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Herbert Lazerow

University of San Diego School of Law

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CONVERSATIONS IN LEGAL EDUCATION:

ORAL HISTORIES OF THE FIRST HALF-CENTURY OF THE UNIVERSITY OF SAN DIEGO SCHOOL OF LAW

Narrator: Professor Herbert Lazerow

Interviewer: Ruth Levor

Recorder: Ruth Levor

Date: December 19, 2005

Accession No.: OH-LRC-Lazerow-4

TAPE 4: SIDE a

RL: This is an interview of Professor Bert Lazerow for the project: Conversations in Legal Education: Oral Histories of the First Half-Century of the University of San Diego School of Law. The interview is being conducted by Ruth Levor at the University of San Diego Legal Research Center on December nineteenth, two thousand and five. This is the fourth session of this set of interviews. Tapes and transcripts of this interview will be archived at the University of San Diego's Copley Library.

Now, before we begin and continue with our series of questions, you wanted to make a modification of our previous interview.

HL: Yes, you had asked in our previous interview about particular students, and I was unable to call up the surname of the student who was on the summer program in Paris in 1974, who went on to become partners with Mike Thorsnes, and his surname is McGuire. It's Thorsnes, Bartolotta and McGuire.

There are lots of other students. We have a student, Jim Hogan, who went on our summer program in Alexandria the one summer that we did that program. He then went into a practice in Paris that primarily does work with firms trying to do business in Russia and former members of the U.S.S.R. We have lots of former participants scattered around in various places, none the least being San Diego.

You also asked about distinguished faculty, and I'm afraid we've had so many distinguished faculty over the years that I didn't think of some of our most distinguished faculty when you asked the question. For instance, Justice Stanley Mosk has taught for us twice in our summer program in Dublin.

One of the people who has taught for us in Dublin is a woman who was then professor of law at Trinity College named Mary Robinson. She then went on to become president of the Republic of Ireland, then the United Nations High Commissioner for Human Rights.

Joe Sax was then on the faculty at the University of Michigan and now on the faculty at the University of California Berkeley after a substantial stint in the Clinton administration, probably the foremost thinker on environmental law problems in the United States.

You can go from one field to another and almost invariably, we've had the best people in that field teach in our summer programs. It certainly isn't the money.

RL: It's the prestige.

HL: Absolutely!

RL: Well, that's pretty darn impressive. Do you think that in general the students realize how lucky they are in these situations, or do they tend to take some of these people for granted as law professors?

HL: For the most part, they take them for granted as law professors, as is perfectly appropriate. The utility of these people to the students is what they do in the classroom. To some extent, they have an additional utility because most of these classes are small classes, and so for better or for worse, the professor gets to know you very well, and so if you ask the professor for a reference, they're able to say something specific about you rather than, oh, it's one of eighty-five people who's in the class, and I just looked it up, and he got a grade of B+, so he must have been okay.

It can be very useful when you go looking for your job if your reference comes from Allan Farnsworth rather than from Joe Blow, simply because it's a name that everybody

recognizes, that everybody in the legal profession thinks well of, and so that gives your resumé a little boost, whether it deserves it or not.

RL: They all deserve it, but we all need a boost. Are most of the courses graded by the traditional essay examination, or do they actually have to do papers as well in these classes?

HL: All the courses are graded by a traditional examination. Now, under our rules, it can be either essay, short answer, multiple choice, true/false, but the largest majority of faculty members still give traditional essay questions.

RL: Talking about the students, you told us about some of the particular memorable students, how do they handle balancing their interest, as you spoke about, in having a wonderful trip with the hard work that's required for a law class? I guess I'm asking if you think, for the most part, they take it as seriously as their classes at home.

HL: Well, they would prefer not to take it as seriously, except for those who are there because they see themselves having a career in international and comparative law, but for many students, this is an interesting interlude. It's the best opportunity they have after their first year of law school, but they don't see themselves practicing in a foreign location, and they don't see themselves practicing international or comparative law. Many of them find out later that what they thought was a purely domestic practice turns out to have substantial international components to it.

Our job is to persuade them that they have to take this as seriously as they do their work back home, and we have a couple of devices that we use to try to persuade them of this. First of all, we send them their casebooks or photocopied materials in advance. I ask each faculty member to give a separate reading assignment for each of the first five class sessions. That's trying to tell them that this is serious; they have to do the work in advance.

