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## Caveat, September 26, 1977

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# CAVEAT



Vol. XIII, No. 7

Golden Gate University School of Law

September 26, 1977

## Getting Through My 1st Year

by David Cooper

I've been trying to get other friends of mine to write something like this since early summer. Although everyone thought it was a great idea no one has written a contribution yet. So I'm getting the ball off the ground with this. But you people who support the idea of this kind of article because you think first year students should get in on the variety of methods for dealing with law school, you all had better start writing. Now if you do write an article, tell us a bit about yourself: e.g. whether you live alone, how many years you've been out of college, so that other folks can tell whether your shtick has any relevance to theirs.

I came to S.F. from Ohio about two days before orientation and spent most of my non-class time the first few weeks getting settled into the city. I ended up living alone. Although I'm only two years out of college, I still have a lot of job experience since I went to a work-study undergraduate program. I hate studying academic stuff, but I do OK at desk jobs. I'm a day student.

First thing I decided about law school was that it is really a sieve narrowing the number of people allowed in and then trying to narrow the perspectives of those who made it through. I felt (and still do) that law school is designed to keep you busy all the time your first year to help you lose perspective and encourage you to believe that only those select few who have suffered the privations of law school could ever master the deep secrets of the law. Another assumption I had was that law school would not teach me how to practice law. Nevertheless there were still some abilities to be acquired here. Specifically they were: the ability to do legal research, the ability to write and talk legalese, and the ability to know a very little about very much in law. So I put a high priority on Writing & Research. Reading cases for W & R was easier than in substantive classes for me since I already had a question in mind when I began reading. In substantive classes you read only to find out what the question was in the first place, and since there is usually more than one question you have to wait for class to determine which the relevant one is. Sticking to the case book method, I got lost among the trees unable to make out the forest. The professors cannot always be trusted to be able to distinguish the forest from the trees since they are no longer beginners. I suspect that it is students' misplaced trust in the teachers' ability to so distinguish which leads many of us into bewilderment and self-doubt. Since I'm more deductive, understanding the particular from the general, I decided that I needed a handle on what the basic law in each area was approximately and then use the cases to see how rulings and reasonings got played out in specific situations. So for the rest of the year I used outlines and hornbooks to learn the law and some text cases and canned briefs for understanding the facts and the applications. I guess that I read about 70% of the cases in the case book assignments in the Fall and about 50% for the Spring. I did detailed briefs for W & R but nothing much for substantive courses with the exception of Criminal Procedure. I put a lot into taking good class notes and participating in class. Notes were good in giving me a handle on the professor's way of seeing the material and they also were helpful in correcting the inaccuracies of my secondary materials. My average is between a C+ and a B and I feel that it would have been no higher had I followed the case book method. As for the myth that I should be stunted in my

(Continued page 4)

## SBA to Allocate Funds

There will be a special SBA meeting Tuesday, September 27 at 3:30 PM in Room 207. At this meeting the various student organizations on campus will be requesting money from the SBA for their programs this year. The SBA will hear these requests and then decide how to distribute the more than \$3000 that will be available this year. All elected members are required to attend. All interested students are encouraged to attend. Here's a list of the groups and their requests, followed by a break-down in detail of the various requests.

- M.O.L.E.S. \$75
- Sports \$50
- YMCA Passes \$355
- Lesbians in Law \$1480
- Third World Coalition \$1398
- Caveat \$820
- National Lawyers Guild \$965
- Women's Association
- Gay Students Association

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Did not submit an exact figure but only requested what they were entitled to and not given.  
GOLDEN GATE UNIVERSITY

### M.O.L.E.s

2 Marx brothers films	\$120
Refreshments & Incidentals for Law School social	\$100
Total	\$220

### SPORTS COMMITTEE

We request \$75 for activities this year. This low request is premised on the assumption that the SBA funds YMCA passes. This money would go for balls and bats for softball, and an entrance fee to a Northern California School Softball tournament.

### YMCA PASSES

We request \$500 from the SBA for 25 YMCA passes for this school year. The remaining \$200 or so needed will be made up from tuition check-off money, our fund raising effort and faculty memberships.

