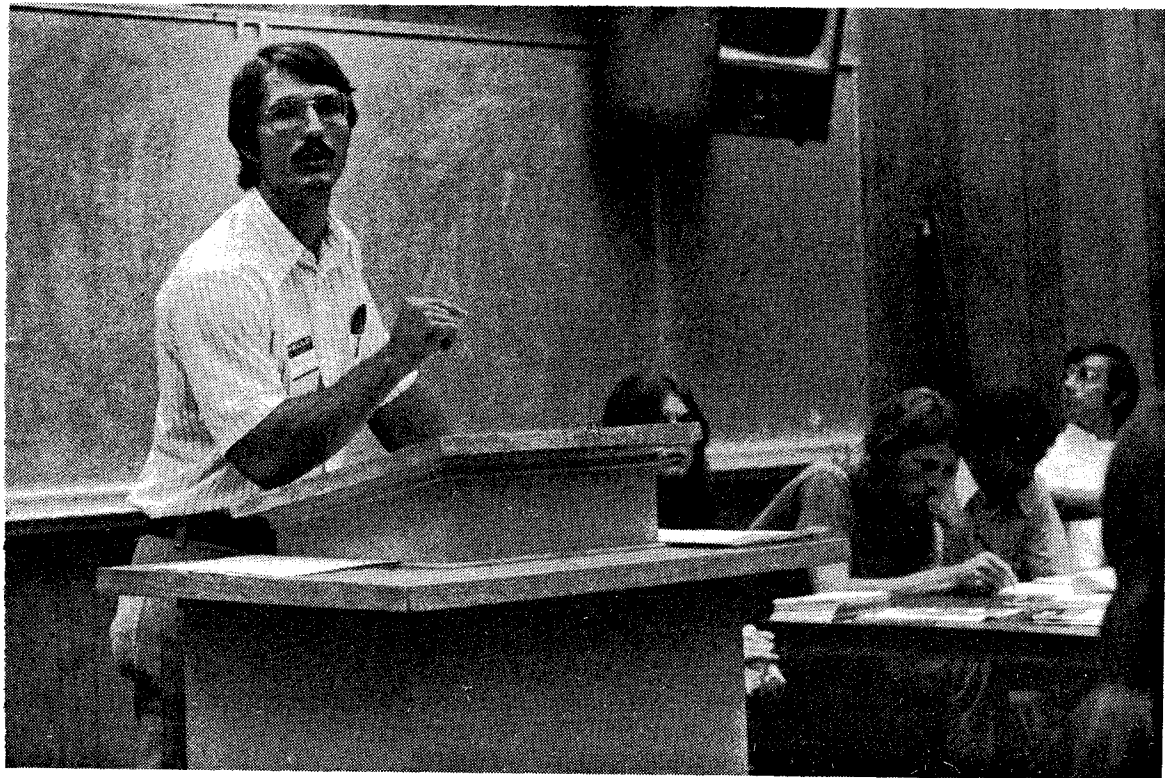


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Student Association President Gary Austin speaks to first year students at annual orientation

session sponsored by the San Joaquin Student Association.

Photo by Jim Gray

## ORIENTATION '75

by Gary Austin

The Student Body Association held its annual freshmen orientation the evening of August 26 in room 6 of the Pilgrim Marpeck Center located on the Pacific College Campus. The evening consisted of speeches from members of the student association, law wives and Sue Keller the school registrar. Speakers from the association included Marshall Hodgkins (vice-pres), Dale Dorfmeier (author of the orientation handbook), Bruce Owdom (editor of the school paper) and Gary Austin (president). Speakers from the law wives included Karen Dicks, Wanda Hager and Sharon Forrest.

Immediately following the formal presentations came refreshments which included the opportunity for freshmen to intermingle on a one-to-one basis with upper-classmen. The central purpose of the evening was to extend a personal welcome to the new members of our school and disseminate to them relevant information concerning the mechanics of briefing, the study of law, classroom

preparation and general information about the school itself and the student association of which they are all a member.

The unique feature of the evening, as contrasted with all prior orientations, was that it was held on a separate night from registration. This freed the association from the experienced time conflicts of orientations past and allowed us the benefits of no distractions. It likewise facilitated the sense of camaraderie which permeated the night's activities.