I try to encourage faculty members to make it clear in the first session that if you haven't read the materials, you're going to be lost. The best way to effectuate this, and we don't always have this available, is to have a practicing lawyer or a judge who is taking the class and who

comes to the first class having read all the materials fully prepared and participates in the class discussion actively. The students turn around, and they say, “Hmm, he or she must know something I don’t know. Maybe I’d better do what they’re doing and prepare for class.”

It is a problem because students think this is summer school; this is a pleasant place; this is a vacation. It’s up to the faculty to convince them that you can have it all. You can have a vacation, and you can learn a lot.

RL: Are there summer camp type of issues, rowdiness, issues where you have had to intercede with local authorities? I mean, do the students get that carried away?

HL: Well, there are always summer camp type of issues, but I would define them a little differently. In a summer camp, you have a group of people who are coming from various places. They don’t know each other. They are congregating at a particular place for a relatively limited time. One of the jobs of the on-site director is to be a sort of social director, to make sure that the shy people get to know everybody and that the bold ones don’t unduly dominate things.

Since just about everybody is in a different culture than the one they’re used to, the American students are, say, in France or Italy or Spain, so they need a few promptings as to why they’re not understanding how people react to them. Likewise, the Italian student in Florence is in a strange culture because although that Italian student is in his native country, the Italian student is in with a bunch of Americans who have somewhat different cultural expectations. There’s all that summer camp type of thing that the director has to deal with.

In addition, since people are in a different culture, we try to give them clues as to what to expect and ways to stay safe. Most of our students come from relatively suburban areas. A student who comes from San Diego, for instance, is used to spending most of his time in his car or at his destination and is not accustomed to spending a lot of time on the street. We provide pointers as to how to act on the street, what sort of danger signs to look out for in terms of what other people are doing, but occasionally, students do not follow our suggestions.

One of our suggestions in Paris, for instance, is that you substantially increase the likelihood that something bad is going to happen to you if you are out after the Métro stops running, which is one o’clock roughly. Nonetheless, students persist in going to discos that don’t

really get started until eleven or midnight, where the expectation is that you will stay at the disco until the Métro starts running again the following morning. Yes, our directors have had to, we've never actually had a student arrested, although we had one situation where they came relatively close, because they got in a little brawl with the staff at a particular restaurant, but we have had students who have been victims of attempted rape. They have been physically assaulted.

In one unfortunate incident, a student's brother came to visit him in the Paris program. The brother went to a party at the apartment of one of the students, said good night, went out the door, and his body went falling down through the staircase, and he was dead when he hit the ground floor. Obviously, the police got involved in this. The toxicology reports determined that, although he'd had a little to drink, he hadn't had too much, and there was no drugs in his body, and they concluded that he had simply fallen over the bannister. There was a substantial amount of dealing that Ralph Folsom and Pixie Howitt had to do with the brother who was still in the program, with the parents, with arranging for the police to release the body and get it shipped back home.

Yes, when you become a director of our summer programs abroad, you can sometimes have unfortunate experiences. In the Oxford program, there have been years where there have been a rash of petty thefts in the dormitories. Of course, we always blame that on outsiders, but it's entirely possible that it was one of our own students who was stealing from other students.

RL: What about health issues? I know that bringing medications abroad is usually a bit of a hassle. Have your directors ended up in local emergency rooms in hospitals?

HL: Oh yes! We always advise students to not only bring any prescription or over-the-counter medicine that they might need with them. We also advise them to bring a photocopy of the prescription to prove that they are actually entitled to that medicine, because one of the problems that you tend to get in Europe is that although they have all the same medicine, they don't go by the same names. The pharmaceutical companies attach names to these medicines that they think will be handy for marketing in the particular country, and it's not necessarily the same as it is in the United States.

A spare pair of eyeglasses we suggest that students bring with them and the prescription for their eyeglasses. Things are ever so much easier than they used to be because before the development of Federal Express, it took a week to get something over to you, and it wasn't so easy necessarily to communicate back to the person who was going to have to send it, so it's much easier, first when fax was invented, and then email is the standard way that students keep in touch with their parents these days. What that means is that when it's received, the other person doesn't have to be there, doesn't have to be awake. It simply waits for them, and of course, FedEx and DHL, the various services that have become much less expensive on an international basis.

