THE RANKS ABOLISHED

Appeal

"BLOOMINGTON SKYLINE"

IN THIS ISSUE:

The New Ranking System:
A Response from the American Bar-Graph Association.

Also: Mrs. Mitchener, Bill Fugelsbg
Dean White, Deborah Gaither.
The Appeal is published periodically at the Indiana University School of Law, Bloomington, Indiana. The views expressed in articles and editorials do not necessarily reflect the views of The Administration, Faculty, or Student Body. Opinions expressed are those of the writer, who alone is responsible for content and style. Unsigned editorials reflect the views of the editors. Permission is granted for reproduction of any article or any part of an article appearing in The Appeal, provided credit is given to both The Appeal and the author, if the article is by-lined.

Faculty Advisor: Phillip Thorpe

Special Assistance and Sincerest Thanks:
Acting Dean D.G. Boshkoff
The Secretarial Pool

April 25th, 1972
As Dean Boshkoff noted in his Review of the Year speech the other day, there has been a large increase in the amount of stealing around the law school as finals approach. To take a look at the library bulletin board (which by the way deserves to be funded as the school's major publication), one might suspect that no one has survived the last three weeks without having something stolen. The editor of this humble publication has had three copies of Gilbert's stolen, and is also missing a couple of text books. Most likely, there would be a few notes up on the library board to that effect, but no one really likes to admit that Gilbert's is all that important to him (although there is a movement in the current second year class to give next year's Gavel Award to the editor of Gilbert's...).

I'm told that more Gilbert's are stolen than either class notes or texts, but this might be a reflection on the fact that most people I know don't take many notes. The rationale concerning text books seems to be that they only get stolen during the first part of each term, when our budding thieves are endowed with the resolution that maybe just once they'll read a few of the assignments. Anyway, by the end of the term, most textbooks are too dusty to steal without leaving telltale fingerprints. A temporary solution to the theft of Gilbert's might be to make it a required text wherever possible, on the assumption that they would then never be read, and therefore, never be stolen. As for the class notes which have been stolen, one can only hope that the thieves begin to recognize their fiduciary duty to their victims and even up the odds by knocking off the rest of the class as well.

Lest I be accused of not mentioning the thieves in disgusted rhetoric, I can only suggest that one of two things must happen. Either they must eventually be caught, at which point they will be free to begin careers with either political party; or they will become more proficient, in which case they are well prepared to join the tax bar.
COMMENTARY

In a recent issue of DICTUM, the IUPU Indianapolis Law School's equivalent version of The Appeal, the following article was found:

"DON'T BOTHER, WE ALREADY DID!!" 

"The members of P.I.S.S.E.D., INC. decided, after numerous confrontations with a jobless job board, to explore the possibility of improving the placement office. We had heard of the apparent efficiency and success of Bloomington law students in their quest for positions. Upon this rumor we decided to take action and see for ourselves on your behalf just what actually transpires.

"Upon arriving in Bloomington, we resisted the urge to visit the local bars and proceeded straight to the placement office. First, we decided to compare the job boards of the two schools. To our amazement, we found a job board lacking in organization and notices of positions. In fact, we only found the board after extensive searching.

"Half shocked, we then proceeded into the placement director's office to inquire as to the method used for job placement of their students. After an extensive interview with their director, we found that a placement office does little to place students, and in fact, is merely a clearing house for information.

"By comparison, our placement office is more organized, the job board more accessible, and more easily read, more positions posted, and easier accessibility to the director. As far as potential, we would rank our placement office far above that of Bloomington. Because our placement office is as new as our school, it lacks the depth, experience, and alumni that Bloomington has, but like a good wine, we are sure that with age it will improve if we can keep out the wine fly.

We did find that Bloomington students are probably not aware that they are paying a nickle more for the same 'gunk' they call coffee out of an ARA Vending machine that we get at the bargain price of a dime.

PEOPLE INTERESTED IN SAVING SOCIETY'S ENVIRONMENTAL DEVELOPMENT IN CASE NOBODY CARES.

(continued...
The emotional response to such an article, I suppose, would be to take a day off, travel to Indianapolis, and try to dig up a few snide comments about the placement office there. It seems logical, that in so much as I have no idea even where the Indianapolis law school is located, that I might have even more trouble finding their job board, assuming it isn't posted in every classroom or something like that.

The problem with doing something like that would be that it does nothing to explore what in fact the function of a placement office should be. The only tangible claims made in the article revolve around physical things. Our job board is difficult to find, unless you happen to be a student here. Our placement office is less organized, but what does that mean? Our job board offers "less positions," but we place at least 90% of our students. Our placement director is less accessible, yet I've never heard a complaint from a student that wasn't able to meet with Ms. Mitchner.

