbert

Loyola's award-winning campus provides natural cut-off of gathering places for students and faculty.

PRITZKER GOES TO GEHRY

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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.
ne of the on-going debates that engages those in academia involves the issue of professional activities outside of the classroom. Controversy inevitably swirls around the issue of faculty scholarship. How much of their time and effort on research and writing to the concerns of prominent visibility of all of the support for faculty scholarship and campus environment. Faculty members taught very heavy academic loads; today, we have areas as career counseling and counseling on an individual basis as placement and financial aid, etc. In the academic load, Loyola graduates compete extremely well on a national and California-based level. Many major law schools, to provide students who have not seen the new and graduates compete extremely well. Loyola students, who are more productive than their peers in the preeminent Southern California law schools. A different kind of value is the most recently donated to the law school by Victor Gold, who teaches Trial Advocacy, Contracts, and Evidence. Victor has recently written Volume 26 of West Publishing Company's Federal Practice and Procedure series with Charles Alan Wright. This volume is on the federal rules of evidence. Victor is currently at work on Volume 27 of the series.

Bill Frank serves as a consultant for the California Law Revision Commission on Proposed Reforms for Commercial Real Estate Leasing Legislation, and has made numerous presentations before the Commission and the Senate and Assembly Judiciary Committees.


Larry Solano teaches Development of Legal Thought, Constitutional Law, and Federal Civil Jurisdiction. He has published several articles in both the constitutional and jurisdictional fields. As most recently, "Originalism as Transformation Politics," G3 Tulane Law Review, 1959.

I could continue with a very extensive bibliography. As a matter of fact, there is a problem with space in the annual bulletin, we will be publishing a list of recent faculty publications. Many of our faculty are very productive in their areas of teaching expertise. Among them, Sam Plafsky in Criminal Law, Larry Lawrence in Contracts and Commercial Law, Dan Laskoff in Administrative Law, and Lobsobel in Entertainment and Constitutional Law, Therese Maynard in Corporate and Securities Law. Gideon Kanner in eminent Domain, John Calmore in Housing Law, Ian Costello in Family Law and the Children's Rights Law, Jennifer Friesen in Labor Law and State and Constitutional Law. In fact, the vast majority of faculty members are writing and conducting research in a wide variety of areas in which they teach. Not only do faculty benefit from the healthy competition of student research and writing, they also enjoy the continued involvement of faculty in other academic areas as teachers, consultants and graduate assistants. The local law research project is often given to out of faculty members' schola­lry endeavors. Finally, the contact that faculty scholarship promotes with the publication of legal research and writing, and with faculty colleagues at other law schools plays a very positive role in the career plans of our students. References and endorsements from respected professors and colleagues in the marketplace. And what of the benefits of consulting and practice? Certainly, there is value when faculty members professional goals and objectives in important and novel issues in their fields of interest. They are most likely to have such opportunities when they are known as legal scholars who are considered to be experts in these matters and discussed them in the forum of a law journal or some other publication in legal research and scholarship. This kind of valuable, but time-limited involvement with respect to consulting for a profit much more consistently regular than that of a routine consultation or of "counseled" relationships.

**Loyola Law School**

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Dean

Robert A. Cooney
Assistant Dean for Business and Development

Laura D. Laber
Director of Development

Tori Leteau
Editor, Director of Communications

Eloise Amundson
Assistant Editor

Loyola Law School adheres to and supports all legal requirements for nondiscrimination and equal opportunity in all of its programs. As a result, the institution offers all students the opportunity to be served in accordance with their individual needs.

The **Loyola Law School** is a professional school located in the heart of Los Angeles, California. It is an integral part of the Loyola Marymount University System and serves as a major source of professional education for students entering the legal field. The law school is accredited by the American Bar Association and is a member of the Association of American Law Schools. It offers a 3-year course of study leading to the Juris Doctor degree, and also provides an extensive curriculum in legal fields, including environmental law, intellectual property, and the law of science, technology, and society.

The **Loyola Law School** newspaper, the **Loyola Lawyer**, is published by the Communications Office for all students, faculty, and alumni of the law school. It is an independent student publication, and is not affiliated with the administration, faculty, or staff of the law school. Letters to the editor must be signed, but only the writer's name and address will be published. If you have any questions or concerns about the content of the **Loyola Lawyer**, you should contact the editor. Letters intended for publication should include your name and address. 

**Editor:**

**Loyola Law School**

141 West Olympic Boulevard
P.O. Box 2770
Los Angeles, CA 90015-3980

Circulation this issue: 10,000
STANLEY A. GOLDMAN '75 ad­ressed the Annual State Convention of California Public Defenders in Santa Clara, CA in late-April on the subject, "Hearsay 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.

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/Florida International University Joint Center for Environmental and Urban Problems jointly co-sponsored Summer Conference of study in mid-August in San Francisco, CA. Called, "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, Dedications, In-Lieu Fees, Linkage and Vested Rights" and "Hazardous Materials and Hazardous Wastes."

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 admittees 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.

VICKI MICHEL attended the second international conference on Health Law and Ethics in mid-July in London, England. Her presentation was entitled, "Isolation and Exclusion of Unacknowledged Factors in Court Decisions on Treatment Refusal."

SAMUEL PILLSBURY'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 PILLS­URY, "Understanding Penal Reform: the Dynamics of Change." In June, PILLSBURY presented a talk at California State University, Fullerton, on the history of American penal reform, as part of a lecture series on criminal justice.

GROUNDBREAKING BEGINS CONSTRUCTION OF CASASSA BUILDING

A groundbreaking ceremony and the Rev. Charles S. Casassa, S.J. Building and the Hugh and Hazel Darling Library were held on the Loyola campus September 20, 1989. Loyola Law School faculty, students, and guests, along with local dignitaries watched as the first spadeful of soil was turned, marking the start of construction.

Construction of the brightly colored stucco-finished building and the library pavilion has been made possible by the Fitz B. Burns Foundation and the Hugh and Hazel Darling Foundation. The Casassa Building, a 6-story facade, is the fifth building which completes the Phase IV project for the Law School designed by Frank O. Gehry. The Building will include a bookstore, seminar rooms, and two 30-seat classrooms on the "sunken" ground floor. The first floor will house student organization offices (offices for the student journals will be housed on the fourth floor) and a vending area that opens on to an outdoor terrace. Located at the northern portion of the building, on the first floor will be a large lecture hall that is accessible from both the ground and first floor levels. The central pedestrian bridge will connect the Rains Library to the ground floor of the building. Both the second and third floors are dedicated to library functions, and a large lecture hall which serves as a "lantern" visible from campus on the south side of the building, facing the campus. The remaining two levels will primarily accommodate administrative offices. 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 pedes­trian skywalk will be named for outstanding individuals — Rev. Charles S. Casassa, S.J. and Mr. and Mrs. Hugh and Hazel Darling.

Further Charles S. Casassa

Casassa, who is best remembered as a humanist and for his com­mitment to academic excellence, served as the tenth president of Loyola University and as chancellor emeritus of the University until his death. He was ordained as a Jesuit priest in 1938 and his first assign­ment to Loyola University was in 1939 as an instructor in the philo­sophy department. During his lifetime, Casassa achieved many notable accomplishments. He will be remembered for many reasons, but perhaps he will be best remembered for his belief in the educational system and his philosophic belief that, "Universities must respond to the community and at the same time
A LOOK AT NEW LOYOLA FACULTY

Students returning to Loyola Law School for the fall semester will find a few changes among the faculty. A few familiar faces are missing — Terry Collinsworth and Roberta James Kessler — and the faculty section on page II for vitae of each professor.

Ellen P. Aprili 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 Aprili 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."

Aprili worked in private practice for several years, and has also served as a Treasury Advisor for the Office of Tax Legislative Counsel, U.S. Department of the Treasury.

Linda S. Beres also joins the faculty 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. Larry 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 Professor 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, she has served as an associate professor in the Department of Sociology and Anthropology at Florida State University and has served as Adjunct Professor at Cardozo School of Law. Prior to coming to Loyola, Kandel practiced in New York, specializing in matrimonial and family law.

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

Laurie L. Levenson joins the Law School faculty as an Associate Professor and will teach Administration 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, Criminal Section in Los Angeles, 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.

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 is wonderful to have students with so much excitement and enthusiasm," 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. Nockley practiced Law in North Carolina in the areas of trial and appellate litigation of civil rights, employment discrimination and labor. Additionally, Nockley was Senior Litigation Attorney for the Mexican American Legal Defense and Educational Fund (MALDEF) in Los Angeles.