We advise students as to what to do. One of the problems, though, is that students are immortal. Students are for the most part between twenty-two and twenty-five, and they think they can do everything because that's been their past experience. They don't realize that a difference of nine time zones means that it's going to take them nine days to be fully recovered from jet lag and that they ought to take it easy for those nine days, so at the beginning of the program, there is a tendency for people to get sick. We of course identify in each city in which we have programs an English-speaking doctor, an English-speaking dentist and the best hospital care.

Frequently, you need to be aware of things that most students are not aware of. For instance, on our Paris program, we had a young man who was complaining about a dental problem. He had a dental abscess, and it was giving him some pain. We offered to make him a dental appointment. He said, "No, it's just two days until the program's over. I'll tough it out, and then I'll get my regular dentist to look at it when I went home."

In conversation with our administrative assistant, Cara Ray Nelson, he happened to mention that he had a heart murmur. Within fifteen minutes, they were at the American hospital. Now, he hadn't realized how dental problems could affect your circulatory system, but Cara Ray knew. She has frequently spent, I wouldn't say frequently, maybe once out of every three summers, she will spend part of a night at the hospital interpreting between the student and the medical professionals. They do speak English, but many of these people speak English as a second language, and when you have a medical problem, you want to get it precisely right.

RL: Another aspect of taking a group overseas is families. I wonder about families of faculty and families of students and what the experience has been in all of those adjunct personnel.

HL: Ah yes! We refer to them as accompanying persons. Our general policy is that accompanying persons are welcome. We actually try to make accompanying persons welcome. We take them along on all of our tourist visits on the same terms as the participant. We take them on the legal visits if we can. Sometimes, the people who are running the legal visits will limit us. Usually, the principle limitation is if we are using dormitories, as we do in London, Oxford and Dublin, there is very often an age limit on who can live in the dormitories. That sometimes forces people who plan to bring children to live outside the dormitories.

The fee structure often forces people who bring spouses to live outside the dormitories, because usually two people who are willing to share a room and a bed can live cheaper than two people who are not willing to share it. The dormitory prices are relatively high, so it's usually economic for couples to find housing elsewhere.

The interesting part of family is that a number of students show up with Mom. Now, that seems surprising to you, but this is the best of all worlds and the worst of all worlds. When Mom comes and lives with the student, Mom knows that the student is there as part of an academic program, and my observation has been that when Mom comes and stays, the student is prepared for class. The student tends to go on all of the trips, both legal and tourist, and Mom tends to go on all of the trips, and Mom usually takes the beginning language class. Mom, in that sense, is a very good influence.

RL: Never Dad?

HL: I don't believe that we have ever had Dad show up for any significant time. We'll get to Dad in a minute.

RL: Okay.

HL: On the other hand, very frequently, Mom comes for only a few days at the beginning of the program. Mom seems to arrive in order to make sure that daughter is properly taken care of, and this very frequently causes problems, because in our Paris program, most of the students sublet apartments from French students who are vanishing for vacation.

Mom and daughter very frequently have different ideas as to how daughter should be living for the subsequent five weeks. In at least two situations I can think of, daughter left the program because Mom wanted her to live in a place that she basically couldn't afford, and there didn't seem to be any way to resolve that. Mom being used to suburban America was horrified at what was available to daughter in urban Paris. We always have some very expensive apartments offered to us that are quite nice, but of course, daughter can't afford those without breaking the budget. Sometimes, when Mom comes along, it's not great news.

Now, the other thing that I have to tell you is that we are absolutely shameless. When Mom or Dad comes along, if they have something to contribute to the program, we will take shameless advantage of them. I think her name was Carolyn Rosenthal mentioned that her father was going to be stopping in Paris for a couple of days on his way back from his diplomatic post in Africa, so I got Carolyn to commit on behalf of her father to give a little talk to the students about careers in the diplomatic service. It went very well. I have the feeling that wasn't exactly why he was stopping in Paris, but he was willing to honor the commitment that his daughter had made on his behalf.

RL: That's great. And children?

