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LEGAL EDUCATION: A NATIONWIDE STUDY OF MINORITY LAW STUDENTS 1974

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A Better Chance

INTRODUCTION

This study attempts to assess the experience of minority law students. It involves interviews with 250 students at twenty-one law schools throughout the country which were selected by stratified random sampling. The two minority groups which have substantial numbers of students enrolled in law schools were the source of both respondents and interviewers. These groups are Afro-Americans (205 respondents) and Mexican Americans (45 respondents).¹

Because the histories and experiences of these groups are quite different, one would expect to find differences in their law school experience. In fact, it is necessary to consider the possibility that there could be enough differences to make "minority" a meaningless category. For the purposes of this inquiry, however, "minority" does prove to be meaningful in that Blacks and Chicanos rarely differ greatly in any of the areas covered by this study.

The two groups of students are quite similar in terms of both demographic and attitudinal factors. Most of the areas where they differ dramatically are related and concern the fact that race/ethnicity appears to be more salient for Blacks than for Chicanos. More than half of the Black students say that race/ethnicity is a dominant factor in their choice of friends and activities. Yet even this is not as striking as it might appear when one considers that race/ethnicity is of some significance to 40 percent of Chicanos and 21 percent of Blacks as they choose their friends and activities. Thus, race/ethnicity is at least of some significance to 80 percent of the Black students and 67 percent of the Chicanos, a difference of only 13 percent.

As a result of this difference, however, Blacks are more critical of their schools for not having enough Black minority students and staff. On the other hand, Chicanos are more likely to feel that white faculty members have been most influential in their law school experience.

Another set of differences is related and concerns the geographical concentration of Chicanos in the West and Southwest. The result of this is that the overwhelming majority of the Chicanos attended medium-sized or large, public colleges, while about one-half of the Blacks attended small, private colleges, and one-fourth of the Blacks attended predominantly Black colleges. This heavy concentration of Chicanos in the West and South also accounts for some differences between the opinions of Blacks and Chicanos

1. Representation of each group here is proportional to its representation in American law school enrollments.

about positive characteristics of their schools. "Region of country" and "kind of place" (urban, etc.) are rated much more positively by Chicanos than by Blacks, many of whom are attending school away from familiar surroundings.

There are several other areas where Blacks and Chicanos tend to differ in small or moderate degrees. Those areas include academic preparation, evaluation of curriculum, and factors believed to contribute to attrition among minority students. They also include demographic factors such as age, marital status, and educational level of siblings. These specific differences will be analyzed in a detailed manner later in this report.

Although there are significant differences between Blacks and Chicanos, the similarities between the two groups justify grouping them for this study. It, therefore, is possible to provide a general description of minority law students.

PART I

GENERAL DESCRIPTION OF MINORITY LAW STUDENTS

Demographic Data

Table 1 indicates that the majority of respondents were 22-25 years old and single.* Most of them grew up in large cities or suburban areas in the North East Central, West South Central, and South Atlantic census areas. The overwhelming majority of respondents (78 percent) attended predominantly white undergraduate colleges, and nearly half (46 percent) attended small undergraduate colleges. More than half (67 percent) attended public colleges in the South and Midwest.

Neither parent of the majority of respondents attended college, but most of those parents have positive opinions of the legal profession. Forty percent of the students have older brothers or sisters who attended college, but only 6 percent have a lawyer in their immediate family. A majority of the respondents come from families with annual incomes of less than \$10,000. It is not, however, necessary for most of them to contribute to the support of their parents or siblings.

Academic Data

Sixty percent of the minority students interviewed became interested in attending law school at the age of 18 or older. The most important factors in their decision to attend law school were: (1) the belief that the law degree would help other career plans or would increase economic opportunity, and (2) the desire to help others. Only 12 percent were most influenced by the desire to practice law.

The areas of specialization chosen by the respondents show the diverse interests of minority law students. "Criminal Law" was among the most frequently chosen areas. Interestingly, however, "Corporate or Business Law" and "Poverty/Minority Law" were of least interest to minority students.

Nearly two-thirds of the students rate their own academic preparation as excellent or good. Nevertheless, if they had the chance, over two-thirds would prepare differently than before, with greater emphasis on learning to express

* All tables are presented in the Appendix.

ideas better in writing and speaking, acquiring more self-discipline, and learning to read more rapidly (see Table 2).