### LESBIANS IN LAW

1. Supplies (paper, stapler, address and logo stamp, etc.)	\$ 25
2. Mailing and Zeroxing (request own mailing and zerox privileges -- newsletter 125 copies per month)	\$135
3. Film - <u>In the Best Interest of the Children</u>	\$ 60
4. Pleading Bank - Zeroxing & collecting on Lesbian Mother cases	\$ 60
5. Community outreach through legal workshops and speaking engagements. Publicity & traveling expenses	\$ 75
Total	\$355

THIRD WORLD COALITION

I. Membership dues in Third World Organizations	
-AALSA (Asian American Law Student Association)	\$ 50
-BALSA (Black American Law Student Association)	\$100
-La Raza (Hispanic Law Students)	\$ 60
II. Participation in Third World Regional Conferences	
-BALSA Conference (Bi-Annual Meetings)	\$ 50
-AALSA Regional Conference and local forums	\$ 50
-La Raza National & State Conference	\$ 50
III. Special Academic Competition	
-Frederick Douglas Moot Court Competition (printing, etc. of 15-20 briefs, fees, etc.)	\$150
IV. Third World Community Law Forums	
-Asian Law Caucus	\$ 25
-MALDEF (Mex. Amer. Legal Def. & Educ. Fund)	\$ 25
-BALSA Picnics	\$ 60
V. Asian Forums	
- Chinatown Forum	\$ 75
- Japantown Forum	\$ 75
VI. Films on Asian, Black & Chicano Struggles (8 @ \$50)	\$400
VII. Speakers	
-Suggested Speakers:	
Andrew Young	
Rev. Cecil Williams	
Elaine Brown	
Cesar Chavez	
2 @ \$125	\$250
VIII. Survival Pamphlet for First Year Students	\$ 30
IX. Third World Speaks ( A bi-annual publication by Third World students at GGU)	\$ 30
Total	\$1480

CAVEAT

Printing	
Standard Issue	\$1398.96
Non-standard Issue	\$ 150.08
Special Election Issue	\$ 18.65
Office Supplies	\$ 68.89
Income from outside sources including left-over money from last year and prospective funds from ads.	(\$ 238.29)
Total	\$1398.29

GAY STUDENTS ASSOCIATION

We request as this year's budget the amount of money still not paid over to us from last year's request and appropriation. I have written to the Treasurer several times concerning this, and he has never seen fit to answer my inquiries. We will use the money for the same purpose: the copying of a brief bank on gay issues now housed at Hastings in order that it be available for use by GGU students.

National Lawyers Guild

A. Films/Slide Shows		\$200
Fall		\$100
JP Stevens	\$ 25	
Soweto	\$ 25	
Mid-East	\$ 25	
Assassination/Conspiracy	\$ 25	
Spring		\$100
B. Supplies (Posters, Xerox, Phone, Postage)		\$ 45
C. Committee Work		\$275
Bakke Case	\$ 75	
Affirmative Action	\$ 50	
UFW Support	\$ 75	
Women's Labor Project	\$ 50	
Anti-Sexist	\$ 25	
D. Outreach		\$200
-Law Student Organizing Committee Dues	\$ 50	
-Orientation Pamphlets (250)	\$ 75	
-"Extravaganza" - day of work shops, etc.	\$ 25	
-Picnic	\$ 50	
E. "Conspiracy" Newspaper - monthly distributed freely to all GGU students		\$100
Total		\$820

WOMEN'S ASSOCIATION

Fall '78 orientation		\$ 50
Reproduction		\$ 50
Postage (Includes some Admissions brochure mail out costs)		\$ 50
Supplies (I.e, tape, posterboard, file folders, etc.)		\$ 15
Refrigerator		\$ 50
Special Projects		
- Sponsorship of members to local conferences and in presentation of panels and workshops in areas of interest to women law students		\$200
- Films		\$150
- Assertiveness training rebate		\$100
- Up-date of recruitment brochure		\$200
- Speakers (Women Attorneys)		\$100
Total		\$965

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BRC FOUNDER TO SPEAK AT GGU

Michael Josephson, founder and director of Josephson's BRC bar review course will speak at Golden Gate on Tuesday, October 11 from 1 - 2 PM in the Auditorium. He will primarily address issues and answer questions concerning the bar review courses for the upcoming February and July 1978 bar exams. All students are welcome. Those who sign up at the presentation will receive an additional \$10 discount toward the BRC course. Outlines and materials will also be available at the presentation. REMEMBER TO SIGN UP BEFORE OCTOBER 15 AND SAVE \$80!