HL: Yes, children turn out to be very good if their parents will let them. I would not have believed this, but I experienced it with my own children. There are some students, some law students, who are very comfortable with children, maybe more comfortable with children than they are with their peers. When you go off as a group to Normandy, for instance, there are perhaps thirty students, five faculty, three wives and six children on the bus. There are always a couple of law students who like to spend a lot of time with the children. It seems to work out well for the law students. It certainly works out well for the parents, and it seems to work out well for the children also.

Now, there are some things that are simply inappropriate. You cannot take a two-year-old to the Conseille d'État.

RL: Not without Scotch. What about your own family? Have they benefited a great deal from these trips?

HL: They certainly have. The first opportunity for benefit was my first sabbatical, where we did the summer program and then we stayed in Paris through December on sabbatical. My oldest was in French school, kind of pre-kindergarten. My youngest was too young for that, but they both got a little French in their ears. The funniest occurrence was when my younger daughter, Shana, was age eleven. At the orientation, we usually start by going around the room asking everyone to introduce themselves and to tell where they come from and say anything else they want to say.

When it came Shana's turn, she stood up, and she said, "I'm Shana Lazerow. I'm eleven years old. I've been coming on foreign programs for a long time. This is my sixth program in Paris, and I know a lot about Paris, and I'd be happy to help you if you'd like."

There were on that summer program four very large guys, like six feet two or more, and these four guys adopted Shana or vice versa. One of them is Alan Abrahamson, who is now the legal correspondent for the Los Angeles Times.¹ One was Rick Leach, who is counsel to one of the House committees.² One is Eric Talmadge, who was an election commissioner of the city of Philadelphia. The fourth I kind of lost track of, Murray Abraham. Shana spent the summer, basically, going around with these guys and being their French translator and had a wonderful time. Two years later, she didn't want to have anything to do with law students.

RL: She'd outgrown them.

HL: Timing is everything.

¹ According to his publisher, Simon & Schuster, and his website, 3 Wire Sports, Alan Abrahamson was a sportswriter for the Los Angeles Times. He is a graduate of UC Hastings College of the Law and an associate professor at the USC Annenberg School for Communication and Journalism.

² Richard Leach is president and CEO of the World Food Program, USA. He served as a foreign policy advisor to the U.S. House of Representatives' Select Committee on Hunger.

RL: That's the truth. Now, does Jane do a lot of painting in Paris?

HL: None. Jane really requires an opportunity to concentrate in order to do painting, and she needs to be in a place for a long time, so she tends to do a bit of drawing. She tends to sharpen her language skills, spends a lot of time with students and with other faculty members and faculty spouses, and we have a certain number of friends in Paris. She walks around with her eyes open, so she's always gathering material, but the only time she's painted in Paris is when we've been on sabbatical there and she's had at least four months and even better, our second sabbatical in 1979-80, when we were actually in Paris for fifteen months.

RL: Has your travel with this program always been to Paris?

HL: No, we did the London program in 1985.



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TAPE 4: SIDE b

RL: Speaking of the foreign programs,

HL: Let me just finish off your question. I've actually been to each of the other sites, but some I have not taught on or directed on because I have no particular expertise, such as Russia. Others the need has been greater, and obviously, with my language abilities, Paris and Florence make some sense. I don't speak Gaelic at all.

RL: I understand from when Nancy Carter was director in the Florence program that the locale was the Grand Synagogue?

HL: Mm-hmm.

RL: Can you tell us a little bit about that?

HL: Well, in order to set up a program, you need a couple of things. You need some local expertise usually. You need a place, a physical place that is big enough and has the right sorts of facilities. We were warned in advance that it was going to be very difficult to find facilities in Florence that would be large enough for even the relatively small program that we had imagined. We thought we'd be taking fifteen students to Florence.

At one point, the dean sent me on a trip to Barcelona and to Florence to look for facilities. Obviously, you don't simply arrive in town and look for facilities. We had arranged to have people in both cities help us look for facilities. I went from one place to another, and basically what was available in Florence were a lot of language schools that had fairly stiff demand during the academic year, and that demand fell off in the summer, and so they had space available. But the problem with language courses is that you don't teach a language course to a lot of people. If you've got fifteen people in a beginning language class, that's a lot, especially when you're talking about private lessons. So most of these places had an infinite number of very small rooms but very few rooms that would hold thirty people.