In spite of a desire for better preparation in some areas, most minority group law students view themselves in a quite positive manner when comparing themselves to other law students. Almost all of them (89 percent) feel able to keep up with the work load. Eighty-five percent of them feel that their class attendance is at least as good as that of other law students. Substantial majorities also feel that way about their study habits (78 percent); extra, non-assigned readings (69 percent); and class participation (66 percent). Minority students also feel that experiences in addition to those provided by school or college curricula were helpful in preparing them for law school. Respondents indicate that work or jobs, unassigned readings or independent study, and voluntary community service were particularly helpful.

Eighty percent of minority law students feel that they were "special admits" (admitted to their law schools under special circumstances based on race ethnicity). This has had no serious, negative effects on most of them, and the overwhelming majority say there is no likelihood of their leaving school before receiving their degree. Their estimation of the percentage of minority students who have left is rather low (the largest group of respondents say that 0-10 percent have left). Academic and financial concerns are the factors they cite as most influential in causing minority students to leave school.

Intense academic competition at their schools is perceived by 83 percent of minority students. The competition has some effect on minority students, but the negative effect is rather minimal (see Table 2). In this competitive situation the majority of our respondents have not received any special academic help and do not feel they need any. If they do have an academic problem, minority law students are more prone to seek help from other minority students than from the faculty members or administrators (see Table 2).

Slightly less than one-half (46 percent) of minority students feel that the academic curriculum is a positive characteristic of their schools. Fifty-one percent want some curriculum changes. In spite of this, 56 percent say that, overall, the coursework relates well to their interests. The most negative academic characteristic of law schools is not the curriculum but the size of classes, followed closely by the supportive services which are available.

Attitude/Reaction to Law School

Although minority students have mixed reactions to law school, two-thirds of them are at least somewhat satisfied with the overall experience. Over half say that they have little or no contact with the faculty of their schools, or classwork-related contact only. In spite of this, over three-quarters feel that the help they need is available at their school, and 42 percent mention a white faculty member as being most influential.

Minority students do not engage in much extracurricular activity. Most of them belong to the minority student organization on their campus, but other activities such as general student organizations, student government, law review, or tutoring/advising have limited participation. There are many

factors involved in a student's decision about extracurricular involvement. For minority students a prevailing feeling of not being wanted by or comfortable at their school appears to be one of them.

Minority students say that they have no influence on the programs that affect their lives as students. They feel that their law schools do not really care about having minority students. They also feel that the number of minority faculty members and administrators, the percentage of minority student enrollment, and the school's responsiveness to the needs of minority students all are negative characteristics of their school. In addition, slightly more than one-half (53 percent) of the minority law students feel that they have been the victims of discrimination, primarily from the attitude of their professors, the grading of exams, and subtle, general discrimination. Sixty-eight percent feel that more recruitment of both students and faculty members and administrators from minority groups is necessary to make the law school experience more positive.

Another area of concern for minority students is the financing of their education. Forty-four percent feel that financial problems are a major factor in minority student attrition. Over half the students have worked while in law school, and a large percentage of them currently are working at least eleven hours per week. More financial aid is suggested as a way of improving the experience of minority students by 54 percent of the respondents. The major sources of funds available to the respondents for the cost of a legal education are: (1) scholarships; (2) loans; and (3) wages (see Table 3).

Data of the type provided so far is valuable in understanding the general national situation of minority students in law school. Additional valuable information and insight can be obtained by analyzing data about specific types of law schools or students. Some of our analysis shows surprisingly few differences between the groups compared. For example, there is little to distinguish: male from female; those with excellent or good academic preparation from those with fair or poor preparation; married from unmarried; victims of discrimination from those who have not been victimized; or those who feel coursework relates well to their interests from those who feel it does not.

Other groupings reveal greater, but not extensive, differences between: students satisfied and those dissatisfied with law school; CLEO (Council for Legal Education Opportunity) students and non-CLEO students; and students at highly selective schools and those at less selective schools. Only the CLEO/non-CLEO grouping is analyzed in detail in this report. It is included primarily because it is significant that CLEO students closely resemble non-CLEO minority students.

The categories of: Region, Family Income, Race/Ethnicity (Black/Chicano), and Level of Minority Enrollment show the most numerous and striking differences. They, therefore, merit immediate analysis and comment.