# announcements

## FREE DOUBLE FEATURE!!!

The Third World Coalition is sponsoring two films, The Dispossessed, depicting the struggles between Northern Californian Indians and Pacific Gas and Electric Co., as well as The Way the Eagle (expletive deleted), a satire on the vital role of poor and unemployed in the U.S. in the continued existence of capitalism. These films will be shown at noon and 5:00 PM on Wednesday, September 28 in Room 203. They have been scheduled in recognition of Bakke demonstrations, October 3d and 8th.

## THIRD WORLD COALITION MEETING

1st Year Vice-Chairperson and Faculty/Student Representatives will be elected by those in attendance at this meeting. Write-in nominations are on bulletin board. Programs for 1st year students will be unveiled so please try to attend for the first hour. Thursday, September 29 at 3 PM in Room 205. Have a nice vacation next week. You deserve it!!

## ELECTION RESULTS

Melinda Power defeated Ed Garson in the Section A runoff.

## BOOKS

Books which were not sold and not picked up by students who turned them in at the SBA Book Exchange have been contributed to the SBA group which is working to get casebooks and other class materials put on reserve in the law library.

## SAN FRANCISCO SYMPHONY FORUM

An exciting roster of young conductors is a feature of the San Francisco Symphony's 1978 season, which will see Edo de Waart in his new role as the Orchestra's Music Director and Conductor. The Symphony Forum is coordinating a special subscription series at student discounts for the Wednesday Evening Series on the G.G.U. campus.

Included in the lineup of guest artists are Isaac Stern, Andre Watts, Radu Lupu and Vladimir Spivakov with guest conductors James Conlon, Michael Tilson Thomas, David Ramadanoff, Klaus Tennstedt and David Zinman, to name a few.

The San Francisco Symphony Chorus--one of the few choruses associated with a symphony orchestra in this country--will be featured in the Mendelssohn Elijah; Roger Sessions "When Lilacs Last in the Dooryard Bloom'd", the Berlioz Requiem and Mahler's Das Klagende Lied.

The 24-week season, which opens November 30, will also include the world premiere of a work by the leading Japanese composer, Takemitsu, and the first San Francisco performances of 17 other works. In addition to vibrant newer works such as the world premiere, there will be a strong emphasis on traditional repertoire, including Mozart, Beethoven, Haydn and Mahler.

Student identification, certifying full-time status, is required both for purchase of student discount tickets and for entrance to the Opera House for each performance.

The tickets will be on sale Sept. 27-Oct. 21 on the second floor: 12:00-1:00 Tues, Wed, Fri. and 5:30-6:30 Wed and Thurs. If these hours are inconvenient contact Nick Maroules 285-3946 or Jane Randolph 841-3678.

## PAD MEETING

Thursday, September 29 at 5 PM in Room 209. Roger Cartozian, District Justice for Northern California, will be speaking. Refreshments will be served and all guests are cordially invited.

## FSC MEETING

Thursday, September 29 at 3 PM in the 5th floor Board Meeting Room. the seven student FSC members must attend. Other interested students welcome.

## SBA MEETING

Budget request meeting. See article in this week's Caveat.

Regular meeting - Thursday, September 29, 4 PM in Room 207. All SBA elected members are required to attend. All other students welcome.

## Proposed Change in Exam Schedule

Due to the back-to-back Con Law and Wills & Trusts exams, it is proposed that all sections of Con Law (Stickgold and De Vito) examine on Thursday, December 8 instead of Friday, December 9. The times would remain unchanged. This change will be made final unless strong opposition to it from a substantial number of students is voiced prior to the mid-semester recess.

## LAW LIBRARY

During Fall Break, October 2-9, the Law Library will maintain regular hours: 8 AM until 11 PM on weekdays and 10 AM until 10 PM on Saturday and Sunday.

## DAY OF STUDENT PROTEST AGAINST THE BAKKE DECISION

BALSA (Black American Law Student Association) and NCOBD (National Committee Opposing the Bakke Decision) announce SIMULTANEOUS STUDENT DEMONSTRATIONS ON MONDAY, OCTOBER 3. Plan for the local demonstration is:

San Francisco:	10 AM	Demonstration UN Plaza Hyde & Fulton Street near Market
	11 AM	Sidewalk March to Federal Building (Golden Gate & Hyde)
	NOON	Rally Federal Building Plaza
Oakland:	11 AM	Assemble at Sanborn Park Fruitvale & 16th St.
		March to San Antonio Park, Foothill & 16th Ave.
	1 PM	Rally at San Antonio Park

The demands of the protest are:

- 1) Overturn the Bakke decision.
- 2) Implement, maintain and expand admissions and other essential services for minority students.
- 3) Implement, maintain and expand Affirmative Action Programs in employment and university social services.

# CHILE: 4 Years After

by Melinda Power

(Melinda is a member of the Chile Solidarity Movement. She spent six months in Chile this spring and summer

to investigate the situation there. This is the third part in a series of four articles. The first two articles dealt with the overthrow of the socialist Allende government and the deteriorating conditions in Chile since the coup. The second article focussed on the plight of the families of the Disappeared Persons -- people who had been kidnapped by the government and whose fate is unknown.)

The Military Dictatorship proclaims that due to the recent release of political prisoners in November and December of 1976, there are no more political prisoners in Chile. This is contradicted by the fact that there are still an estimated 2,000 recognized political prisoners in the prisons of Chile and over 2,500 disappeared political prisoners. While I was in Chile, I visited political prisoners and talked to people who have family members who have disappeared.

I was able to visit four prisons, all located in Santiago, where many political prisoners are held. Three are prisons for men and one is for women. The political prisoners (PPs) live together and are kept isolated from the other prisoners. The prison authorities fear that the PPs will talk to the other prisoners about their political ideas. They fear the "common" prisoners will start to protest their miserable conditions, conditions that all prisoners in Chile share.

The PPs are men and women arrested for their political views since the Military coup in September, 1973. They have all been very badly tortured.

Life as a PP is very hard in Chile. The PPs are locked in their cells from 8PM until 8AM. They are allowed out of their cell blocks on Tuesday and Saturday for two hours to receive visits from family members and friends. Monday, Wednesday and Friday they are allowed in the prison courtyard for one hour to play soccer. The prison authorities provide no clothing, no bedding, no food or health supplies. All this must be provided by the prisoners themselves and their families. This creates a heavy economic burden on the families of the PPs. Their families are often poor and unemployed or underemployed. Once it is known that a family member is a PP it is almost impossible to be hired.

Medical treatment provided by the prison is poor or non-existent. For example, two of the PPs in the Penitentiary in Santiago have tuberculosis. The prison authorities refuse to let them see a doctor.

The PPs are constantly subjected to repression. Prison guards search their cells at all hours of the day and night. They confiscate letters and pictures and leave the cells in disarray. Recently all fruit was prohibited. When the prisoners stated that this would cause them to become unhealthy, the prison authorities said that the PPs can't be too healthy because then they would have sexual desire.

But the PPs have refused to let the Junta destroy their combative spirit. They have organized among themselves. They are using the time spent in prison to further their education and to live in accordance with their political ideals. All food that they receive is shared among the PPs. Cooking is done on a rotating basis. Three of the PPs are in charge of a meal each day. For breakfast they have bread and milk; for lunch a soup of rice or beans; and for dinner tea and bread. Protein is a rarity. They have classes of sociology, history and economics. Some are learning languages. They perform theatre and have cultural events. They make arts and crafts, and all money earned is communally shared. These activities have been organized through the courage of the PPs who have refused to let the military dictator-

ship frighten and disorganize them.

In response to international pressure, which denounced such treatment, the military dictatorship passed decree 504, which states that any PPs who have visa to foreign countries may leave. Many of the PPs are now living in exile in countries all over the world. In the Bay Area, there are about 200 Chilean refugees and their families.

Other PPs have been refused permission to leave. An example is the case of Jaime Salazar Jeldres. He is one of six children in a very poor family from the slums of Santiago. His father was a welder. His salary was never sufficient to support the family. When Jaime was 14, he had to quit school to sell candy in the buses to earn a living for his family. When he was 16, he joined the Navy. In Chile, the Navy is organized on a class system; the officers come from the wealthy families and enlisted men come from the poor and working class families. In spite of the low pay, hard work and degrading treatment, it is difficult to be accepted into the Navy. It is considered an opportunity to be allowed to join. Jaime felt himself lucky. He joined shortly before Allende was elected in 1973. As a member of a class which for the first time in its history in Chile felt itself represented by the government, Jaime supported Allende. For this he and 300 other marines were arrested on August 6, 1973. He was taken to a military base where he was severely tortured. He was hung from the ceiling in manacles, nude for 24 hours. His eyes were burned. Now his eyesight is poor. Because of blows to his ears, his hearing has become impaired. He was kept in a concentration camp in a tin hut for five months. During the day it was suffocating and during the night it was freezing. Since that time, he has been in various prisons and is now in the Penitentiary in Santiago. He has a visa to the United States, but contrary to decree 504, he has been refused permission to leave by the Chilean government.

(Continued from page 1)

case analysis ability, I say that's crap. My abilities are comparable to anybody else's. People who learned to read a case through the case book method, all power to you, but you who are trying alternative methods you'll still be able to do it. Law school does not teach people to think, it teaches you that only people who have gone to law school can think.

Now what did raise my grades was leaving a nice long period for study before finals and methodically going through each area of each subject and writing an outline of my understanding of the law. Answering practice questions gave me a chance to manipulate what I knew and let me know where I was still weak. The practice was the single greatest thing which raised my grade and, in fact, it was in the very subjects where I skipped this process (which is not time consuming if you only outline an answer) that I did my least well.

The tempo of my year was casual studying (two hours a day other than W & R) till about five weeks before the end of the semester. Then a few weeks of more intensive work (four to seven hours a day with some days off). And then a few days before each test -- highly intensive (7 to 10 hours a day). This tempo allowed me enough time to see movies, meet new friends, maintain some of my political involvements. Most important, it kept me from being swallowed up by a total law school environment and the perspective distortion that goes with it.

One last piece of advice before I shut-up. Worry and self-doubt are built into this process we're going through. Remember:

- 1) You don't have to worry;
- 2) If you do worry, don't worry about worrying, it's no indication that you're doing poorly; and
- 3) If you're not worrying, don't worry about that. It doesn't mean that you're not fully appreciating the difficulty of the process.

# What's Wrong with Quotas?

by Bill Taylor & Thomas Berkley, Esq.

The concept of Affirmative Action in the public or governmental sector is based on one principle:

A people contributing to the existence of a system of government are owed at least their fair share of the benefits of that governmental system. Their share can best and most effectively be determined by their percentage of the population -- in general a quota.

It is in each minority group's interest to provide enough applicants capable of performing in each reserved position, or forfeit their rights to a full quota. It is the government's duty to ensure that entrance requirements are fair and that the competence level necessary for adequate performance is maintained. Arbitrary raising or shifting of qualifications would be acts of bad faith.

The Bakke case and others like it are direct challenges to the existence of this country's recently instituted Affirmative Action programs. Only since the employment of quota systems have minorities had anything approximating their fair share of seats in public professional schools. It has been recognized that since the professions are called upon to serve people of all stations of economic and social life, it is in society's interest to select its professionals from those stations. However, the only citizens threatened by the termination of Affirmative Action programs are minorities who, by the use of such programs, recently experienced greater access to the benefits of American society.

Until Bakke, a case that is concerned with minority enrollment in a publicly financed medical school, minorities had a clear perception of America's direction: toward a racially integrated society in the public sector. The principles of Affirmative Action had been thoroughly debated, then advocated by the Congress. The concept had been the subject of continual enforcement activities by the Executive Branch and had been judged desirable and constitutional by the Supreme Court.

Through all of those mid-sixties legislative actions, executive enforcement efforts and judicial deliberations, a few premises were developed:

- Inequality of opportunity undeniably exists in this country, based mainly on race and sex biases.
- This inequality is undesirable and unconstitutional.
- The people in power will only practice equality of opportunity if forced to do so with guidelines they can't circumvent.
- It is in the public interest and is constitutional to enforce equality of opportunity in the public sector.
- Equal opportunity is to be measured by its end results - integration of the public sector in groupings approximating each minority's percentage of the population.
- It has been determined by test and application for over 100 years that the most reliable method of obtaining the desired end results is a quota system or something similar.

Who would object to each group occupying its fair share of public positions? The main challenge to the Affirmative Action principles is posed by those groups who feel they have the most to lose, i.e., those groups whose numbers in each position far exceed their percentage of the population. Caucasian males are the group most frequently singled-out.