I was getting kind of discouraged in Florence. I had seen some things that seemed remotely possible if you had a shoe horn or a sardine can, you could probably do it. One lady who ran the USD undergraduate program in Florence said that she was willing to make a lot of accommodations, and so we would just be able to fit our students in. At that point, I called Joe Weiler, who was then on the faculty at Harvard but also had an appointment at the European University Institute, and I said, "Joe, think. Where is there here that has large rooms? We saw a school. It looks fine but then it turns out that the sisters said that it wasn't going to be available at the time that we need."

He said, "Why don't you go look at the synagogue?"

Now I was already familiar with the synagogue. It is a beautiful historic structure dating from the 1860s. It looks for all the world like a mosque. It's done in that Moorish style, but I was not aware that they had anything else, so I called Signore Viterbi, and though I spoke no Italian at that time, and he spoke precious little English, we somehow managed to communicate with each other, and he showed me what he had available, which was a very large room that they probably use as their social hall in a basement, and they have a school building on top of it, and so that worked out very well.

As it turned out, it didn't work out very well, because they also ran a summer camp that was right outside the classroom window, and they did not seem to be able to keep the noise down, so that's why we were only there for two years.

RL: I see. Now where is the program located?

HL: Now we are located in facilities that are owned by Syracuse University. Syracuse has a very large division of international education with programs all over the world. They were one of the first people in junior year abroad sorts of thing, where you don't put the students into the local culture. They run a program for four hundred students in Florence during the academic year. They have a huge program in studio art. They have programs in politics, et cetera, and they have what you would expect, the language program.

In the summer, the number of students that they have coming dwindles to about a hundred and fifty, so they have room for us, and the nice thing about it is that it's all set up. They have the computers that students expect these days. Unfortunately, it is just outside the Centro Storico, but it is not very far outside the Centro. It's fifteen minutes' walk from the Duomo. I was not there last summer. Allen Snyder said it worked out beautifully.

RL: Wonderful. What about in Russia? What are the facilities like?

HL: Well, we've had interesting times in Russia. One of the great blessings and one of the great curses of the world is "May you live in interesting times."

Back in the days where we had a program that went from Moscow to St. Petersburg to Warsaw, and back in the days of the Soviet Union, we used hotels. The deal was that our students would live in the hotel, and they would convert one of their public rooms into a classroom for us. When we restarted the program, we got facilities at a school for judges that was run by the Ministry of Justice. Of course, they were set up. They had dorm rooms for people who were coming in from the provinces, and they had classrooms for the judges. In fact, the classrooms looked very much like courtrooms.

One summer, the United States did something that got the Russian government annoyed. I think it had to do with our intervention in the former Yugoslavia. We received a cryptic note that the facilities were going to be unavailable. At that point, a director had set up her own school in Moscow called Pericles ABLE, Pericles American Business and Legal Education, and she was renting space in a hotel, and that space included classroom space, and so that's what we started

using, and that's what we use now. It is not great by teaching standards, but it's certainly adequate.

RL: And how about by American comfort standards?

HL: Well, there's almost nothing in Russia that conforms to American comfort standards. To give you an example, life in Moscow is somewhat collectivized. The heat and hot water for the city of Moscow is provided by a certain number of neighborhood boilers. Those boilers need, for reasons that I do not understand, to be periodically repaired. Periodically seems to be almost every year. Now, acting as rational people as they are, the time when you repair the thing that provides you with heat and hot water is the summer, and so if it happens to be the summer for your neighborhood to be repaired, nobody in that neighborhood will have heat or hot water during the two or three weeks that is required to repair the boiler. So whether you are living in the meanest hovel or in the nicest hotel, you will not have hot water.

Now that has changed a bit since the fall of the Soviet Union. Some hotels have actually had the temerity to install their own boilers, and you can actually buy a hot water heater in the open air markets in Moscow. If you know how to install it, you can have hot water all year round in your own private apartment, but as they say, it does not come standard. I even once advised an ABA inspector, who was going to come at a time where we expected that there might be this sort of problem to go to a camping store and get one of these plastic water containers and basically put it on his windowsill in the sun so that at least when he wanted to have a little shower even if the water wasn't hot, it wasn't going to be ice cold.

RL: How are our students and faculty about adapting to the creature comforts, or lack thereof, of other cultures?

HL: They vary quite a lot. Most of them are quite good. It is, after all, only five weeks or four weeks in some cases. Most people are about as happy as they let themselves be. We had one student in Paris who said, "Boy, this place is terrible. You can't get decent phone service.