I suppose it resolves itself in a misconception of the function of a placement office in the first place, and a misconception that seems to be shared by at least a few of our local students as well.

The placement office envisioned by the DICTUM article seems to attribute a great deal of inaction on the part of the student. I have the feeling that the Indianapolis students who wrote the article would like to be called in by their placement office and given a choice of jobs which some firm has guaranteed to give to the Indianapolis law school.

The reality of the situation, as most of us realize, is something far different. The student usually has some idea of the type of work he would be interested in upon graduation. On the employers side, he likely has made certain decisions concerning where to send his interviewers, and where to submit requests for resumes. This is something the placement office can effect, even if only over a gradual period. As the prestige of a law school grows, more employers can be induced to submit their openings to the law school. Even this, however, is directly effected by the quality of the bodies we send out into the world. Even if we could get every job opening in the known world somewhere on a little board in the basement of the law school, what would it do towards getting our students into those positions?

The importance of a placement office, it seems to me, is in their ability to put students in contact with the people who do the hiring. The methods that succeed aren't as formalized as some people would like, but you're dealing with personalities here, and dealing with students and employers whose needs and interests are amazingly diverse. Sometimes
the only thing the placement office can do is to put the students in contact with old graduates in areas of the country where the student has an interest in working, or give the student an awareness of how to use resources he never knew he had or would be able to use effectively. If that student is successful in his job search, the placement office then has a lead it can use to the benefit of subsequent students.

As the job market tightens, which it seems destined to continue to do for so long as law schools and our profession are unable to begin some sort of regulation or to expand the horizons of the profession, this is the sort of work that placement offices will have to become experts in—call it a clearing house for information or whatever, you have to judge the success of a placement office, not on the percentage of students which are hired into firms at high rates of pay, for even this is influenced by the quality of the individual student, but more on the ability of the placement office to establish contact between the students and the potential employers.

HARVEY, CLANCY WIN LAW DAY AWARDS

Prof. William B. Harvey, ex-dean of this law school was awarded the 1971-1972 Gavel Award at the Law Day ceremonies on April 14th.

The Gavel award is presented yearly to the faculty member, who, in the eyes of the graduating class, has done the most for the law school.

Tom Clancy, second year law student, was presented with the Student Bar Association President's award. The President's Award is also presented yearly upon criterion decided upon by the outgoing Student Bar Association President.

Law Day ceremonies were climaxed by a speech by Martin Mayer, author of The Lawyers.

Other events included a panel discussion and suppers in faculty homes.
SOME THOUGHTS ON THE INDIANAPOLIS LAW SCHOOL

BY Lynn H. Coyne

We are all aware of the attitudes held by students and faculty at this school concerning the academic ability of students and faculty at the Indianapolis Law School. The general impression is that the curriculum at the Indianapolis Law School is nothing but an extended bar review course. While this may have been true five years ago, the situation has changed since then, and the students and faculty of this school might do well to reexamine their attitude toward the Indianapolis Law School.

No doubt, a great deal of Indiana "black letter law" is taught in Indianapolis. Be that as it may, that would hardly seem reason enough to ignore over 900 fellow law students only 50 miles away. That alone should not be cause to condemn the academic ability nor the social concern of the student body.

Many of the students at Indianapolis are working in the present legal structure in the Legal Services Organization, the Prosecutor's Office, as clerks to state and federal judges, and in their now famous bail bond program. They seem to have a sense of activism that requires them to participate in society rather than to stand back and observe it.

Their student bar association recently argued before the Internal Revenue Service that an increase in parking fees violated the phase two guideleins. The university was required to return over $20,000 in illegal fees to the Indianapolis Law Students.

They participate actively in community political activities and several members of the student body are candidates in the upcoming primary.

The student bar association is preparing a proposal for a student legal services program similar to the one here in Bloomington. They plan to serve the legal needs of the Law School, the growing IU-PUI campus, and the Medical, Dental, and Nursing Schools located nearby at the medical center. Free medical care for law students is anticipated in reciprocation for legal services.

The Library at the Indianapolis Law School is in poor shape, and the students have been unsuccessful in arguing to the legislature for more funds. In this regard, a system of inter-library loan cooperation would be of assistance.
Their placement office has its shortcomings despite its many contacts and they are working to upgrade it.

Rapport among faculty, administration, and students seems very good. It is rumored that one of their professors even helped a "C" student get a job.

The students at Indianapolis express great interest in this school, and a desire to work with it. They would like to have support when they lobby for more funds from the legislature. They would like to see more Bloomington students take advantage of their facilities and programs. In general, they are interested in joining programs with the Bloomington Campus.

Before this school continues ignoring the "other" one, it would be beneficial if more of our students had an opportunity to visit the Indianapolis Law School and make their own judgments. Perpetration of what would appear to be an unfounded criticism of the Indianapolis Law School could be doing more harm to the Bloomington students than it is to the Indianapolis students. Our student bar association could undertake a program of cooperation that might be enlightening to both schools.

S.B.A. ELECTIONS HELD

Elections for the Student Bar Association were held on April 5th.

The new officers are;

President -- Curtis Stuckey
Vice-President -- Geof. Gerard
Sec. Treasurer --- Mike Guest
Jr. Representative -- Dan Graley
On April 8th, the 7th circuit of the Law Student Division of the American Bar Association held its annual conference at the Indianapolis Law School. Prior to its afternoon business meeting, the conference, which included delegates from Chicago-Kent, John Marshall, Univ. of Chicago, Depaul, Valparaiso, Notre Dame, and Indianapolis and IU at Bloomington, attended round table discussions in criminal defense, by an associate of F. Lee Bailey; the activities and policies of the Environmental Protection Agency, by an assistant director of the E.P.A.; and litigation of student's rights cases by a member of the Indianapolis Legal Services Organization.

At the afternoon business session resolutions were adopted condemning President Nixon's recent stand on bussing and disapproving the use of draft law violations to disqualify law students from becoming members of state bars.

Mr. Rick Morgan of the Indianapolis Law School was elected governor of the 7th circuit, which includes the states of the 7th federal judicial circuit, for the 1972-1973 school year.

Delegates to the conference reviewed the amicus curiae brief which was to be filed in the DeFumis case in the state of Washington. Stating that the outcome of the case could destroy the progress made in recruiting minority law students in recent years, the conference approved the brief supporting the University of Washington Law School's recruitment program.

SPORTS NEWS

"The Lodge", a softball team comprised entirely of law students now stands 1-1 on the season after dropping its second game of the season to last years Intra-mural champions. The team has one more game remaining and may still qualify for the playoffs.
Article by Richard L. Halpert redacted due to language

Original copy available in the Archive Collection of the Jerome Hall Law Library
Prof. Popkin, head of the admissions committee has released some speculative figures concerning the incoming first year class.

It is estimated that the admissions office will receive some 2000 applications for the 190-200 places available in the first year class. At the time of this writing, nearly 80% of the places available have already been filled.

Prof. Popkin estimates that the incoming class will include over 25 women students and some 15-20 minority students.

Over one half of the applications received are from out of state students, it is estimated, but since the majority of the better applicants are still from Indiana, it is again estimated that the composition of the class will be 75% from Indiana, and 25% from out of state.

Because the Educational Testing Service has been rather slow this year in processing LSAT scores, the admissions office has correspondingly slowed down its processing of applications so as not to prejudice the applications of students whose scores have not yet been received.

The estimated credentials of the incoming class, and again, these are only speculative estimates, should include a median LSAT score of 630, and an estimated median GPA of 3.3.

This year two students were involved in the work of the admissions committee. They are Ms. Ellen Thomas, and Al Mans. It is possible that the student participation in the admissions committee may be expanded in coming years.
The demurrers' club met in plenary session on a rainy Friday April 21, 1972, at Nick's. Much to our surprise A. Dan Tarlock came as advertised. After induction, he spoke on the topic "Planned Unit Development (P.U.D.) and Shifting Erogenous Zones," the subject of a forthcoming article in LOOK magazine's annual retrospective. The full text of his talk follows:

B.O.: [Introduction omitted.]
demurrers: [Applause, grunts, howls.]

A. Dan Tarlock: "Uh—what can I say?"
demurrers: [Applause, grunts, howls.]

Professor Tarlock then departed, after finding his umbrella, which was recognized by his initials burned in the fabric, to catch a plane and leave the demurrers as far behind as possible.

The floor was opened for the regular business meeting on the motion of the deliveryman on his way out the back door seconded by the waitress, who said she was leaving too with the deliveryman out the back door.

Ellen Thomas, keeper of coins, struck the opening note (followed in three part harmony, infra) by reading an amusing postcard from Richard Halpert, the original B.O., written in an Acapulco jail. He wrote that the $10 only got him as far as Topeka, Kansas, after which he had to hitchhike the rest of the way to Mexico. He also requested we forward the rest of the Treasury to him in small unmarked bills and pay for the 5,000 membership cards he ordered. The members unanimously voted to bronze the postcard and return it to him C.O.D. in recognition of services rendered.

Text of the Treasurer's report follows:
Elections were held (all offices are subject to change without notice).