What do these groups propose? They propose the use of a system based on merit. The flaw is their reliance on tests and qualification criteria that are themselves of questionable validity. Realizing that any test can be constructed to produce desired results, test-takers are now inquiring if certain tests can ever measure competence. They are inquiring if the tests are merely devices used to limit the number of eligible applicants.

Also questioned are the cultural biases built into each test. Is the possession of those biases essential to the competent performance of the function being tested?

Experience has shown that housing, educational and professional opportunities have many more applicants than available positions, and that the pool of the eligible (those actually capable of mastering the work or paying the bills) includes a fair amount of minorities -- enough so that they could always be represented in proportion to their percentage of the population. It becomes evident that quota systems can effectively redistribute opportunity to conform to the demographics of a society.

The basic principles of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, as well as the mid-twentieth century civil rights acts, were nothing new. They merely reaffirmed the principles on which this country was founded and ensure them to those people in the minority. What was new was that those in the minority were recognized as people -- instead of as property.

Ensuring minority access to something meant ensuring that others didn't take that opportunity from the minorities. In that sense, a white male could be blocked from his individual participation in a benefit of society. In the aggregate, however, an individual white male couldn't be discriminated against unless and until fewer white males were selected than their percentage of the population. Blacks would know that roughly ten percent of the federally funded opportunities are available to them. In California, the LaRaza population would know that eighteen percent of the state finances opportunities are available to it.

Since racial discrimination is the question at issue in the Bakke case and others like it, race can easily be used in a quota system as the identifying mark of a minority group. The Asian and Indian groups could be accorded their fair representation. White women would know what levels of participation on which to insist -- a definite percentage of the majority group pool. All that remains to be litigated is the correct placement of Jewish Americans -- in the majority or minority pool. Caucasians of ethnic origin would be grouped with Caucasians of English descent. Any grouping of people not providing enough applicants to meet its quota would lose that position until the next selection.

Quotas aren't unfair to anyone except those desirous of "hogging the whole pie". A fair share based on population seems just and is a goal capable of being practiced and achieved. There is nothing wrong with quotas that fair-minded thinking can't cure.

## FREE TAY-SACHS TESTING

There will be a blood testing program at GGU on Thursday September 29 from 1 to 3 PM in Room 508.

If you have children or are planning on having children any time in the future, this message is vitally important for you. Tay-Sachs disease is an inherited genetic disease that kills children. A baby is born seemingly healthy. The first symptoms start at the age of 4 to 6 months. It is fatal by the age of 4 or 5. The disease is inherited from two perfectly healthy parents who carry the genes for the disease and probably know nothing about it. The only time a recessive gene can create a problem is when two individuals carrying the same genes reproduce, and their offspring unfortunately inherits the mutant gene from each parent.

About 1 in 200 people are carriers of the Tay-Sachs gene in the general population. The Jewish population has a much higher risk ( 1 in 27 ). This means that there are definitely a large number of carriers among students, faculty and employees on this campus.

The tests are part of a state-wide program of the State of California Department of Health. There is no fee for the test.

# PLACEMENT NEWS

Graduating students should note the following on-campus San Francisco interview dates as well as application deadlines. Further information is available on the placement board and in the office.

## On-Campus/San Francisco Interviews

Los Angeles City Attorney	Oct. 13 & 14
Army Judge Advocate General	Oct. 13
Reginald Heber Smith Community Fellowship Program	Oct. 14
Federal Communications Commission	Oct. 17 & 18
Department of Interior, Solicitor Synanon	Oct. 21
Coast Guard Judge Advocate	Oct. 25
National Labor Relations Board	Nov. 3
US Department of Justice and Internal Revenue Service, Chief Counsel	Nov. 15
	October or November

## Application Deadlines

September 28:	US Department of Justice Los Angeles City Attorney
September 30:	Army JAG Department of Interior Securities and Exchange Commission
September and October	University faculty Large law firms Corporations
October 1:	Internal Revenue Service, Chief Counsel US Court of Appeals, Ninth Circuit
October 31:	Reginald Heber Smith Fellowship Program
November 4:	Idaho Supreme Court Judicial Fellows Program
November 7:	Federal Trade Commission
November 9:	National Labor Relations Board
December 1:	Nuclear Regulatory Commission IRS Summer Intern Program
December 5:	Army JAG Summer Intern Program
December 12:	San Diego City Attorney

Clip and save this schedule for future reference.

## PAD Activities

There was beer, hamburgers, hot dogs, volleyball, touch football, and swimming, including a fierce game of water polo. P.A.D. really started the school year out right, with a district picnic and barbecue the weekend before last, at the Sonoma ranch of Frank Worthington, a San Francisco attorney and P.A.D. alumnus. The Hastings chapter sponsored the event, which was open to Golden Gate, Boalt, and U.S.F. law students. Many P.A.D. alumni attended, to socialize and also to offer their assistance as speakers, advisors, and mentors. Many contacts were made for the "Big Brother/Sister-in-law" program, which matches law students with practicing attorneys in their field of interest.

Upcoming Fall activities include cocktail parties, a tour of San Quentin, and the initiation and dinner, all held jointly with Hastings. Watch for more information concerning these events.

Our next meeting will be held on this Thursday, September 29, at 5:00 PM in room 209. The speaker will be Roger Cartozian, District Justice for Northern California, who practices law in Sacramento. In addition to information about the benefits of PHI Alpha Delta, he will discuss the problems he encountered in setting up a solo practice. Refreshments will be served and guests are cordially invited.

Any questions related to P.A.D. can be left in the P.A.D. mailbox in the Faculty Center, or directed to Joey Logsdon.

# Letters

## SBA IRRESPONSIBILITY

Perhaps the most effective voice we as students have at GGU is through student participation on the Faculty/Student committees and through our student reps to the FSC. The committee reps have traditionally been chosen by the SBA. This year, there was barely a quorum at the meeting which dealt with committee selection procedures. Richard Wright, our SBA President, delegated responsibility for conducting committee interviews to anyone who showed any desire, regardless of whether those individuals knew what the committees do, and without ensuring that former committee members be contacted. This method allowed and perhaps encouraged, abdication of responsibility by SBA officers and reps.

A total of four out of 19 elected SBA reps participated in the interviews for the Budget Committee (2 reps present), the Academic Standards Committee (2 reps), and the Evaluations Committee (2 reps). While we appreciate the fact that peoples' schedules may not have provided sufficient time to attend all the interviews, it is hard to understand why most SBA reps couldn't find time for any. Especially noticeable was the absence of our SBA President. It is one of his most important tasks to ensure that the student members of the committees be carefully selected. There was no excuse for Richard Wright totally delegating responsibility to others for (1) setting up the interviews, (2) participating in the interviews, and (3) selecting the committee members and the FSC reps. We can only conclude that he has shown a blatant disregard for the office to which he was elected.

The SBA's lack of responsibility is a strong blow to our credibility as a viable and responsible voice in determining school policy. It is sad that we have a vehicle for stating our views and that it is being flagrantly misused.

Connie Tavel  
Mary Gerber

## MORE STUDENT REACTION TO PAUL JAIN

Paul Fitzgerald's letter to the Caveat does point out two crucial facts: that the failure of the Caveat to present Jain's explanation of the Atlas matter was irresponsible journalism, and also that at least one student has had satisfactory dealings with Paul Jain.

However, it makes no sense to conclude from Fitzgerald's letter that there are no problems with the financial aid office. Dozens of students have complained about arbitrary policies, inefficiencies, and rudeness. I have had pleasant dealings with Paul Jain myself. I have also had unpleasant, and totally frustrating dealings with him. The man is clearly under a lot of pressure, especially since the federal financial aid programs are virtually the only feasible sources of funds for law students. (Hopefully, this will change as Karen Hawkins compiles outside funding sources.)

Because so many of us are dependent upon the financial aid office to help us finance our education, we have a right -- and an obligation -- to complain and attempt to improve financial aid services.

This is precisely why the Student Financial Aid Committee was formed. Any professional can benefit from constructive criticism and the recommendations of his clients. Paul Jain has not had the benefit of any organized student participation before. Perhaps a continuing student voice in the formation of financial aid policies will improve the relationship between the financial aid office and the students it serves. And hopefully, financial aid policies will more adequately meet the needs of students in the future so that we will have more satisfied students like Paul Fitzgerald.

Kathy Reilly