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

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

Sande Buhai Pond 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 background 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 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 working 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 recently 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 bringing 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."

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Jon H. Sylvester, visiting professor at the Law School, will teach in the areas of Contracts, International Business Transactions, and Mass Media Law.

Prior to joining the legal profession, Sylvester worked as a television news writer, reporter and producer. His legal experience includes having served as a Consultant to the U.S. Department of Housing and Urban Development. After three years in private practice in Washington D.C., Sylvester joined the law faculty of Texas Southern University, where he achieved the rank of tenured associate professor.

Sylvester says he came to Loyola because its faculty is both strong and collegial and because of its positive atmosphere.

"I truly enjoy teaching and hope that my students will benefit from my professional and academic experience in the subject areas of my courses. I am a firm believer that, although Law School may not be fun, it does not have to be painful."
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 field. Many alumni have become well-educated, well-trained, respected, and motivated men and women. As a matter of fact, employment surveys conducted by the center in recent years indicate that approximately 92 to 95 percent of new graduates are employed before or within six months of their commencement. The competition for student externships and permanent employment for alumni has stiffened as the number of graduates from various law schools has increased. Loyola, through its Career Planning and Placement Center, has responded to this challenge by becoming more involved with students’ education beyond the realm of the classroom, and by assisting practicing alumni with their special job-search needs. As a result of the Center’s efforts, Loyola alumni now can provide students with first-hand experience in virtually every area of law.

The Career Planning and Placement Center is comprised of six professionals who are service-oriented and experienced in their special job-search needs. The student affairs office, sets the Center’s goals and the steps by which goals are met, and coordinates the one-on-one job searches, career changes, resume writing and interviewing skills. Ross-Burnett is the Center’s primary liaison between the law school and employers. Ross-Burnett might visit the campus for recruiting, and she consults with employers who need assistance with their recruitment strategies.

She is also responsible for working with law school faculty and developing a network of alumni whom students can contact as expert resources on particular specialties in law or for an informational interview. She ensures that the Career Planning and Placement Center remains the primary contact at the law school for interaction with other law schools (local and nationwide) for developing new resources or sharing information as well.

Ross-Burnett states, “I’m always trying to think of new ways to maintain the volume of paper information that we need to make available, and to organize it so that it is more digestible to alumni and students. ‘Which means, she adds, ‘I need to keep track of at least 200 different trends in legal recruiting and hiring...’ and also means trying to keep information on-hand without wasting any kinds of employers, and meeting the requirements of the employer, not just the ones at the top who may want to go to the large firms, but all those who want to work in private practice, in government at local, state or federal levels, in public interest work, in law school fundraising, or in a non-traditional law profession such as business or entertainment law.”

Besides private and group counseling, the Career Planning and Placement Center at Loyola attempts to broaden student exposure to law opportunities by participating with other law schools in a Government Careers Information Day in March, a Public Interest Law Career Day held by UCLA in February, and an International Careers Day held by USC Law Center. The Center also offers a variety of services to students, such as resume writing and interviewing workshops, panel discussions, informational sessions and On-Campus Interviews.

Resume Writing Workshops

Though standardized, the legal resume is slightly different from resumes for other professions. Most people who have never written one before have no idea what format it should follow, and that is where a resume writing workshop headed by Ross-Burnett proves useful. She explains that most people are not just a matter of telling students and new graduates what the expected format is, and that is leaving them with the draft and to list their skills and experiences in the best way.

Most people entering law school have no legal experience and therefore think they themselves not marketable. Ross-Burnett claims this is not necessarily true. ‘The skills students need as a law clerk, and later as an attorney, are probably skills they have been developing in other settings. Personal interaction and communications skills (oral and written), and the ability to summarize facts or synthesize data, for example, may have been developed in another job, and are essential for what they will be doing in law.’ She adds, ‘Despite not having worked in another field, the perception that an employer would find valuable in an employee is most often already there.’

In addition to figuring out how to write down thoughts logically, people oftentimes need assistance with the cover letter. “Sometimes people get wordy and write two-page letters,” says Ross-Burnett. “Through the purpose of the letter is to eliminate any baggage on the resume, it should be an abbreviated, succinct message to the employer on why the person is applying. Not everyone is aware of this.”

Panel Discussions

There are two types of panels: students conversing with students, and alumni with students.

A student who talks to other students about his or her career experience during the summer as a law clerk for the attorney general, for example, is helpful because that person can relate to students on a peer level, and students truly take to heart what they learn. When Ross-Burnett organizes student panels, she says, “Ross-Burnett’s goal is to get a diversity of viewpoints and experiences so that people are not locked into considering employment with only the ‘big’ firm or in government, but that they hear from a variety of people on different opportunities.”

Panels staffed by alumni are interesting to students because then they can see that graduates are out in the field doing well... and the alumni have a lot to say about how they got there! Many of the outstanding law firms in California have large numbers of partners and associates who have graduated from Loyola. Ross-Burnett is always eager to hear from alumni who are interested in volunteering to speak at the panels. She states, “Alumni need only be prepared to speak on what they are doing, what they have done in the past, how they reached their destination and what the job search was like.”

For more information on panel discussions, Ross-Burnett should be contacted. Assistant Dean Carol Ross-Burnett at (213) 736-1150.

Interviewing Workshops

The Career Planning and Placement Center at Loyola continues to hold interviewing workshops. These workshops educate students on how to prepare themselves for the legal interview, such as what kinds of questions they should expect to be asked, and that they should be asking the interviewer. Interviewing workshops also encourage students to seek information from the employer, such as a firm’s history. If a student feels that he or she needs additional preparation, Ross-Burnett arranges a mock interview at the Center, and then verbally evaluates the student’s semblance and tactics. Mock interviews can also be videotaped at Loyola’s on-campus Instructional Media Center, and then evaluated by both Ross-Burnett and the student.

Informational Sessions

Informational sessions, as opposed to an interview, are essentially open forums in which a particular firm visits the campus and informs students on what is happening at its office, the specifics of its application process and the prospects for employment. Government employers often utilize information sessions as part of their recruitment efforts. Typically, these informational sessions are wine and cheese receptions where young lawyers, senior partners and younger associates informally meet with the students.

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 (OCIs) 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 conducted by major law firms and other legal employers at ABA-accredited law schools across the country. During OCI employers come on campus to interview students for prospective law clerk positions for the summer, and for permanent positions following graduation.

Alumni Services

The Alumni Office, a biweekly newsletter and in essence a summary of news from alumni, is mailed to alumni upon request. The publication is free. Please call the Career Planning and Placement Center at (213) 736-1150 to have your name and address placed on the mailing list.

The Alumni Referral Service is another form of support for law school alumni seeking a career move. Alumni need to complete an employment profile form, which Ross-Burnett will attach to their resume. When the assistant dean receives a call from an employer who is looking for that “certain lawyer,” she refers to her file. If an alumnus fills the bill, Ross-Burnett then refers him or her directly to the employer.

Alumni should note that the services available to students, with the
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 Loyola's critical elements of success. No matter how outstanding the teaching

The Law School take into consideration extracurricular activities and outside work? The ability to consider these factors? What about mem-

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 of

What weight is given to recommendations? What are the particular criteria which are used to evaluate these?

Applications for Fall 1989, 945 were submitted for approximately one in three. Of those admitted, 440 matriculated at the Law School. The final statistics will put the mean Law School Admission Test score for the entering class at 344, a 6-point

A particular significance of the Law School's

The Admissions Committee makes distinctions among undergraduates, and there is every indication that this level of

What about grades in an applicant's major subject? Does work experience or post-graduate education count as a great deal in the admissions process?

Let me start with some basics. First, all students must have received a Bachelor's degree from an accredited institution prior to matriculation at Loyola. No exceptions are made to this policy. Where the undergraduate degree, or its equivalent, is received at a foreign institution, there is a formal process for evaluating and equating the degree with those from United States schools. Second, all applicants must take the Law School Admission Test (LSAT). These numbers are calculated by the School Data Assembly Service (LDAS) of the Law School Admis-

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

What makes it difficult to judge each applicant on fair and

Competition for admission to Loyola's Law School is very strong. Loyola has been very fortunate over the years to attract 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 of student admissions. 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 of

One of the most significant of the Law School's functions is the admissions process. Obviously, the aptitude and quality of the student body are Loyola's critical elements of success. No matter how outstanding the teaching efforts of the faculty, they may only be as challenging as the ability and interest of the students will permit. No matter how extensive and deep the library collection may be, it 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.

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Undergraduate GPA, LSAT, and LSAS also provide 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.

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 of

Many factors consider-

If there is disagreement among the Committee members, applications will be reviewed at a meeting of the entire Committee. In the event that the Committee is unable to agree on the recommendation, the application will be forwarded to the Admissions Committee for further review. For exam­ple, someone's record may demonstrate a very low Undergraduate GPA, but suppose this average were obtained largely in engineering or chemistry, while the liberal arts subjects which the applicant under­took resulted in much higher grades. It is possible that the GPA is not a true reflection of potential. Similarly, some applicants may be academic over achievers. Although they may have low LSAT or other standardized test scores, their grades in demanding courses will be so high that they deserve another look.

No exceptions are made to this policy. Where the undergraduate degree, or its equivalent, is received at a foreign institution, there is a formal process for evaluating and equating the degree with those from United States schools. Second, all applicants must take the Law School Admission Test (LSAT). These numbers are calculated by the School Data Assembly Service (LDAS) of the Law School Admissions Council (LSAC) which collects transcripts, transparencies, and other data and generally serves to allow us to judge each applicant on fair and consistent standards.

Within the pool of candidates whose first year grade point average is predicted to be C+ or better, there are a variety of distinctions which we take into consideration. LSAS may take into account the actual performance of first-year students at Loyola Law School. In other words, we look to the extent that they have excelled or lagged behind the national average. It is specific for our experi­ence at Loyola. For example, for 1989 admissions, we used a Predicted First Year Average (PFA) formula which was calculated as follows: (3.2140 x GPA) + (LSAT x 70) + (LSAS x 40) - PFYA.

Arthur N. Frakt, dean and professor at Loyola Law School, received his B.S. with honors, from Rutgers College in New Brunswick, New Jersey in 1961. He received his B.D., with honors, from Rutgers University Law School in 1964. After completing military service, Dean Frakt was appointed Deputy Attorney General 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 Anna Rankin of San Diego State University, he has written a book entitled The Law of Parks, Recreation Resources, and Leisure Services (Brighton Publishing Co., Salt Lake City, 1982) and numerous articles dealing with legal issues on the national parks as well as on urban recreation.
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 extra-curricular activities become most important. It is at the marginal levels that close scrutiny is given to these aspects of the application. Sometimes an applicant who is rejected will respond 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 accomplishment. This information will also be of value in making scholarship awards, although, again, academic achievement are likely to continue those attitudes in school who are content to do law school work necessary to achieve success. Those candidates 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.

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 suggest, either in the essays or in the recommendations, that they may raise questions about their understanding of the purpose of law school or of their commitment to the academic work necessary to achieve success. Those candidates may also be interviewed to try to resolve these questions. Without a personal interview, an applicant who visits the school, to participate in our student and staff guided tours and to sit in on our classes, we do not permit 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 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 must try to solve some 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 purpose of an education is to learn — and a record of law school achievement will not demonstrate one’s learning capacity or accomplishment. Often I have received a phone 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, most universities, a student will either be barely within or below the top of the class. Those candidates personally put a great deal of stress on the accomplishments of the students in their undergraduate careers. Although, undoubtedly, the LSAT is very significant, in my experience if an applicants has 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 will have significant 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.

IMPORANT 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 meaningfulness 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 decorat­ing a room with 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 radiate with dedication to the noblest, most selfless motivation and aspirations actually carried out the life of service humanity they describe, human existence would be elevated to 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 idealistic 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 certainly be varied in cultural, ethnic, educational and 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

Faculty 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, McTernan, 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 Blaco & Blitz - 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 to the course, 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 reviewing students' performance on a regular basis during each semester to review their work. She continually evaluates externship proposals on new ones. In addition, Professor Blanco advises students on the most appropriate externship placement, and acts as a resource to the externship program and Placement Center for counseling students on career development and opportunities.


Career Planning

University of Los Angeles as the Eviction Defense Center. Continued from page 5

Exception of on-Campus Interviews and the workshops, are also available to them. For example, an alumna can visit Loyola and look at the Faculty and Career Resource Library.

Career Resource Library

Job search materials available at the Career Resource Library, located inside the Career Planning and Placement Center, include an up-to-date file of resumes from local and national law firms (name Southern California and out-of-state law firms). The career planning and placement program consists of application forms and brochures from various local, state and national resources. The Center's employer directories include Martindale-Hubbell Law

What's Available In Financial Aid

The spiraling 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 apply 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 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 identify student needs and develop 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 88% 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 assistance in packaging programs which will enable students to attend Loyola, on a short-term basis or on a long-term basis, without financial worry of trying to figure out how to afford tuition.

According to Romero, she and her staff take into consideration all funding sources and the amounts available along with the number of students requesting assistance, based on need. They then begin by using a formula designed by the government along with incorporating guidelines of the Law School, in determining the extent of funds available. The office must assure that, in such a complex process is to allocate dollars available to as many students as possible in order to provide needed dollars to cover expenses.

Any qualified student wanting to attend Loyola Law School will be able to do so. In addition to the regular federally funded programs, Loyola has many scholarships and grants available and it is able to provide employment opportunities through the federally funded Work Study Program. Once admitted to the School, there is also a Short-Term Loan Program designed to aid students, on a short-term basis; these funds are used to cover those unexpected emergencies that may occur during the semester.

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 totalled, these figures may sometimes amount to a sum and often deprive the students from seeking additional support for education expenses. It should be kept in mind that many factors are taken into consideration in determining who is indeed eligible for assistance — age of student, number of dependents, etc. — are all included to provide protection for the student. Once these allowances have been considered, if the person is found to be in need of successfully complete Law School, the student's parents and others begin to develop a package that can meet the student's needs, and one that will not become a career obligation. Only after graduation the student begins a legal career embedded in heavy debt.

There are a number of financial aid options — government loans, which are paid back by the student upon completion of studies at reasonable interest rates; scholarships and grants which require that students maintain certain grade point averages — these awards are granted based on merit and students are not required to pay back the funds received. The final option is part-time employment which can be available either within the Law School or a nearby business near the school. Detailed loan information can be obtained by contacting the Loyola Law School Office of Financial Aid.

Having had experience in the financial aid area, Romero indicates that Loyola's overall financial aid program is comparable to most private schools, and because of donor support, financial aid availability may surpass many schools in the area and is able to being to award more scholarships and grants for tuition.

Due to the concern of the Office of Financial Aid is to service the needs of the students. Romero is assisted in this area by a dedicated staff which consists of an Administratice Clerk, Julie Santos, who is able to answer general questions
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 portion of the Loyola A. Raines Endowment to the loan assistance program.

Like the growing number of other law schools establishing similar programs, Loyola is concerned that its students not be deterred by the massive burden of debt undertaken to complete law school. Unlike most other law school loan assistance programs, however, Loyola is designed to substantially reduce participants’ total amount of loan indebtedness rather than simply paying the relatively lesser amounts due immediately following graduation.

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 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 to 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 English-speaking 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 9 percent contribution required by the federal 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 sidebars for the growing number of students and their respective public interest organizations. The Summer Grant Program provides an alternative for students who are attracted to public interest work who would otherwise find it difficult to decline the highly lucrative summer clerkships offered by private law firms.

**Public Interest Clinics/Externships**

Students who do not undertake paid public interest employment during the summer have still another opportunity to work in this field through Loyola’s clinics/externships program. Any student in good academic standing is eligible to participate in a four-unit clinic during the school year, or a six-unit clinic during Summer Session, for a total of 14 clinic units during his or her years at Loyola. Students who have demonstrated superior academic ability and participation in full semester enrollment in a clinic, for a total of 12 units. Examples of off-campus public interest placements are: Legal Aid Foundation of Los Angeles, American-Mexican-Legal Defense Education Fund (MALDEF), Inner City Law Center, American Civil Liberties Union, and EJ Rescate Legal Services.

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**Career Guidance**

Under the direction of Assistant Dean Carol Ross-Burnett, the Career Planning and Placement Center at Loyola actively provides information and career counseling to students interested in public interest law. The Center has extensive listings on nonprofit organizations and law firms in the Los Angeles area, as well as nationally. Each year, Loyola participants 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 year.

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 law. 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 organizations have 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’s Law School’s involvement in the VITA program — a

Continued on page 10
CAMPAIGN LAUNCHED FOR THE CLASSROOM OF THE 80S

Since the announcement of the campaign for the Classroom of the 80's at Loyola, the fundraising for the groundbreaking, nearly 50 percent has already been raised toward the $3,000,000 goal. Similar to the haunt 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 1980-1989.