Results:

Brooding Omnipresence:
Myra Spicker
Ellen Thomas
Larry McHugh
Ron Payne
Mike Mahoney
Tom Zoss
Douglass Boshkoff
Jim Peilemeier
Henry Richardson
Richard Halpert
George Fruit
William Fugelso

Prince of Peace (i.e., Sergeant at Arms):
Dana Green
F. Thomas Schornhorst
Alice Craft
Tony Metz
Cory Brundage
Robert Birmingham
Miss Lebus
John Gemmer
Roger Sanction
Nick Wade
Alan Schwartz
The Venerable Baude
Marilyn Zilli
Edward Sherman

BY ORDER:

Respectfully submitted,

WILLIAM P. FUGELSO
Ex-Brooding Omnipresence (XBO)
"What's it like in there? What really goes on? How are the students—the faculty—the staff? What's it like going to Law School?" These were questions skittering about in my head as I climbed the front steps of Bloomington's own paradigm model of legal pedagogy, Indiana's celebrated School of Law. These were questions that I was determined to answer—through personal observation. Clutching the door handle, I took a deep breath and ventured forth.

Stepping into the outer lobby, I noticed someone playing with the sand in the ashtray. He had a worried look on his face. I asked him if anything was wrong. Without looking up he raised his hand and gave me a salute with one of his fingers. Not a very friendly salute, I must say. Perplexed, I moved on into the main hallway.

Except for one or two students, who at the time were reading the local rag sheet—The Appeal—the hallway was empty. I wondered where everyone was. A bell rang. Then, as if the law school was relieving its bowels, thousands of people crowded the lobby; running about talking and chasing their tails. Walking up to one of the students, I asked him, or was it her (?) what law school had done for him. Taking a dramatic pose, he pointed his finger into the air and proceeded to say, "Gliding down the banister of life, law school is just one more splinter in the hypotenuse of my anatomy." There was conviction in his words, and such a finality in what he said that I pursued the subject no further.

Fighting my way across the lobby towards the library, I overheard a militant ms. hurl an emotion packed "male chauvinist pig" at a very surprised mr. Scratching his lice infested beard, he turned to me and said, "All I did was offer to light her cigar." I chose not to comment and stepped into the library.

The atmosphere was one of quiet; one of serenity. I sighed and tried to appreciate the scene before me; a scene of prudent and constructive activity. In the checkout area, all was businesslike. The person behind the desk was keeping the records straight. The lady sitting by the xerox machine, which at the time was being kicked by an irate student, was reading Mad Magazine, and several students were checking out materials. I stood there for a moment taking it all in. My thoughts were interrupted by a tap on the shoulder. I quickly turned to find a conservatively dressed woman, hands clasped, peering at me with the look of efficiency and authority. "Excuse me young man," she quipped, "but you are loitering and we just don't allow that around here. We have rules and it just so happens
that you are breaking one of them. Do something or get out."
I explained who I was and what my purpose was for being in the
Law School that day. I asked her if she could take me on a brief tour of the library. She gave me a look of interest,
paused, and said, "Follow me."

The tour was thorough. I had no idea I would be given
a discography of every book in the library. I didn't really
mind flipping through, page by page, the United States Code
Annotated, but when the recitation of memorable passages from
Shepards Citations began, I did become a little restless. While
strolling through the library, I remarked that some of the studen-
took morbid-dead, as it were. I was told that some of them
were --- but their bodies couldn't be removed until the legislatu-
appropriated more funds. In the basement of the library, a party
seemed to be going on. It wasn't a party really. The same
student I'd seen earlier digging in the ashtray was shouting
for joy over the fact that he had found his elevator key. I
excused myself from the tour and joined the student on his ride
up the elevator. Little did I realize what lay in store as we
sped upwards towards the 4th floor.

"What's on the 4th floor," I asked him. He became
curious and his eye began to twitch. He wet in his pants and
went into a cold sweat. From his reaction, I could tell there
was something extraordinary about the fourth floor. It had been
rumored that unusual activities took place "at the top." I
had been told that all kinds of law school secret documents
were stored up there --- confidential stuff --- like "The
Challenging and Creative Guide to Writing Evidence Papers."
As the elevator pushed onwards to its destination, I became
a little nervous. Nevertheless, the mystery of the fourth
floor captivated my interest. Was the fourth floor the place
were certain professors disappear after final exams are
taken? Was this the place where the Indiana Bar sticks pins
in voodoo dolls resembling certain members of the faculty?
I had to know. Just as the elevator stopped at the fourth
floor, the student with me fainted. Reluctant to proceed
alone, I took the elevator to the third floor, still puzzling
over the room at the top.

"I'm losing my mind. I'm losing my mind. Going,
going..." The student on the elevator uttered these mournful
words as I stepped out onto the third floor and the doors of
the elevator closed. On my own again, I walked down the hallway.
Greeting one professor, I asked, "How are ya?" He responded
by saying "What's it to you, fella?" and with a bottle of
Scope in one hand and a pacifier (a glass of G in that looked
like water) in the other, he went on... I figured he must
have had a lot on his mind.
Turning around, I saw someone talking to himself, saying, "Hello there nose. How are you? Have you seen my ears lately? If you happen to see them, tell them 'Hi' for me—will ya??" This was just about the time I ran into someone who was spouting off about how galloping res judicata is ruining the country. I decided to leave and was about to when I heard this terrible roar coming out of one of the offices. A student came running out—hair on end—followed by a person bellowing colloquial terms. Kicking down doors and making holes in the cement walls with his bare fists, he, like a Norman Conqueror, fiercely made his way down the stairs to do battle with the natives waiting for him on the first floor.

Checking out the classroom scene was as interesting an experience as any I had had previously. Most of the classes seemed to bristle with a kind of intellectual spark and activity. With dramatic emphasis, the students were led to an awareness of important points of law through mutual discussion. Socrates would have been proud. One class I sat in exhibited exemplary academic discourse. The carefully planned discussion was going very smoothly, when, without warning, a gust of air scattered the professors notes all over the room. Chaos followed. Students were grabbing frantically for the notes and stuffing them in their shoes. After several minutes of clamor and confusion, the class resumed and the professor carried on as best he could. Without notes, however, he was at the mercy of the eagerly waiting students. It wasn't long before a verbal free-for-all was in full swing; with the two opposing sides of the podium in all out war; the professor valiantly keeping up the fight, using weapons not really suited for the normal classroom encounter. It was no longer a matter of advancement of knowledge, but more a matter of survival. After class, I asked the professor how he felt about the whole affair. He told me, "When you are up to your rear end in alligators, it's difficult to remind yourself that your initial objective was to drain the swamp."

It was towards the middle of the afternoon, and I hadn't eaten a morsel all day. I was really hungry, but wasn't ready to leave the building, so I went to the snack lounge. I wanted a coke, so I put 15¢ in the machine. The coke came but the cup didn't. I tried coffee. The cup came but the coffee didn't. Desperate, I went for orange flavored juice. I did get the juice, but lost 75¢ in the process.

As I began to bite into a Reese's Peanut Butter Cup, I heard a commotion down the hall at the Placement Office. It turned out that there was a fight to be first in line for interviews with the firm Way, Down, and Out, Inc., from Lower ranks, Mississippi. The placement office head told me this scene takes place every year towards the end of the semester when certain firms come to look over the salvage material.
Weak, dazed, and tired, I decided I had had enough for one day. On my way out of the building, I was stopped by a suspicious looking character in the middle of the main lobby. Explaining that he was a visitor to the law school but no stranger to it, he introduced himself, "The Chancellor is my name, Power is my game." He said. He told me I could call him "B.C." (though he looked more like A.D.) "Were looking for a new dean," he continued, "would you like to be one?" I wondered if this dude was for real. In response to my inquiry as to the whereabouts of the old dean, I was told, "He just wasn't our kind of folk. I didn't like the way he played the game, so I changed the rules." Declining, I said, "With Chancellors like you, who needs students?" When I left he was giving his pitch to some stray dog that had found its way in. The only qualifications the dog had, so far as I could see, was that he followed the chancellor around on all fours, wagged his tail, and didn't talk back.

By now it was late afternoon. Most everyone had gone home. As the sun set and the meter maid wrote out her last ticket for the day, I thought about my experience in the law school and tried to put it into proper perspective. I asked myself whether or not I should apply for law school. At that moment, a huge limestone brick liberated itself from the upper reaches of the center tower facade, and came crashing down, splitting the sidewalk, and knocking over a few trees, barely missing the tender hairless of my head. Standing there amidst the rubble and destruction, I concluded that such an omen couldn't be ignored, and I laid to rest any idea of going to the law school. Nevertheless, I couldn't help but think to myself, "What a place. What a day..."

Ron Payne

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STUDENT EVALUATION COMMITTEE REPORT
REFORM OF THE RANKING SYSTEM

The committee has previously published a report making some tentative recommendations regarding modifications of our ranking system. The committee has had the benefit of criticism from faculty and students, and in the light of the comments received we make the following recommendations to the faculty for action.

(continued)
1) Grade averages recorded on transcripts or otherwise published by the school should be rounded to the nearest .1 of a point. (The committee is not here making any recommendation regarding whether questions of academic eligibility and honors should be based on similar treatment of grade averages.)

2.) Serial class rankings will not be compiled or published by the school and no class rankings are to be recorded on student transcripts.

3.) At the close of each academic year, bar graphs will be prepared showing the distribution of grade point averages for the year of students completing their first year, their second year, and graduating from the school, and also graphs of the cumulative grade averages of students completing their second year and their final work in the school.

4.) Copies of these graphs relevant to a student should be made available to him.

The Committee believes the above system should reveal ample information about a student's relationship to his class while at the same time discouraging the most meaningless and unreliable comparisons. It also avoids defects, perceived by some, in the committee's earlier proposals: the ranking of some students but not others, and the temptation to make possibly unwarranted assumptions regarding the statistical distribution of the class based on the information which was proposed to be published.

The committee believes that our current grade averaging and ranking methods make finer distinctions than are validly useful. The Committee has received and considered proposals for the total abolition of ranking, and these proposals received considerable sympathy from members of the Committee. It seems to the committee, however, that a more radical departure from the present system than what we here recommend is not feasible at the present time. Whatever the merits of whether techniques of grade comparison, such as ranking by grade averages, have academic value, competition for jobs upon graduation is a fact of life which the law school cannot abolish. Grade averages are meaningful only in relation to the grading practices in use at the particular school. Some members of the Committee thought that publishing no official information regarding the grade averages of the graduating class could lead to the use of spurious and unreliable information, and therefore, that until new rules of the job-hunting competition can be devised, some aspects of the current rules will have to be continued. Being in a competition of this importance where it is impossible to know the rules of competition would subject students to severe pressures.

(continued...)
LAWYERS COOPERATIVE PUBLISHING CO.

The Committee will shortly issue another report requesting faculty discussion of certain issues regarding pass-fail

Student Evaluation Committee
Baude, Brodley, Cooper, Friedman, Hoehn, Parsloe, Wright, and Greenebaum (Chairman)

******************************

LAWYERS COOPERATIVE PUBLISHING CO. AWARDS

The following persons received awards from The Lawyer's Cooperative Publishing Co. for receiving the highest grades in their classes during the first semester of this academic year:

**Constitutional Law**
Patrick L. Duffy
F. James Helms

**Torts**
Stanley E. Fickle
Fred Michael Holdeman
Ms. Jane H. Stonecipher

** Domestic Relations**
James R. Pope

**Trusts**
Fredrick A. Schurger

**Future Interests**
James R. Fisher

**Criminal Procedure**
Ben Small

**Agency**
James R. Pope

**Corporations**
James A. Videbeck

**Estate Planning**
Michael Fruehwald
Thomas J. Brannan

**Administrative Law**
Stephen Paul

**Labor Law**
Gary Burkholder

**Evidence**
Robert Gordon Lord

**Creditors Rights**
Wayne L. Wictmer

**Procedure**
Rory O'Bryan

Prof. Wallace is Chairman of the Prizes and Awards Committee.
PLACEMENT FOR THIRD-YEAR STUDENTS AS OF APRIL 27, 1972:

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Enrollment</th>
<th>Number Placed</th>
<th>Per Cent Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>24</td>
<td>23</td>
<td>96%</td>
</tr>
<tr>
<td>May</td>
<td>92</td>
<td>62</td>
<td>67%</td>
</tr>
<tr>
<td>August</td>
<td>29</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>145</strong></td>
<td><strong>99</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

The number counted as placed includes students with long-term military commitments (three or four years), those assured of positions in family firms, and those who have reported personal plans which remove them from current consideration (e.g., going abroad for a year, planning to take the bar in other states with reasonable assurance of employment thereafter). Thirty-one of the remaining class members are known to be actively interviewing and/or negotiating at present. No information is available for the other 15 students.

<table>
<thead>
<tr>
<th>Class Dispersement</th>
<th>In-State</th>
<th>Out-of-State</th>
<th>Military</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>35</td>
<td>23</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>August</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>61 (61.5%)</strong></td>
<td><strong>30 (30%)</strong></td>
<td><strong>5 (5%)</strong></td>
<td><strong>3 (3%)</strong></td>
</tr>
</tbody>
</table>

Percentages shown are based on total placement of 99. Those leaving the state will be located as follows: Arizona (1); D.C. (2); Ghana (1); Illinois (8); Iowa (1); Massachusetts (2); Michigan (8); New York (1); Ohio (3); Oregon (1); Washington (2).

<table>
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WHY PRE ENROLLMENT?

Nicholas L. White
Assistant Dean-Administration

In a recent issue of The Appeal, comments were made concerning the pre-enrollment procedure. It was intimated that its primary purpose was to enlarge the bureaucracy of the law school administration. Such a statement is not only irresponsible, it is ludicrous. Had the "reporter" taken time to discuss the matter of pre-enrollment with the administration, the "reporter" could then have reported accurately and fully concerning pre-enrollment.

There are several reasons why pre-enrollment is being tried. These are:

1. Since there is no limit during pre-enrollment on the number of students who may enroll in a course, although not all will be able to get in the course in the event of over enrollment, we can ascertain the demand for each course. This information will assist in future planning of the courses to be offered. Without pre-enrollment, there was no system for ascertaining the unsatisfied demand for a particular course.

2. To a much greater extent, third year students will be able to enroll in seminars and limited-enrollment courses of their choice. On the first-come, first enrolled basis used in the past, some seminars were completely enrolled before most third year students had the opportunity to enroll. These were some "abuses" of the old enrollment system which irritated students. These "abuses" included (1) a student who was at the front of the line picking up class cards for one or more students in the back of the line, (2) student enrollment workers being badgered by fellow students to save an enrollment card for them, and (3) spurious excuses being made why a student could not make regular enrollment and therefore should be permitted to enroll early.

3. By knowing in advance of regular enrollment in which courses he or she is enrolled, the student avoids hurried decisions at enrollment in planning his or her schedule. In other words, the student will have more time to plan any changes necessitated by he or she being "bumped" from a course.

4. With the number of students enrolled in a particular course being known well in advance of the beginning of the semester, adequate amounts of books can be ordered. This is very important since the book-ordering procedure voluntarily followed by the two or three outlets in Bloomington makes it difficult to assure that sufficient numbers
will be on hand. This situation should improve substantially for the fall semester.

5. To the extent possible, classes can be shifted to larger classrooms to accommodate larger enrollments. It must be borne in mind, however, that we do have limited classroom space and that demand is greatest for the morning hours of 9:30, 10:30, and 11:30. In addition, class size might be increased by a faculty member to accommodate some over-enrollment (i.e. in excess of 90 or 120, whichever is applicable, or a limited enrollment course).

6. Regular enrollment can now be completed in one day. This means that students will not have to return to campus as early as in the past. Students who have commitments which prevent them from being on campus at regular enrollment dates have fewer problems since they will have pre-enrolled.

All matters considered, the pre-enrollment procedure should enable students to plan more fully in advance of the beginning of each semester or summer session.

Second year students have, and will continue to have, the most problems. Their curriculum is completely elective, and they have second priority to third year students. This means very few second year students will be able to enroll in seminars. It also means they will be "bumped" first in case of over-enrollment.

The regular "drop and add" procedure and procedure for enrolling in courses when a student has been "bumped" will be improved. As a matter of record, in the 1972 spring semester enrollment, approximately 80 students were "bumped" and thereby required to make an alternate selection at regular enrollment; of these, 59 resulted from an enrollment limit being placed on one course after pre-enrollment had been accomplished.

With this explanation, perhaps pre-enrollment will be more palatable.
AN ANSWER
by Deborah Gaither

While recently attending a luncheon with various other law students and a candidate for the deanship, I had occasion to hear a somewhat annoying comment from one of the members of Women's Caucus as she espoused the views and concern of her organization. The comment was as follows: "We can't speak for the Black women. Black women don't participate with us and I really don't know why because not only are we concerned with alleviating discrimination against women, but all forms of discrimination."

I guess on the surface the comment may appear overflowing with good faith, however, I didn't perceive it as such, and as a consequence, I would like to take this opportunity to clear up the mystery that exists in the speaker's mind. Be advised: the views expressed in this article are totally those of the writer and are in no way intended as a policy or position statement for B.A.L.S.A. or other Black women in the school.

To begin with, I feel that too many non-Blacks have for too long been expressing what they deem to be the needs and views of Black people—not only Black women. No one knows better than the victims themselves what they find most oppressive to them, and more specifically, here in the law school community, it is my feeling that our mere presence manifests the requisite degree of literacy and intelligence to adequately express our own views and priorities.

Women's Caucus does not bespeak my views as a Black woman, nor as a woman, primarily because we have nothing in common, aside from being women. Most of those who comprise Women's Caucus are married, middle-class, White, and with children, which is in no way even remotely similar to my situation.

Another factor which serves to alienate me from Women's Caucus is what I believe to be the grave hypocrisy inherent in their organization in terms of what they practice and what they preach. If in fact they are concerned with alleviating all forms of discrimination, then what is there reason for accepting preferential treatment from the law school in terms of not carrying full course loads? To me, this demonstrates the most obvious kind of discrimination, not
against them, but against the rest of us who are forced to carry full loads. It would seem that an organization predisposed to fighting discrimination would be the last to have its members reap the benefits of discrimination practiced on others.

Another reason for my anti-Women's Caucus views stems from the projects they attack as demonstrative of sexism in the law school, i.e. Goodley's Legal Writing Assignment 1st Semester. It appeared to me that there was nothing sexist in his hypo but merely that the Caucus members were grasping at straws, and seeking a cause to justify their existence as an organization, and Goodley was a convenient target. For a woman to be called "bitch" was no more degrading than for a man to be depicted as committing adultery. (Perhaps my frame of reference is improper, however, I feel that reality compels us to acknowledge that such situations do occur and such words are used.)

The Women's Caucus should serve a more meaningful role than that of manufacturing petty grievances as they seem to have done in the past. For if ever a real problem arose where they would have to rally in support of some aggrieved "Sister", it's quite possible that they may be viewed much in the same light as the little boy who constantly cried wolf.

As a result of these observations, I feel that the Women's Caucus serves no purpose for me, and before they carry their avid campaign to alleviate the "discrimination" that exists in the law school, a process of thorough introspection would greatly help them in a much needed re-appraisal of themselves.

respectfully submitted,

Deborah Gaither
BOSHKOFF GIVES "REVIEW OF THE YEAR" SPEECH

Tuesday, April 25th, Dean Boshkoff spoke before a small group of students, reviewing the accomplishments and problems of the past year at the law school.

He began by noting that perhaps the most crucial task of a law school administration is that of securing and filling faculty appointments. Three such appointments have been made for the coming year.

Ms. Parsloe is returning as an associate professor, and Dean Boshkoff noted that we may be the only law school with someone of her qualifications in the country. The fact that Ms. Parsloe is not a law professor, but in fact has her degree in another area, helps to strengthen our commitment to develop interdisciplinary studies, and to strengthen ties with the university community.

Jon T. and Mary-Michelle Hirschoff, as previously noted in The Appeal, will teach here next year as well. Dean Boshkoff noted that their letters of recommendation were "remarkable," and that they are a welcome addition to the faculty.

Three new instructors will be here next year as well. They are William Roberts, who served as editor of the Oklahoma Law Review; Robert Reuben, who served as a student instructor at Wisconsin; and Martin Gardner, who served as editor of the Utah Law Review. Dean Boshkoff also announced that he will be serving as an instructor in the tutorial program, taking a smaller group of students, in an effort to evaluate the instructor-tutorial program. He noted that the program is highly difficult because the instructor is supposed to be both a friend to the students and yet still maintain enough perspective to grade them objectively.

As a second accomplishment of the year, Dean Boshkoff noted the improved summer session, and suggested that more students take advantage of it. It offers, he said, a chance to accelerate, an opportunity to experiment with course offerings such as continued clinics, and an opportunity to see different faculty members, some of which will be actual practitioners, such as Jim Strain, who will later clerk for Judge Rehnquist.

The third major accomplishment noted is the increase in the number of students appointed to judicial clerkships. This coming year, eight students will have the opportunity to work in such positions. The job of recruiting and placing students in clerkships has been handled this year by Prof. Dworkin, and will next year be handled by Mr. Arnold.
Other accomplishments:

Justitia: This is the first time students have been willing to go to the effort of putting out a second publication, although it has been suggested numerous times in the past.

The Law Journal: "A banner year with a banner deficit." The University has doubled the funds for the journal for the coming year.

The Placement Office: Compared to other schools, IU is doing remarkably well, do both to our "quality product" and to the work of Ms. Mitchener. "Jobs will come."

Lectureships: The Addison Harris Lectureship, unused in recent years, will resume in full force over the 1973-4 year when three distinguished lecturers have already agreed to appear on campus.

Students: During the period following the resignation of Dean Harvey, student support did an amazing amount of good.

Law Day: The Dean admitted to having always dreaded the Law Bay banquet. The SBA is to be congratulated for their efforts. The Dean also promised that he would make every effort to make sure his wife wouldn't be out of town for next year's faculty suppers.

Dean Boshkoff then mentioned a few of the problems the law school has had during the past year:

Deficiencies in minority enrollment: The progress isn't satisfactory. There just isn't enough money.

Women: They don't yet have their rightful place either in the law school or in the profession.

Students on Committees: It used to be that students wouldn't serve on committees here, so that administration got the SBA to draft them. Now, as a result of increased student interest, students not affiliated with the SBA find it hard to get committee appointments. This year, anyone who wanted to be on a committee was appointed, but this isn't the solution. Dean Boshkoff suggested that a student meeting be held early next year to suggest alternative means of appointment.
The Curriculum: Dean Boshkoff suggested that the curriculum committee look to the AALS model curriculum and make some comparisons. He suggested more emphasis be placed on the first year of law school in an effort to put some of the excitement back into the study of law.

Student Morality: Plagiarism, Note stealing, and the theft of library books came under heavy attack. Dean Boshkoff characterized the theft of class notes as the "stealing of a person's academic life..."

The final portion of the speech was devoted to the needs of the Law School:

Two new faculty authorizations: The faculty is short handed in a number of areas, such as Labor Law and Criminal Law

A better JD-MBA Program: This also requires more faculty as only two professors are currently teaching in both schools.

Undergraduate Involvement: The law school ought to be directly involved in the teaching of law to undergraduates, but here again, funding is the major problem. Prof. Dworkin has been working in this area.

Fellowships: Again, a lack of funds.

The Library: Lack of money

Space: The building is filled now. If faculty members are forced to seek other quarters, it will enforce a separatism among them which can't be desirable. Future additions to the law school appear to be at least five years away.