They've got all the wires buried. What they need to do is to get all these wires up on poles so that things would work out."

The student had committed the cardinal sin that we warn everybody about. This is a student who had arrived early and decided to live way out in the suburbs, so the student was looking at an hour commute to get into town. Well, no wonder the student was happy. There wasn't anybody to socialize with yet because she had come early, and you know, she was kind of venting because things were different.

Most students adapt very readily. You can't get dinner before seven o'clock at night? Okay, so I'll eat after seven o'clock at night.

RL: I guess that must come with more or less of an adventurous spirit.

HL: I think so, although a lot of them are surprised by the things that they discover, especially in England. Winston Churchill said that we are two people divided by a common language, and there really are some cultural differences between Americans and the English that students simply don't expect.

RL: For example . . .

HL: Oh, I think in terms of our interpersonal relationships, I think Californians are much warmer, and the English are much more formal. What people don't realize is that they negotiate using instinct a lot. They get a feeling for how the other person feels about them and about the proposition by picking up cultural clues, and they don't realize that they're picking up cultural clues, and so when the cultural clues look different, they're put off.

RL: I see. Now, are there arrangements made for some students to actually have some temporary employment after the program is over?

HL: That we don't do. We do make arrangements in some of our programs for students to have internships. These are credit-giving academic exercises. The student will work in a firm.

The student will meet with other interns and with the internship supervisor at least once a week for a couple of hours, the point of that being to generalize the experience of all the students to let each student help each other out, let the internship supervisor help them out. The internship supervisor also talks individually to the person in the firm who's supervising the student and to the student, so it's a pretty good experience.

On at least one occasion, it has led to a permanent job. Doris Speer did an internship with the Paris office of a New York firm, and when she graduated, she was hired by the New York office of that firm permanently. She spent, I think, eight years with that firm and then joined with a few colleagues to form a boutique firm doing only international work.

RL: Impressive. Now, do the students pay for that?

HL: Oh, yes.

RL: . . . as for a course? And do we have to compensate the firms in any way for their participation?

HL: We don't compensate the firms, except we frequently take the supervisors out for a nice dinner. The students don't get compensated by the firms. It's an arrangement where the firms get a certain amount of work done, but I think the principle virtue for the firms is as a recruiting device and because I think it's fun for the partners to be involved like this.

RL: Are these mostly American expatriates or are they locals?

HL: It varies quite a lot. In Moscow, we have internships with what you might call white shoe firms, whether they are American or British, like Coudert, Baker and McKenzie, White and Case, and we have internships with various non-governmental organizations, mostly in the human rights area.

In London, our internships are either with solicitors, who I think have always been British, with one or two exceptions. We have put some of these solicitor internships with the

general counsel of major corporations. Most of those general counsels have been British, but I think there've been one or two who've been American. In fact, one of our graduates, Ruth Steinhaus, is general counsel of Cadbury. On the barrister side, all of the barristers that we work with are British.

In Paris, the people we place with are mostly American expatriates, who are either working for Big Four accounting firms, because the Big Four accounting firms in France do law practice actually. There are some French employers also.

In Barcelona, all of our placements are with native Spaniards.

RL: Do you find that the students who choose to do that have a good command of the local language?

HL: Well, they have to because the first thing we do after they have applied is we have someone call them up and give them a telephone language conversation test, and Luda¹ does that for our students who want to go to Russia. If they can communicate with Luda in Russian over the telephone, we figure that they're a pretty good risk to put in a firm in Moscow. Now Marion, our Moscow director, has a certain number of firms that will accept people who do not speak Russian, but for the better internships, you really need Russian.

Likewise, in Paris we have a couple of places that will accept people who don't speak French. In fact, interestingly enough, I just got an email wondering whether we might provide them with an intern from March the first to June the fifteenth who would have some experience filling out United States income tax returns, so that's an opportunity for Career Services to find . . . I mean, it's a perfect opportunity for someone who doesn't have a job, who graduated in December, who's going to take the bar in January and won't have bar results until May.

RL: Right, that's great. You know, it occurs to me listening to all of this that you have formed an incredible number of associations across Europe through your work on this program, is that fair to say?

¹ Luda Berengols, a cataloger in the Legal Research Center

HL: Yes, yes.