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

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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The Classroom of the 80's, the primary lecture hall in the new Charles E. Cassava, 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 Casavanza Building Classroom of the 80's, please contact Laura Lollar, director of Development at (213) 734-1046 for a referral to your class leader.

GROUND BREAKING

Continued from page 9

The classroom will be a reality. May is pleased with the results of his work. He readily admits that he received invaluable support and encouragement from members of the Loyola community.

"Dean Arthur Frakt 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 was his drafts written in pencil on yellow sheets of paper. He laughingly recalls how Ruth Palm brought a stolen paper to deciphering his handwriting to provide legible copy for him to continue his work. His colleagues, Professors Dan Stewart and Allan Ide, 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, who received the first classroom for his work in the field of law for 58 years and was known nationally as an expert on airline regulation. Another humanitarian, Hugh Darling served as President of the Chancery Club, '57-58, President of the Los Angeles County Bar Association, '56-60, as a member of the State Bar Board of Governors, '56-66, and was mayor of Beverly Hills from 1958-66. Additionally, he lectured at many law schools and eagerly served as the advisor to law schools moot court teams.

Hugh Darling married the former Hazel Smith. Mrs. Darling is 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.

remains true to their own purpose to educate. Higher education involves more than training people for jobs; it should include also an education as to how to live." A strong supporter of human rights, Cassava worked with all persons, regardless of religious affiliations, to foster and enhance good will and understanding among religious and racial groups in Los Angeles.

In addition to the C.S. Cassava Building on the Law School campus, plans are also underway for the development of the Cassava Executive Education Conference Center in the proposed Conrad N. Hilton Business Center on the Loyola Loyola Marymount University Westchester campus.

Regrettably, Father Cassava died two months before the dedication ceremony, on July 12, 1989. Because of his many years of devotion to Loyola Loyola School he will remain in the hearts of those who had the privilege of knowing him and his memory will be an inspiration for years to come.

The pedestrian skyline leading from the Cassava Building to the Burns Library Building and the Library in the Cassava Building will honor the memory of two individuals who were great supporters of the Law School and the legal profession, Hugh and Hazel Darling.

Hugh Darling (Two floors of the Library and the proposed library building are named in honor of his former wife, Mrs. Darlington and his wife, Hazel Darling Law School benefactors.)

Hugh Darling was active in the field of law for 58 years and was known nationally as an expert on airline regulation. Another humanitarian, Hugh Darling served as President of the Chancery Club, '57-58, President of the Los Angeles County Bar Association, '56-60, as a member of the State Bar Board of Governors, '56-66, and was mayor of Beverly Hills from 1958-66. Additionally, he lectured at many law schools and eagerly served as the advisor to law school moot court teams.

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Professor Christopher May in the Name of War

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 his book, "The War Powers: 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 turnabout" in the Supreme Court's approach to challenges to laws that the federal government has adopted under the war powers. The book looks at what caused the Court, in the wake of World War 1 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 book examines and attempts to show what caused this critical change in the Court's attitude toward 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, "captured 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 fondest 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 engulfed 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 those that he felt the need to "keep the faith" that "kept him coming back to work..."

Now that the book is a reality: May is pleased with the results of the years of work. He readily admits that he received invaluable support and encouragement from members of the Loyola community.

"Dean Arthur Frakt 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 was his drafts written in pencil on yellow sheets of paper. He laughingly recalls how Ruth Palm brought a stolen paper to deciphering his handwriting to provide legible copy for him to continue his work. His colleagues, Professors Dan Stewart and Allan Ide, 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.

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nationwide program offered by the Interna­
tional Revenue Service which trains volunteers to assist low-in­
come and elderly persons in com­
pleting their income tax returns. Professor
Sloksnick supervises the VITA
program at Loyola, which has gained more volunteers every year. In 1988, the program became a
Clinical Special; participating students may take one clinical unit. However, many students continue to participate simply out of a purely voluntary 

During spring semester 1989, 26 Loyola students volunteered 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 enthusi­
asm were acknowledged by Public Counsel in the following letter of April 24, 1989.