The notion of students helping students was the cornerstone upon which the success of the evening can be attributed. We all know that law school places great time demands upon us, but when the call went out for volunteers to bake cookies, act as servers for refreshments and other needs to numerous to mention here, the response always came back the same — "I'll be glad to do whatever I can." Thank you members of the association, law spouses, members of the law wives and all those lovely people on the Pacific College Campus.

## IN OUR BEST INTERESTS

by Dan Yohman

Law students and attorneys — there is a need for us to be more conscious of our image and role in the community. We're close to the law, close to people in trouble and often develop a certain cynicism about what we can do or even want to do beyond the professional requirements of the job. Great efforts are made to reach our own personal goals and then time is spent trying to make it in the economic jungle, often leaving us too "busy" for other needy causes.

The new course on campus, *professional ethics*, affectionately dubbed the *public relations* class by some, may well be closer to the truth than we'd like to admit. Whether we like it or not it would seem that laws, law students, and the legal profession in Fresno — not New York, L.A., Lodi or London — can use an advocate for their image. As a student I've had occasion to pick up many a layman's idea of the Lawyer: "Self-seeking, Egotistic . . . A necessary evil . . . Don't worry, you'll never be able to afford that kind of justice . . . Insurance; if only the attorneys would lay off . . . Government; those attorneys not only run it, they pass the laws that keep the control . . . They think they are experts on everything; why just the other

day . . ."

The problem is deeper than any "business minded practitioner." For sure, there are numerous persons connected with the legal profession in Fresno who are community minded and who are going the extra mile, maybe not on the front pages, but in their own way. The problem really goes to the total lack of understanding on the part of the average citizen of the entire legal process.

In the past decade or so great strides have been made in the betterment of the system. Consumer advocacy, removal of internal inequities with respect to the availability and adequacy of counsel are a reality. But much of this has gone unrecognized or appreciated by the man on the street, largely because we lack meaningful ways of explaining the role of the law and the courts in our changing society.

Senator Alan Robbins, 20th District, sponsored S.B. 1426 adopted by the 1974 legislature amending Section 8571 of the Education Code to require that social science courses given secondary pupils include instruction in our American legal system, the operation of our juvenile and adult criminal courts and the rights and duties of citizens under the

See Interests page 4

## Practical Training of Law Students

by Dennis Mederos

There is a program in this school many students do not know about. It is the Juvenile Justice class offered as a two unit class of pass/fail credit which can be applied towards graduation requirements.

As far as practical study is concerned, this is probably the most useful study of the law to be received at SAN JOAQUIN. It entails all aspects of the legal process practiced by the Public Defender's office at the Juvenile Court level. One has the opportunity to interview the minors before their first hearing, to represent them in their detention (arraignment), adjudication (trial), and disposition (sentencing) hearings, and to play an integral part in determining the fate of the juvenile.

To represent the minor in court, one must have completed four semesters of study in the night program or three semesters of the day program. This qualifies the student to apply for certification by the state bar. If the Bar grants certification, the student is allowed (under the guidance of a lawyer) to counsel and give legal advice to clients, to appear on behalf of the client in the taking of depositions, and to appear on behalf of the client in any public trial, hearing, or proceeding in court. The beautiful thing about certification is that its scope can be used beyond just the Juvenile Justice program. One can use the certification in

any type of legal employment whether for a private attorney, the District Attorney, or the Public Defender.

It should be pointed out that one does not have to be certified in order to take the Juvenile Justice class. Even without certification there is still very good experience received from the interviews conducted with the juveniles and the various crimes of Criminal Law that one deals with, which range from a simple curfew violation to the most serious felonies. Also one gets

an opportunity to see just how the legal process works. The attorneys for the Public Defender's office give each student plenty of latitude in determining whether the crime charged is the correct one. If the student feels that the minor is unjustly charged, the student is the one who will consult with the District Attorney and request a reduction of the crime. This makes the student soon realize his importance in the fate of the juvenile because often the determining factor as

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see  
frampton  
interview  
page 3

Photo by Roger Vehrs

## Editorial

### Forum For Ideas

In its fifth and most promising publishing year yet, the *DICTA* staff has its work cut out for it. An expanded publication (from four to seven editions a year) and mailing (to every judge and lawyer in Fresno County) schedule and increased page size have nearly doubled the work load. But the added effort should be worth it.

About one-half of the *DICTA*'s production costs are covered by student fees. The other half is met by advertising revenue. Since the *DICTA* is published by all the students (either directly or indirectly by payment of their fees), it is intended to promote the interests of those students. This policy should be reflected in the over-all quality of the paper, from reporting to writing style.

But even if the *DICTA*'s form is improved, its content must not be neglected. San Joaquin is a new law school, barely six years old, and it has had its share of problems. Most of these may be traced to two primary sources.

First, there has been sharp criticism directed at the school administration and its failure to deal fairly and candidly with students. One recent example is the ambiguous and inaccurate "financial statement" issued to students last Spring. After publication of that document a few seemed placated, but most were left even less certain and more cynical about their school's financial administration than before.

Second, students and concerned faculty have failed to protest perceived wrongs vigorously enough. Too often complaints are lost in the mutters of a small group — perhaps because of the fear of retribution either in school or in the local job market or perhaps because of the feeling that morale is already so low that the plunge seems irreversible to even the most dauntless.

But whatever the reason or combination of reasons, the problems remain subjects talked about over drinks on Thursday night and forgotten in Friday morning's haze. To the extent that better communication can facilitate advancement of solutions to the problems confronting us, the *DICTA* is prepared to provide a forum for ideas and criticisms.

So that this objective may be democratically realized, all students, faculty, and lawyers are invited to submit their criticism or suggestion for compilation and publication in the October or November edition of the *DICTA*.

Submissions may be left at the front in the library, given to any member of the *DICTA* staff, or mailed to *DICTA*, San Joaquin College of Law, 1717 So. Chestnut Ave., Fresno, CA. 93702.

## CALENDAR

by Dale Dorfmeier

As we are all well aware, the school year has begun at San Joaquin College of Law. It's not surprising to note few even know the Fresno Musical Season has also started. Musical season! What's this nonsense? Yes, musical season. At first blush, it appears to be idiotic to talk about the current musical season when there is so much study to do that one can't even enjoy the current football season. Well, admittedly this is so; but most students can testify that nothing but study is not a good idea and a little relaxation is in good order. It is with this thought that the Fresno musical scene offers a pleasant diversion from the routine entertainment of television, football games, or movies. So for those that would enjoy the events that are up-coming, here are a few suggestions that might be of interest. It might first be noted that the advantage of the musical environment in Fresno is that it is a relatively inexpensive form of entertainment.

Perhaps the musical event of the season is the appearance of Pinchas Zukerman with the

Fresno Philharmonic Orchestra October 10th at the Fresno Convention Center. Mr. Zuckerman will play selections from Mozart, Schuman, Debussy, and Sibelius on his violin with the orchestra. It would be well worth attending. Although tickets are sold on a season basis, standby and cancellations are available at the box-office the day of performance.

## CALENDAR CONT.

Also slated for big performances is some good old homespun Americana. The Fresno State Orchestra and Choir will present the J.C. Penney Bi-Centennial Musical Celebration October 15 at the Fresno High School auditorium. This offers to be a good old-fashioned type of entertainment that is not often seen in Fresno.

For opera fans (if there are any in the crowd) there is a presentation of Porgy and Bess slated for the Stephenson Music Company sometime this month or next. The exact date hasn't been set yet so keep in touch with them.

For those of you that prefer a more subdued and intellectual challenge, there will be a concert of chamber music September 28th at the home of W.E. Roberts, 5550 N. Van Ness Ave. which is open to the public. Tickets are on sale at Stephenson Music Company for performances at 3:30 and 8:00. This is particularly noteworthy since the performance will consist entirely of contemporary California composers. In fact, a work of Mr. Warkentin's from Pacific College will be included in the performance. Musicians include many notables in the Fresno Area including Mrs. Renzi, Mr. and Mrs. Phillip Lorenze, Carol Blore, Werner Lywen and Perel Winter and Zella Woods.

Fresno pianist Alan Rea will appear October 18th at the Fresno State University recital hall for a solo piano performance. Mr. Rea is a well-known local artist that has performed throughout the state and his interests center on the contemporary music of today as well as the baroque era. It should be mentioned that there is no admission for this recital and this would be a good chance for some good music.

Finally for the Gospel-Rock fans, Andrae Crouch will appear October 10th at the Warner's Theater in Fresno for an evening of good Gospel sounds. This offers to be a particularly interesting performance that is not regularly seen in the Fresno Area.

Hard Rock fans, sorry. This writer can't find anything available this month to console you. Maybe next time.

In conclusion, music offers a relaxing diversion from the hard routine of study; get out and enjoy a live performance. You'll find it so much more rewarding than any recording you can buy plus it offers a chance to expand your knowledge and experiences and to meet many interesting people.

## Law Students of SJCL V. Pacific College

Fresno No. 2440, Sept. 20, 1975

**Bill in equity for specific performance of an air conditioning system and tort action for damages.  
Judgment for defendant.**

*Hart, K.* — Plaintiffs allege that during the first two weeks of September, as a result of air conditioning failure in classrooms owned and operated by the defendant, educational instruction was virtually abandoned. Some classrooms were so hot that several students collapsed, requiring emergency treatment at a nearby medical facility located at Chestnut and Olive Avenues, where great quantities of ethyl alcohol were administered. Other classes were removed to an outdoor amphitheatre, where a firecracker set off by one of the prepubescent prowlers in the neighborhood caused a scale used for weighing lawbooks (sold on campus at \$20.00 per pound) to crash down on two students, who sustained assorted Palsgrafian injuries.

Citing a long list of cases (e.g., *In Re Drip Dry, Turkish Bath v. Frigidaire, Twenty Mule Team v. Death Valley*), plaintiffs plead the following causes of action: (1) breach of a lease agreement for decent, safe, and sanitary classrooms; (2) breach of an implied warranty of habitability; (3) misrepresentation of fact; (4) negligence; and (5) violation of eighth amendment guarantee against cruel and unusual punishment and first amendment guarantee of free speech, as incorporated in the fourteenth amendment.

Although editorializing is not within the customary province of judges, I must say that never in my tenure on the bench have I seen such a mishmash of confused pleadings. As my fellow brethren have stated, "These law school students don't know their assignees from a hole in the ground."

To the first contention — breach of a lease agreement for decent, safe, and sanitary classrooms — plaintiffs produced in evidence a contract between Pacific College and Administrators of San Joaquin College of Law for said classrooms. We cannot accept plaintiffs' outlandish contention that they are third party beneficiaries of the lease agreement. "Unless the contract is primarily for the benefit of a third party and the promisee's primary intent in contracting was to discharge a duty owed to that third party, the third party is not a beneficiary and cannot bring suit on the contract" (B.A.R. outline; *Steam Room v. Wash n' Wear*). Here the defendant amply proved that the lease agreement was for the mutual benefit of the law school administration and Pacific College. Any benefit to the students was purely incidental.

To the second contention — breach of an implied warranty of habitability — we are unwilling to extend the California landlord-tenant doctrine concerning places of habitation to places of educational instruction, particularly where such classrooms are used only occasionally as sleeping quarters.

To the third contention — misrepresentation of fact — defendant asserted, and the jury believed, that defendant at no time made any statement as to the temperature of the classrooms. Although the administrators of the law school made numerous statements to students that they would get "cold feet in class," Pacific College made no such claim. Therefore the students should file a breach of contract action against their own administration, with damages to be measured between what the students were promised (cold feet) and what they actually received (perspiring metatarsals). (See the Hairy Hand doctrine of *Hawkins v. McGee*.) The students will get nowhere by persisting in their claim that they were deprived of "fertile educational opportunities," as promised by the administration. In the law, fertility is a principle applicable only to (1) octogenarians and (2) the purchase of barren cows.

As to claims of negligence, plaintiffs ought to review their Gilbert's outlines on proximate cause. Although reasonably foreseeable that neighborhood delinquents might cause damage to plaintiffs, considering past parking lot activity whereby tires were punctured and radio antennas broken, only a fool of a judge would consider it foreseeable that a firecracker set off by one of the delinquents would actually cause a scale to tip over, inflicting injuries on two students. And we consider plaintiffs' fifth claim — violation of the constitutional guarantee against cruel and unusual punishment — to be totally frivolous. Plaintiffs were seen to recuperate very quickly after treatment as out (post) patients.

Plaintiffs claim, and again we disagree, that classroom conditions prevented the exercise of their first amendment rights. It is elementary law that plaintiffs must show that classroom conditions exercised a "chilling effect" on their first amendment rights. Here there was a "heating effect" only, and we are not willing to countenance the absurd notion that hot and cold are mutually interchangeable effects. Most importantly, plaintiffs lack standing to assert constitutional rights. (Indeed, as defendant pointed out, most of the plaintiffs were prostrate with heat exhaustion.)

Finally, plaintiffs seek specific performance of Pacific College's air conditioning equipment. Here the well-known maxim "He who comes into equity must come with clean hands" is applicable. Defendant produced thirty-seven photographs of students with nicotine-stained fingers and one hundred cigarette butts found outside classrooms, in clear violation of the campus prohibition against smoking. Also submitted in evidence were twenty MacDonald's wrappers, fifteen Burger King and five Wendy's wrappers. It seems that a great number of these students rush to school shortly after fulltime jobs and instead of dining in a civilized manner, purchase drive-in food and distribute remnants in contravention of the campus ban on littering. One roach clip was allowed into evidence (*Acapulco Gold v. Panama Red*), but it was never shown whether this was the property of a Pacific College student, a law school student, a neighborhood j.d., or a member of the faculty.

Judgment for the defendant.

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# Frampton Plans New Approach to Constitutional Law

Mary Louise Frampton's reaction to her first class in constitutional law was one of excitement and enjoyment: she appreciated the intelligence, preparation, and interest of her students, and she is looking forward to the rest of the year. Likewise, San Joaquin is appreciative of her qualifications, her serious attitude toward teaching, and her plans to expand the curriculum in constitutional law.

Always having had an interest in legal education, and having taught women's rights at California State University at Fresno, Ms. Frampton has formed definite ideas about the purpose of her class. She hopes that through study of the corpus of constitutional law and through participation in class activities, her students will not only develop a thorough understanding of the principles of constitutional law, but will also acquire the skills necessary to the litigation of constitutional questions.

To this end, she has assigned the traditional casebook and behemoth of accompanying supplemental material, and she will require additional reading in some areas of the course. Beyond the usual assignments, Ms. Frampton has several new experiences planned for her students. The class will participate in a small-scale moot court in the classroom. Opposing teams of two students will have the opportunity to argue the merits of constitutional issues of their choice. The subjects will be controversies which are being litigated presently in the lower courts or which will undoubtedly be constitutional issues before the courts in the future. Ms. Frampton believes that this exercise will familiarize students with sources of constitutional law and with the unique analytical discipline of constitutional argument, as well as provide them with a chance to learn about problems of interest to them.

Although aware of the importance of the academic approach to her subject, Ms. Frampton thinks that all too often students' understanding of constitutional law is ob-

structed by lack of orientation toward practice. Thus she plans to share with the class litigation of constitutional issues as it occurs in Fresno County. She feels that students should be exposed to the pleadings, discovery practices, and other procedural elements of lawsuits involving constitutional rights. She hopes that students will be sufficiently interested in the subject matter to participate in preparation of on-going cases, and she thinks that students would benefit from the organization of a program enabling them to work on cases in the Fresno community. Ms. Frampton also plans to have experts from the community lecture to her class on several areas of controversy.

With respect to her subject matter, Ms. Frampton intends to emphasize the relationship of the individual to the state, and the individual freedoms and governmental interests involved in controversies of that nature. She is interested in the constitutional period of American history and intends to explore in her class the phenomena of the constitution and constitutional government from both historical and contemporary perspectives.

Although her sense of the purpose of her class is clear, Ms. Frampton believes that her students should participate in the decision as to what goes on in the classroom. She welcomes argument, criticism, and suggestion, because she thinks that it is only through such processes that the class will learn to spend classroom time most effectively. As a teacher, she feels that she should be challenged, and she expects her students to speak up if they think she is in error. She thinks that the class should function as individuals cooperating to learn together, and feels that through the use of the Socratic method this end will be achieved.

Ms. Frampton was born in New York and was raised in the Midwest. After receiving her B.A. from Pembroke College in Brown University, she studied English history at University College, University of London. She also did



Mary Louise Frampton

Photo by Roger Vehrs

graduate research in legal history at the London School of Economics and Political Science. Ms. Frampton attended Harvard Law School, graduating *cum laude* in 1971. While enrolled she was Note Editor of the *Harvard Civil Rights-Civil Liberties Law Review*, and she helped found the Harvard Women's Law Association. She worked as a student in the community with the Harvard Voluntary Defenders and the Harvard Prison Legal Assistance Project. She clerked for the East Harlem Community Law Office in New York City, and for Senator Edward Kennedy on the Subcommittee for Administrative Practices and Procedures of the U.S. Senate Judiciary Committee.

As a practicing attorney, Ms. Frampton has worked for California Rural Legal Assistance and has been involved in several other legal service projects. Presently she practices law in Fresno with her husband, Mario Olmos, Judge of the Parlier Justice Court. Ms. Frampton is counsel to NOW; much of her practice involves civil rights litigation.

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## Unfulfilled Potential of Food Stamps

by Rory McKnight

Would you appreciate a 10% to 100% increase in your food buying dollar? That may very well be possible for you as a student with minimal effort. Statistics show that for every person receiving the benefits of the U.S. food stamps program, there is one other person who is eligible but left out. To what is this lack of food stamps potential fulfillment attributed? The answer seems to be, the lack of public knowledge about food stamp eligibility.

First some popular misconceptions need to be cleared up. One does not have to be married, employed (nor is one exempted by being employed), and food stamps are not free. For example those who are not married but sharing an apartment may be eligible if a separate household economic unit is maintained. A student is not forced to get a job so long as he remains at least a part time student. The cost of food stamps depends, not on your gross income but on what is known as the "net food stamp income", that is, income after a number of deductions.

A household's eligibility is based on three basic tests. To be eligible one must have access to cooking facilities and meet the asset and income tests. The first test, regarding cooking facilities is self explanatory. The asset test restricts the program to households with \$1500 or less in assets. Wait, before you say, that lets me out, read further. The principal assets to be counted are savings and checking accounts and stocks and bonds. Such things as house and lot, one automobile, personal effects and household goods, life insurance policies or tools needed for employment are exempted. A second car is even exempted if it is needed for employment.

The income test is considerably more complicated. The food stamps office starts with a household's gross income and deducts a wide range

of expenses. Taxes and most other items withheld from paychecks, including union dues, are deducted. *Tuition and mandatory fees for educational purposes* are deducted, as are court ordered alimony and child support payments, payments for the care of children to allow a household member to work, and all medical costs if they exceed \$10 per month.

Finally — and most important — households generally get a deduction for their shelter costs — including mortgage and tax payments as well as rent and utility bills.

After all the deductions are taken, a household's "net food stamps income" is reached. Eligibility exists if for example the income figure falls below \$215 for one person, \$300 for two, \$427 for three, \$540 for four and so on. The amount one has to pay for the food stamps allotment depends of

### Brewer Awarded Scholarship

Charles W. Brewer was awarded a \$1000 law scholarship by the Disabled American Veterans Charities of Fresno County, Inc.

Brewer is a student at San Joaquin College of Law and will graduate in 1976. A native of Kentucky and graduate of the United States Naval Academy, Annapolis, Brewer served two full tours of duty in Vietnam. He was awarded the Distinguished Flying Cross, Air Medal, Navy Commendation Medal and Vietnamese Gallantry Cross with gold star.

He resides at 111 W. Fountain Way with his wife and daughter and worked as a law clerk in the Fresno County Public Defenders office.

course upon that final figure reached after deductions.

And, the size of the allotment will depend upon the number of persons in the household.

A final note. One might have to go through a typical bureaucratic hassle to establish initial eligibility but once it is established all else is handled through the mail and at your closest post office (for purchase of coupons) except for a required appearance at the food stamp office for approximately 45 minutes once every three months. A small price to pay for such a great increase in food buying power.

Interested? Contact your local Welfare office, and remember, don't be ashamed to be a struggling student for surely you will amply pay your dues upon admission to the Bar.

### Practical

to whether a reduction of the crime will result is the student's knowledge of criminal law. Due to one's recent familiarity with the study of this field, crucial facts will come from the reading of the police report or the interview with the juvenile which the District Attorney did not consider when the charge was brought.

Aside from the practical experience gained, there is also an opportunity to receive a sense of personal satisfaction. This is usually the first time that one realizes that all the studying done in the past can really be put to use to help others. Plus the thank-yous received from the minor and his parents are not minimal. There are many great people working at the Juvenile Hall who are involved in the juvenile justice system. They include not only the Public Defenders assigned to the hall but also the District Attorneys, the probation officers, and the various employees. The atmosphere is very cordial and everyone from both sides seem eager to help the student achieve the maximum experience from the course.

To get credit for the two units, one must complete 112 hours of assistance at the Juvenile Hall. The course is set up on a flexible basis so that each student can formulate his own schedule and complete the time over as long a period as one pleases. For example, if one puts eight hours a week for fourteen weeks credit would be received. It can be done so that more hours are logged during vacation breaks so that credit can be received sooner. It makes no difference what schedule is set up so long as it is approved by the Public Defender in charge at the hall. At this time, that is Mr. Denis Cromarty. He is very cooperative in the scheduling of times for the students and will pretty much let one set any type that is desired. The only limitations are: 1) the student must have completed the first year of Law School, 2) the

## Interests

criminal and civil law, State and Federal Constitutions. Senator Robbins's Bill is little known and did not appropriate funding, but it points to the need. Ignorance about the System of Justice leads to frustration and a feeling among various people that the system should be overthrown. Young people and people in general need to know the system is flexible enough that they can seek redress of grievances without resorting to violent means, without blaming the legal profession for their inability to get a fair shake.

There is a program in Los Angeles City and County called "Youth and the Administration of Justice." The program was developed under the leadership of Mr. Richard Weintraub who operates out of the Constitutional Rights Foundation, a twelve year old organization founded to improve the legal education in California schools. The program involves a one year course in the public schools. The course is an experienced-oriented program which emphasizes peer teaching and field work in place of the lecture and usual book learning provided in the classroom setting.

High school students taking the class, now in thirty L.A. schools, are a cross section of those who are "well adjusted" students and those who have lost interest in traditional learning and who frequently have a low self-image and are involved with the penal system.

The students examine all aspects of the criminal justice system: police, courts, attorneys, probation and parole. Law students and attorneys play a major role in sharing their knowledge, acting as consultants and going into the classroom on an organized basis. But three out of five school days the young people are out in the community visiting offices and agencies, observing the system in progress. These field trips are not "guided tours" but rather allow the students to see work as it is — inside the judge's chambers, the lawyer's office,

the courtroom, the jailhouse. Mock arrests and mock trials bring knowledge of the reality of being busted.

The course culminates with the high school students preparing learning packets of teaching materials based on some aspect of the system that caught their eye. These same high school students then go into the local junior highs and *peer teach*. The material presented has been good, sometimes short on content, but extremely powerful in its ability to reach the younger generation which so often is too cynical to believe the "authorities".

The program changes values and ideas. Students and their parents who thought public defenders were the ones who defended the poor guys and the DA's were the mean guys; who felt officers were inhuman, learn to appreciate the roles and interaction needed to keep a community alive.

The program has been termed the one delinquency prevention tool in LA County and has generally been one of the more favored ideas in these economically difficult times. This year it received a grant of close to \$400,000 from the Law Enforcement Assistance Administration.

Mr. Weintraub says the program could be started in Fresno with virtually no output in cash if existing resources and people were available. He is willing to come to Fresno to demonstrate with his students the program ideas. To be operational, the program needs the backing of the department heads of local agencies and school districts. It requires a certain amount of inservice training for persons involved. But most of all, it needs the support of the Community. The legal profession has the clout and the wherewithall to win such support.

The program bears looking into. It has merit and would provide a most positive avenue for those of us connected with the legal profession to demonstrate firsthand our understanding that unless we close the growing credibility gap regarding laws and lawyers we will ultimately answer to the people, who in effect are allowing us to serve in this community.

While Fresno does have an attorney speakers group and the local bar is participating in the Law and the Free Society program with the schools — as a profession more creativity is needed. It is not a question of whether we could do more — we can and we should.

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required hours must be logged over a longer period than three months, and 3) the class must be completed before the fourth year of instruction commences.

If there are any questions concerning enrollment in this program, contact Mr. Melvin Nitz (Fresno County Public Defender and instructor of this course) at 488-3546 or third year students Andy Sorensen (237-6947) or Dennis Mederos (222-7271).

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