RL: It must be very gratifying.

HL: Well, it is. Of course, it's not all me. I actually know only one of the people we've used for internships in Barcelona. It's the onsite directors, and we have alternated years between Edith Friedler and Larry Backer, both of whom are native Spanish speakers. They're the ones, along with our onsite administrator, Juliette Kent, who line up these internships. The same is true in London. I don't know very many of these people personally, but Walt and Allen know them, Walt Heiser and Allen Snyder.

RL: Do they go frequently to London?

HL: They do. Terry Player also goes frequently to London. Because we have the clinical program in London, we always need something there who can supervise the internship. In Paris, we had a Paris practitioner supervising the internship for a decade. She got a job with the United Nations organism in Geneva, and David Laro² stepped in to supervise the internship. He's now done that for, oh, maybe six or seven years.

RL: It's really very interesting to think of the many different people and the many different types of people that the program has touched, either as students or in their future career choices and also as faculty and administrators. It's quite an enterprise.

HL: Yes, it is. The key to it all, if you're into key to it all, is getting the right administrator. We had over the years in Paris a succession of people who were graduate students in French, who would want to be in Paris anyway because of their research and who would spend the four summers between the time they started graduate work and the time they got their PhD. As our administrative assistant. Our current administrative assistant has been with us since 1991. She started out as a graduate student but somehow got derailed into other enterprises. She prepares

² Senior Judge of the United States Tax Court, 1992-2007

gourmet meals for a group of clients, and she teaches English as a second language, and she's a mom, and she's married to a UCSD professor who wants to spend every available moment that he can in Paris. They have bought an apartment in Paris. At UCSD, you are entitled to a sabbatical of one quarter every two years, and so one summer, they simply spend the summer in Paris, and the next summer they spend the summer and the fall in Paris.

She is someone who gets on very well with students, is very efficient, and of course, by now knows Paris and has experience with every kind of student need and demand you can imagine.

RL: During the five weeks of the program, are they on site full time, and what is full time?

HL: The administrator is there for four hours a day. Typically, they start about twenty minutes before the first class. Students will come in to them with problems during those twenty minutes. Then the students go off to class, and the administrator will spend part of the class period trying to find the information or make the arrangement that the student wanted. The student will come back between class, and there'll be a note saying, "Here's what you do."

Other students will come in between class with new problems. Then they'll go off to their second class and same thing happens. When they come back from their second class, there's a note for them with suggestions. Now it doesn't always happen quite that easily. And there are other things, we take tourist trips; we have to collect money from students, make various arrangements.

The director is usually there some hours in the afternoon, but basically the office is open from twenty minutes before class to twenty minutes after class . . . and when you can nail the director. But all the students have the home phone number of the director and the home phone number of the administrator in case they have an emergency.

RL: Classes end at noon?

HL: Not quite. The start at nine or nine-thirty in Barcelona because one stays up late there. The classes are ninety-five minutes, so usually it's twelve-thirty, twelve-forty before classes end. In the old days, when we had six-week programs, classes ended by twelve.

RL: I see, so they've been shortened now.

HL: Yes, the competition's running five-week programs so we're running five-week programs.

RL: Speaking about the competition, in the early days, there was none, is that right? This is the first, or close to the first, law school study abroad program?

HL: In the early days, when we first set up the program in 1973, William and Mary had set up a program in Exeter, Houston had a program in Mexico City, and Notre Dame had a program in London. That was the competition.

On the other hand, there was no regular stream of students wanting to go on these programs either. I think I measured in 1985 around one percent of law students did summer programs abroad, but five years later, five percent of law students were doing summer programs abroad.

Yes, competition has increased. There are now two hundred eighty ABA-approved summer programs abroad whereas a generation ago, 1973, there were four.

RL: Is there any city in which USD's program is the only one?

HL: No. In fact, I believe there is no city in which USD has only one competitor.

RL: I see what you're saying. How does that figure into your planning and development?

HL: Well, it makes it very difficult. Take the problem of setting tuition. If a hundred percent of our students were USD students, it would be very easy to set tuition. You simply charge

people the same tuition that we charge in San Diego. If five percent of our students were USD students, it would likewise be very easy. You find out what the other people are charging for tuition and you set it just a little higher than everybody else's tuition to show that you're a little better than everybody else.