Dear Student,
On behalf of Public Counsel, the Inner City Law Center Legal Aid Foundation and the Individual Rights Section of the Los Angeles Bar Asso­
ciation, we want to thank you for participating in your spring semester program representing Los Angeles' homeless. Approximately 101 claimants were directly assisted by 24 Loyola students between February and March 1989. Your law firm provided the
mentally disabled applicants and assumed that they will receive special
attention required by the Retch
Decision. Your efforts resulted in three
60-day periods of eviction
67 people receiving housing vouchers and
220 people receiving food vouchers. Additionally, eight people were assisted in some aspect of the
application process and 20 people achieved greater accessibility to
their workers. All of these cases resulted in
claimants receiving substantial benefits which might have otherwise been
improperly denied or delayed. Undoubtedly, you noticed the marked increase of activity in the office once you
entered. This indirectly assisted the remaining applicants in the offices.

Once again, on behalf of ourselves — and the hundreds of people who have been and will be benefitted by this program — thank you for your
willingness to assist. In the fall of 1989, we hope to have a similar 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 com­
ments, "Through the Summer Grant Program, the clinics/externship program, and the CLE for volunteer work, Loyola students have the valuable experience of working with the incarcerated, underprivileged clients, and of under­standing how a good attorney can make a
difference. My hope is that they'll get 'hooked' on public interest law — that their experience at Loyola may influence them when they make their ultimate career decisions. And the hard-earned experience will make a
better lawyer out of them. 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 Cen­
ter 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 Univer­
sity, 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 Los Angeles Founda­
tion of Los Angeles from 1978-81.

Randy Frances Kandel, Associate
Professor
Professor Kandel received a B.A. from the University of California at Madison, in 1966, a Ph.D. from C.U.N.Y., and a J.D. from New York University Law School, where she
was a Root-Tilden Scholar and was
bom 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 1982. There 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 Develop­ments Editor of the Harvard Law Review. In 1980-81, Professor Nockley served as law clerk for the Hon. Francis D. Murnaghan, Jr., of the U.S. Court of Appeals for the Fourth Circuit.

Sande Buhail Pond, Visiting
Professor and Legal Director of the Western Law Center for the Handicapped
Professor 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

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, Rainiers Building. Students were invited to attend this one-day symposium focusing on "Trade and Investment with Taiwan." The
day began with a registration and a con­
tinental breakfast at 8:00 a.m., and concluded at 5:30 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 invol­
ed 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
country. Our concern is how to
innovation, and legislation concerning foreign trade and investment. The conference was cosponsored by the

Among the well-known authorities presenting papers at the conference were Susan Liebeler, former faculty
member of Loyola Law School and former chairperson of the United States International Trade Com­
mis­sion, who is now a partner in the Washington, D.C. law firm of Intellectual, and Hung-Chyi Chu, profes­sor
or at the University of Maryland School of Law and former professor at the National Taiwan Universities and Chengchi University in Taiwan.

All papers presented will be published in a symposium issue of The Loyola of Los Angeles Interna­
tional 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 Com­
munity, and Trade and Investment in Korea, Thailand and Malaysia.

Douglas Burcham '84 elaborates on his half­
hour interview with Associate Justice Byron R. White of the United States Supreme Court — "a man centered around, of all things — fly fishing.

DAVID W. 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 speakers in mid­
September. Guest speaker David W. Burcham, Jr., whose profiled in the spring 1989 essay of the Loyola Law­
yer, presented "An Insider's View of the United States 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 William J. Jolles of the United States District Court for the Southern District of New York. Burcham served as law clerk to the Hon. Francis J. Quinn of the Massachusetts Supreme Judicial Court in 1977.

Sean M. Scott, Associate Professor
Professor Scott received a B.A.
from Smith College and a J.D.
from the New York University School of Law in 1985. He practiced privately in Baltimore for two years before moving to Los Angeles. In Los Angeles he practiced for two years in the fields of corporate law and real estate concerns of financial

Jon H. Sylveste, Visiting Professor
After receiving a B.A. from Stanford University in 1973 and an M.J.

Professor Sylveste resigned from his position at UC Berkeley in 1975, where he was a New York Times Fellow, Professor Sylveste received a J.D. from Harvard Law School in 1981.
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.
Loyola Law School
P.O. Box 15019
1441 West Olympic Blvd.
Los Angeles, CA 90015-3980

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

APRIL
Monday, April 2
To Be Announced
To Be Announced
To Be Announced

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