PART II

REGION

Of the different categories compared in this study, region proved to be one of the most fruitful in showing the differences among minority law

students. Students were grouped into four regions: Northeast, Midwest, South, and West, with the South proving to be the most distinctive. (Students in the Northeast frequently differ from the national norm, those in the West differ occasionally, and those in the Midwest differ almost never.)²

Demographic Data

The majority of students in the South (65 percent) grew up in small cities or rural areas, while in the other regions the majority grew up in large cities or suburban areas. Students in the South also tend to be younger than students in the other three regions. In all four regions the greatest number of students grew up in the same region in which they currently are enrolled (see Table 4). Nevertheless, the South has by far the largest group (90 percent) who grew up in that same region.

In the South, two-thirds of the students attended small colleges, and over half attended private colleges. A majority of students in the Northeast also attended private colleges. In all four regions a majority of students attended predominantly white undergraduate colleges, but the South has the smallest percentage of students who attended white colleges (60 percent, versus a national average of 74 percent).

With respect to the family background of minority students, there are some differences among the four regions. The greatest differences are in: family income, marital status, parental opinion of the legal profession, and educational level of siblings. As elsewhere, the differences are more pronounced in the South. An interesting fact is that although students in the South tend to be younger, nearly half of them (49 percent) are married (see Table 5).

Academic Data

The South differs from the other three regions in that in the South the most influential factor in the decision to attend law school was the desire to practice law. That desire was of minimal importance to the students in the other three regions, where most students emphasized the feeling that a law degree would be helpful for other career plans (see Table 6).

The four regions also differ in the area of academic preparation for law school. The Northeast is distinctive because 81 percent of the students there rate their academic preparation as excellent or good. The other three regions closely resemble each other, with approximately 60 percent of their students rating their preparation as excellent or good.

There is a consensus in all regions that experiences outside the classroom were helpful in preparing for law school, but feelings vary from region to region about the type of experiences which were most helpful. Large majorities in the Northeast, Midwest, and West mention work or jobs as being most helpful, but only one-third of students in the South agree. For students

2. In the analysis of the South and West, the responses of the Chicano students have been removed. Since in the Northeast and Midwest only Black students were interviewed (and the analysis of these regions, thus, is based on this), to include Chicano students in the regional analysis of the South and West would distort the results. The total responses of the Chicanos, therefore, will be discussed in the section dealing with Chicano and Black students.

in the South, unassigned readings or independent study were more important, with nearly half (49 percent) of the students mentioning this. For the other three regions, independent study was less important.

In spite of the fact that students in all four regions rate their academic preparation quite highly, majorities in each region would prepare differently if they could do it again. (As might be expected, the Northeast has the smallest percentage of those who would prepare differently.) Striking differences, however, are shown in how students in each region would prepare differently. Acquiring more self-discipline is the greatest concern to students in the Midwest and West, whereas learning to think independently or theoretically concerns students in the Northeast, and learning to express ideas better in writing and speaking is paramount to students in the South. (Table 6).

In each region, the majority of students feel that they were admitted to their law school under special circumstances based on their race/ethnicity. There are, however, substantial differences in the percentages of students in each region who feel they were special admits: 93 percent in the West, 85 percent in the Northeast, 80 percent in the Midwest, and only 74 percent in the South.

The effect of special admission is another area where rather striking regional differences are evident. There is little or no effect on 63 percent of students in the Northeast, 50 percent of students in the Midwest and South, but only 32 percent of students in the West. Negative effects, such as feelings of isolation or alienation, or sensing the resentment of whites, affected 38 percent of students in the South, 40 percent of students in the West, 49 percent of students in the Midwest, but only 20 percent of students in the Northeast.

When the respondents compare themselves to other students academically, the most striking differences are evident between students in the Northeast and those in other regions (see Table 6). It is interesting to note that although the Northeast has the highest percentage of students who rate their academic preparation as excellent or good, it has the lowest percentage (78 percent) who feel able to keep up with the workload.

When the views of students in each region about their academic preparation, their status as special admits, and their ability to keep up with the workload are considered, the relative emphasis on providing special academic help appears appropriate. Only 21 percent of students attending law schools in the South have received special academic help, compared to 67 percent of students in the West, 56 percent in the Northeast, and 45 percent in the Midwest.

Students in the South and Northeast stress academic reasons for minority students leaving school more so than students in the Midwest and West. Students in the Northeast also feel that minority students leave because they do not like law or want to do something else. Students in the West stress frustration, confusion, or isolation as an influential factor in causing minority students to leave law school.

The South differs from the other regions with regard to academic credit for fieldwork. Only 47 percent of the respondents in the South say that credit is available at their schools, but much larger percentages of respondents in

the other regions say it is available to them. It should be noted, however, that the South has the largest percentage of students who do not know if their schools give credit for fieldwork.

A different pattern is evident when one considers the amount of volunteer activity by students. The Northeast, Midwest, and, this time, the South are similar in that large majorities of their students say they are not volunteering their services. The only region where a majority do volunteer is the West, where 63 percent are volunteers.

Yet another pattern, with the Northeast differing from the other regions, can be seen in respondents' opinions about how well their coursework relates to their interests. Fifty-four percent of students in the Northeast feel that the coursework does not relate well to their interests. The other three regions have majorities who feel that the coursework does relate well.

There are some differences among those students in each region who would like to see curriculum changes. The desire for more social reform poverty courses is minimal among students in the West but more widespread among those in the other regions. Students in all four regions stress a desire for more practical or clinical experience. The desire for more remedial programs and tutoring is significant in the Northeast, Midwest, and South, but is minimal in the West.

In the area of activities, the regions (with the exception of the West) are somewhat similar. The vast majority of students in the Northeast (93 percent), Midwest (71 percent), and South (86 percent) belong to their campus' minority student organization; but this is true of only a little over half (56 percent) of the students in the West. Students in the West are more involved in community and service activities than are those in any of the other three regions. In both the Northeast and South, more students belong to general student organizations than do those in the Midwest and West. In addition, both the Midwest and West have larger percentages of students involved in no activities than the Northeast and South do.

The Northeast has the largest percentage (66 percent) of students who have little or no contact with faculty members outside the classroom (the other regions have 46-50 percent). It is not surprising, therefore, that students in the Northeast and Midwest are first and second among the regions in saying no staff member has been most influential on their law school experience. It also is not surprising that 54 percent of the respondents in the South and 59 percent of those in the West say a white faculty member has been most influential on their law school experience.

In judging the positive and negative characteristics of their schools, there is much regional difference, which demonstrates clearly the priorities, needs, and interests of the students in each region. No characteristic of schools is seen as positive by a majority of students in the Northeast. Sizable majorities of students do, however, agree that minority student/faculty presence, size of classes, supportive services, and accessibility and responsiveness of the staff are negative characteristics. For students in the Midwest, only two factors are considered important by strong majorities, and both of these are negative: minority student enrollment and minority staff presence. In the South there is substantial agreement that only one characteristic of their schools is positive:

the region of the country where they are located. There is broader agreement that several characteristics of schools in the South are negative: minority presence, responsiveness to the needs of minority students, supportive services, and size of classes. In the West, two characteristics are positive to sizable majorities of students: academic curriculum, and the kind of place (urban, rural, etc.) where the school is located. Negative characteristics in this region are: minority presence, responsiveness, and size of classes. Thus, for all four regions, more minority presence would be desirable (see Table 7).

Although minority students have complaints, the overall reaction of most of them to their law school experience is positive. Majorities of students in each region are at least somewhat satisfied with law school. The South has the highest percentage of satisfied students (almost 75 percent), and the Midwest has almost as many (66 percent). No region has many students who are very satisfied, but only the Northeast has no students who are very satisfied with their law schools.

It probably is not coincidental that the South has the smallest percentage (44 percent) of students who feel they have been victims of discrimination at their schools, while the Northeast has the largest percentage (73 percent). In addition, it should be noted that every type of discrimination is reported by a substantial percentage of students in the Northeast. Particular attention should be given to the fact that only in the Northeast are other students cited as the source of discrimination by more than a miniscule percentage of minority students (see Table 7).

After considering the information provided in this section, a profile of students in each region can be provided. Students in the West are the oldest, have the lowest family income, are mostly single, have the fewest financial concerns, and have worked more than students in the other regions. The West also has the largest percentage of students who feel that financial reasons cause minority students to leave law school, but less than half of them desire more financial aid. Wages and school scholarships are the most frequent sources of funds for students in the West.

The South has the youngest students, the second lowest family income, the greatest percentage of married students, and the students with the greatest financial concerns. Students in the South work less and have the greatest desire for availability of more financial aid.

In the Midwest about half the students are between 22-25 years old. Many have high family income; most are single; and few have financial concerns. Eighty-six percent currently are working, and they generally work more hours than students in the other regions. The Midwest is second to the South in desire for more financial aid.

The Northeast has the second youngest students, the highest percentage of incomes \$15,000 or above, and the largest percentage of single students. It also is second in financial concerns and second in percentage of students who work. The Northeast has the lowest percentage of students who want more financial aid (39 percent).

PART III

FAMILY INCOME

Grouping all respondents (Black and Chicano) according to the annual

income of their families is another productive technique for analysis. In some ways, this division according to income is more productive and informative than the regional groupings, for it includes all the respondents. The four income groupings used are: (1) less than \$5,000; (2) \$5,000-9,999; (3) \$10,000-14,999; and (4) \$15,000 and above.

Demographic Data

Demographically, there are differences between the four groups of students in nearly every instance. Those whose family income is \$15,000 or above are the most distinctive group. Occasionally, the students in the less-than-\$5,000 category also are distinctive. The youngest students are in the \$15,000-and-up category where 64 percent are between the ages of 22-25. In the less-than-\$5,000 group only 36 percent of students are in this age bracket. The largest percentages of the less-than-\$5,000 group comes from the South Atlantic and Pacific areas. In the other regions the largest percentage of students come from the East North Central and West South Central areas. Students in the high income bracket have more educated parents and greater probability of having a lawyer in the family. The \$15,000-and-up group has the largest percentage of single students. In addition, only in the \$15,000-and-up group did a majority of students attend private colleges.

Majorities in all four groups attended predominantly white colleges, although here the percentage is highest for the \$10,000-14,999 group. Students in various income categories differ, however, in terms of the region where they were undergraduates. Sixty-nine percent of the \$5,000-9,999 and the \$10,000-14,999 groups attended colleges in the South and Midwest; 67 percent of the less-than-\$5,000 group attended colleges in the South and West; and 66 percent of the \$15,000-and-up group attended colleges in the Northeast and South (see Table 8).

Academic Data

The pattern of either the lowest or highest income group being distinctive prevails in academic as well as demographic areas. For example, the utility of the law degree was the most influential factor for three of the four groups in deciding to attend law school, but the desire to help others was most influential for the less-than-\$5,000 group. Similarly, only the less-than-\$5,000 group has a majority who feel that their academic preparation was only fair or poor, while the \$15,000-and-up group has an overwhelming majority who rate their preparation as excellent or good. As a result, the less-than-\$5,000 group stresses a desire for improved basic skills, while the \$15,000-and-up group stresses a desire for improved self-discipline (Table 9).

In comparing themselves to other students, it is the \$15,000-and-up group that differs strikingly from the other three groups. The \$16,000-and-up group has the smallest percentage of students who feel their academic performance in the areas listed in Table 10 is comparable to that of other students. The only exception is enjoyment derived from the study of law, where the \$15,000-and-up group has a very positive self-image relative to the other groups. The \$15,000-and-up group also differs strikingly from the

other three groups in the percentage of students who have not received special academic help, with 70 percent (compared to 59 percent for the \$10,000-14,999 group, 52 percent for the \$5,000-9,000 group, and 51 percent for the less-than-\$5,000 group).

The \$15,000-and-up group is the only one where the majority of students feel that the coursework does not relate well to their interests. It also contains the largest percentage of students who are undecided about their future plans. Not surprisingly, the \$15,000-and-up group has the largest percentage of students who would like more practical/clinical experience built into the curriculum (see Table 11).

Reaction/Attitude to Law School

The four income groups show greater similarity in their reaction to the law school experience than in their academic pursuits, but, as before, what differences there are primarily involve the less-than-\$5,000 group and the \$15,000-and-up group. Only the \$15,000-and-up group has a majority of students who feel that they have not been victims of discrimination at their schools.

PART IV

RACE/ETHNICITY

The division of minority law students according to race/ethnicity proves to be another informative technique of analysis. The experience and background of Chicano law students differ from those of Black law students in several areas, but rarely drastically. As was stated in the Introduction, these areas primarily involve: age, marital status, importance of race/ethnicity, influence of white faculty members, and educational level of parents and siblings.

Demographic Data

Chicano students are older than Black students. Chicanos primarily attended medium or large, public, predominantly white undergraduate colleges, while Blacks primarily attended small colleges. Nearly two-thirds (64 percent) of the Chicanos have no parent who attended college, versus 53 percent of the blacks who have none. Over half of the Chicanos are married (only 39 percent of the Blacks are). Chicanos also are more likely than Blacks to be undecided about an area of specialization (see Table 12).

Academic Data

Blacks and Chicanos are different in their academic experiences and attitudes. The two groups differ as to the most important factor in their decision to attend law school. For Black students it is the belief in the efficacy of the law degree; for Chicano students it is the desire to help others. Academic preparation is another area of difference. More Blacks than Chicanos feel their academic preparation was good or excellent.

When discussing areas of their academic preparation which they would like to have improved, Black and Chicano students also differ. Nearly half (47 percent) of Chicano students stress basic skills, as compared to only 28

percent of Blacks. Forty-four percent of Chicanos mention learning to think independently or theoretically, compared to only 32 percent of Blacks. Sixty-two percent of Chicanos, but 48 percent of Blacks, stress learning to express ideas better in writing and speaking (see Table 13).

It is not surprising, therefore, that a considerably larger percentage of Chicanos (89 percent) than Blacks (64 percent) cite academic reasons as causing minority students to leave law school before obtaining their degree. Eighty-five percent of Blacks and 76 percent of Chicanos feel that there is intense academic competition at their schools, but competition has more effect on Chicanos. Seventy-one percent of Chicano students say competition affects them personally, while 55 percent of Black students feel that way. Forty-two percent of Chicano students, compared to only 27 percent of Black students, say competition makes them work harder to compete with whites. The negative effects of competition also are different for the two groups. Twenty-one percent of Blacks, but only 8 percent of Chicanos, say competition decreases their motivation to study. On the other hand, 25 percent of Chicanos and only 7 percent of Blacks say competition undermines their self-confidence.

Chicanos focus more of their attention outside the law school than Blacks do. Twice as large a percentage of Chicanos (60 percent) as Blacks (30 percent) are volunteering their services. Blacks want their outreach activities tied more directly to the curriculum. Forty-six percent of Black students want more practical or clinical experience, but only a third of Chicano students want this.

Both groups have considerable percentages (51 percent of Blacks and 49 percent of Chicanos) that suggest curriculum changes as part of a program to improve the experience of minority law students. Chicanos, however, stress a desire for more poverty social reform courses more frequently than Blacks do.

Attitude/Reaction to Law School

In this section the difference between Blacks and Chicanos are more numerous and striking than in the academic section. Blacks and Chicanos show rather striking differences in naming the characteristics of schools that were important in their decision to attend a particular school. Academic standing and general reputation are of much greater importance to Chicanos (71 percent) than to Blacks (49 percent). Over half of the Chicano students (53 percent) say that proximity to home is important, but only 38 percent of the Black students agree. Low cost is another important characteristic for Chicanos (47 percent). Only 20 percent of Blacks mention this, though. The desire to practice in the state where the law school is located is important to 38 percent of the Chicano students, but again only 20 percent of the Blacks agree. Sizable percentages of both groups mention scholarships and other financial assistance as being important.

Blacks and Chicanos differ considerably in their estimation of the percentage of minority students who have left law school. Over two-thirds (68 percent) of the Chicano students estimate that the attrition rate of minority law students is 10 percent or less. This is in striking contrast to Black students, only 41 percent of whom say 10 percent or less have left.

It was indicated in the Introduction that a major difference between Black and Chicano students involves the importance of race/ethnic background. This is evident in that a large majority (64 percent) of Chicano students name a white faculty member as being most influential on their lives in law school. Only a small percentage (20 percent) say that no one has been influential. This is in striking contrast to the experience of Black students, 42 percent of whom say that no staff member has been influential on their lives. Only 38 percent mention a white faculty member.

The overall reaction of the two groups to law school is strikingly different. Eighty-seven percent of the Chicano students are at least somewhat satisfied with law school, but only 63 percent of the Black students are satisfied. In addition, the percentage of Chicano students who are very satisfied is four times that of Black students. Other evidence of the degree of satisfaction is shown in what minority students rate as positive and negative characteristics of their schools. