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Motion To Strike

It is amusing to reflect for a moment on the planned but eventually unnecessary sit-in by law students to protest the curtailment of library hours. When many of us were college freshmen, students combined their efforts to shut down the operations of universities across the country. Five and a half years later, University of Virginia law students came close to a confrontation in order to keep the doors open until midnight.

An additional moment of reflection reveals that this week's planned strike actually made a good deal of sense in terms of its intended goal. While the protests of our bygone days often impeded the functioning of colleges as a means of focusing attention on non-campus issues, Monday's proposed sit-in involved activity directly related to the subject of discontent: the early closing of the law library.

The administration quickly relented, obviating the need to carry through with the threat. The possibility of a disruption of the orderly processes of Miss Farmer's domain, however, certainly played a role in the change of plans. It was, of course, but one facet of the immediate marshalling of displeasure with a decision reached in the absence of any student input.

There certainly must be areas in the University's budget which are better places to begin an energy-saving campaign. The unnecessary heat in the Law School last week is one example that quickly comes to mind.

Thoughtful cutbacks require a careful analysis of the budget. When that is done, a final decision still hinges on policy choices selecting those areas which can absorb cuts in expenditures with the least impact on the University's mission.

Hopefully, the administration has learned a lesson from the expression of student disagreement with its actions. The future steps taken to comply with Governor Godwin's directives must involve student contributions. In the meantime, law students may continue to pursue knowledge until the bewitching hour, even though they develop eyestrain during the daytime phase of that pursuit.

Misdirected Priorities

It is one thing to criticize the University's decision to save money by reducing library hours. If we belabor the mistakes perpetrated in our own backyard, however, we may overlook the true source of our discontent: the Governor of Virginia.

Responding to what is undoubtedly one of the worst fiscal crunches seen by the Commonwealth, Godwin has chosen the field of education as a prime candidate for cutbacks. The decision serves to underscore the need, in the face of November's general election, to select members of the General Assembly who can make more sensible choices for spending our money.

Even in good times, government must choose among insatiable demands for its funds. We all learned that in Principles of Economics. When the crunch comes, furthermore, some areas must suffer additional refusals. Unfortunately, it seems as if such key areas as education never fare better than a draw in the guns v. butter face-off.

The Governors' decision comes at a time when public schools, blessed with a stable student population, are turning hard-pressed funds toward achieving a workable teacher-student ratio. It comes at a time when the nation's oldest law school at William and Mary may lose its accreditation without new facilities.

Meanwhile, the Governor, thwarted in his attempt to construct I-66 through Northern Virginia, hopes to turn the state's share of the money to other highway projects in the Tidewater area. While motorists on their way to Virginia Beach would appreciate the completion of I-64 through Norfolk, they might be able to forego the pleasure so that public education can ride out the hard times relatively unscathed.

Waste certainly exists in the government. Ask anyone who has ever worked for the Federal bureaucracy. One can only go so far, however, in holding the lid on state expenditures. Virginia long ago abandoned the pay-as-you-go approach to government spending. It seems distressing that we now must suffer almost as much as we did under such a policy.

In light of this, we should not take November's elections lightly. We need to populate the General Assembly with legislators who can bring to bear renewed rationality on the Commonwealth's financial decisions.

Look! Up on the stage! It's Libera!... It's the Riddler! No! It's Superjester - Faster than a speeding tongueless, More humorous than the Marquis de Sade, More liberal than H.L. Hunt - Strange visitor from another world who, disguised as Charlie Eyebread, ill-mannered law professor for the Daily Plaintiff, Fights a never-ending battle against future interests, Blood of the Blood and the Heirs of Senator Bacon.

Hello and welcome to "You Bet Your Grade" - Say the Secret Word and divide \$100!



This cartoon, with contemporary hairstyle, originally appeared in the VIRGINIA LAW WEEKLY of October 30, 1969.

BALSA Plans Legal Service To Aid Westhaven Residents

by Blair Gardner

A young black man is preparing to move to a new apartment. He's managed to save enough money to move into a larger place, and he's ready to vacate his old residence. His old landlord then tells him that he owes one month's additional rent. The landlord claims that the young man hasn't given him adequate notice. The tenant is confused and uncertain of his liability. Even worse, he doesn't know where to turn for help.

For black persons in Charlottesville there is now a place to go for legal advice. Nine members of the Black American Law Students Association (BALSA) have established a legal assistance service for the residents of the Westhaven community in the city. Under the direction of the Legal Aid Society, and operating as a unit of the New Birth Community Workshop, BALSA plans to provide a wide range of legal services.

The establishment of the "legal clinic" is the work of two second-year law students, Terry Medley and Willie Robinson. Both bring previous experience in community work to the project. While a student at Amherst, Medley worked with voter registration drives and community organizations in Springfield, Massachusetts. Robinson was involved in similar projects as a Yale student. He also served as a member of minority recruitment panels for Yale.

Incidents Prompt Project

Medley explained that both he and Robinson saw the need for such a clinic from their experiences this summer. Medley worked for the Legal Aid Society and Robinson was director for the Youth Employment Service. "I realized at the time of the disturbances at the Safeway that problems from Westhaven residents weren't coming to Legal Aid," Medley said. "Dave Levy (Director of Legal Aid) realized this too; he told me to work out some solutions and so I had a lot of freedom to plan the program."

Robinson explained that Safeway incidents also prompted him to investigate the establishment of a legal services center for the community. "Committees were formed after the riots, but I wanted to do something more affirmative than work through committees," he said.

After consulting one another, the two began to talk with officials in the Mayor's office, and with existing groups, such as the Neighborhood Youth Corps. Many of the residents of the community, an area extending from 4th to 14th Streets and from West Main street to the Route 250 Bypass, were also questioned about the proposal. "Some evenings I'd play basketball with the kids and then we'd sit around and talk," explained Medley. "I liked to talk with some of the older persons in the neighborhood, too. They were very positive about the idea."

Eventually, it was decided to

work under the aegis of the New Birth Community Workshop, an organization which sponsors educational classes and self-help projects for the Westhaven residents. Medley pointed out that doing so aided in publicizing the legal clinic and gave it some initial financial support. The clinic is located at an office rented by New Birth at 11th and Page Streets. It operates Tuesday through Friday for three hours in the afternoon.

New Clients Reached

Although Legal Aid attorney Scott Williams is the adviser, Mr. Medley emphasized that the Westhaven clinic is not an extension of Legal Aid. "We're hoping to serve people who weren't being served, who were hesitant to go downtown (to the Legal Aid office), and who were put off by long waits. The idea is very similar to the Legal Assistance circuit riders. The only difference is that there's another kind of distance that separates Westhaven from downtown Charlottesville."

The Westhaven clinic plans to concentrate on poverty law matters, particularly landlord-tenant problems. Family law and criminal cases will continue to be handled at the main office of Legal Aid. Another advantage to the community according to Medley is that the BALSA staffers will be able to give free legal advice to persons who cannot meet the maximum income requirements set by Legal Aid. The Westhaven clinic may apply for funds from the Law Student Division of the ABA to expand the project if it proves initially encouraging. This will depend on the Law School maintaining its affiliation with the ABA-LSD, which will depend upon the success of the recruitment drive for members this fall, according to Medley.

The first week of operation entailed primarily administrative matters. Robinson explained that zoning restrictions prohibited offices in the neighborhood. The counseling nature of the work to be performed overcame this obstacle. Publicity has been good according to Medley. Stories about the clinic have appeared in two newspapers, and a local television station has indicated an interest in doing a story advertisement. Spot ads will also be aired over local radio stations.

The response from the members of BALSA has been enthusiastic. "Almost every first-year student indicated a desire to help," Mr. Medley noted, "but we decided to limit it to seconds and thirds because they have a better idea of the actual legal issues involved." The BALSA members assisting include third-year students Chris Williams and Jim Naggles and second-year students Beverley Burton, Patricia Johnson, Jacy Thurmond, Bernard Holmes, and Calvin Williams.

Key To Success

A key to the success of the program will be how long it survives. In order to be of lasting significance (Please See Page 3, Col. 4)

Graduate Program Suffers From A Lack Of Imagination

by Wil Goering

For those who remain unsatisfied after three years of legal academe and who are willing to brave the vagaries of an unstructured existence, the Law School offers opportunities to do graduate study.

The Graduate Law Program at Virginia is intended for individuals who desire a career in legal teaching or scholarship and for students from abroad who want to learn about the American legal system in general.

Students are admitted to one of three degree programs. The Master of Law (LL.M.) degree is pursued by those American law school graduates who decide to do graduate study in law. The Master of Comparative Law (M.Comp.L.) is primarily for students from civil law or non-English-speaking countries. In both cases, the requirements are similar, including two semesters of residence. The Law School also offers a Doctor of Juridical Science (S.J.D.) degree requiring two semesters of residence, oral examinations and a dissertation.

Currently nineteen students are pursuing degrees in the Graduate Law Program. Of these, ten are graduates of United States law schools, three are from both New Zealand and Taiwan, and one each from Austria, Ghana and Israel.

No Specialization

The Program offers no specialized degrees in contrast to the programs

Analysis

at many other schools. Many of the inquiries received each year, however, are from students interested in advanced study and specialization in a particular field.

According to the director of the Graduate Law Program, Professor Calvin Woodard, specialization within the program has rightly been resisted. The program is designed primarily to make better law teachers, not for professional assistance. Such a purpose underlies the quasi-philosophical, quasi-pedagogical emphasis of the Program.

The Graduate Law Program lacks structure, however. There are no courses or seminars designed exclusively for graduate students; they attend classes alongside Juris Doctor candidates. The Program also lacks any unifying force or philosophy. According to Woodard, "Money is not the real problem; the Program lacks imagination and devotion."

The Program must even do without an office or any centralized record keeping. Participants also are not given an opportunity to pre-register for classes. This situation prompted one observer to note that the Program exists only in the minds of the participants.

No Faculty Commitment

The absence of faculty support and interest is responsible for a substantial part of the problems faced by the Graduate Law Pro-

Shaffer . . .

(Continued From Page 1)

gram, which may be a function of the South." He feels that due to the keen competition for places in law schools, law students today "tend to be intellectually comparable across the country."

Remarking on the disparity in size between the law schools at Notre Dame and Virginia, Shaffer said that "at a small law school, you're in the process of getting to know everyone, while at a large law school, you're in the process of just getting to know the people you deal with." His students in Trusts and Estates number about 140, which is almost one-third the size of Notre Dame's entire law school.

gram. Students could occupy a great deal of faculty time. Additionally, these students are competing with the Law School's own J.D. candidates.

The law faculty must decide whether to make the graduate Law Program innovative and aggressive or to maintain it in its current nebulous form. It is unfortunate that a program that potentially has much to offer in terms of legal scholarship should remain indefinitely as a "holding operation."

Means . . .

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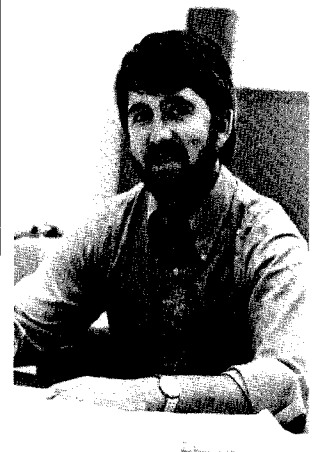
He actively researches and teaches in the areas of Latin American Law, Sociology of Law, and Corporations.

Legal Education

As a teacher, Means believes he should engage students' interest and establish an analytic framework for a subject. In his second and third-year courses he strives to teach analytical techniques rather than case analysis. He feels there "is nothing to be gained by not answering questions for a student, if I know the answer."

However, he attempts to consider in class "only those questions which are not answered by treatises, which the student can read on his own." He tends to treat theoretical issues because he feels the law school class is an inefficient means of teaching practical skills. "Probably many practitioners need only the nuts and bolts . . . the solution, however does not lie in my using the classroom to say things that can be found in treatises but in abandoning the idea of a three-year university legal education for all." He suggests one year of law school and the reading of treatises.

Means employs the one-exam grading system, chiefly because of the limited time which it demands



Means

of the teacher. Nonetheless he remarked that the system has shortcomings. "A law exam tests peculiar skills under time pressure and may evaluate something other than ability." Means feels that through "random error" a student can experience a bad day and score poorly on an exam, but that "it tends to even out. Over three years, I suspect that for most students it makes little difference." In previous years of teaching he has observed that offering two exams in a course relieves pressure for the final and "gives the student a sense of how he is doing while there is a chance to do something about it."

No Necessary Courses

Means suggests that there are no courses which a prospective lawyer must take in Law School. He cautions students against taking courses too closely linked to an anticipated specialty because "most students change their minds during law school."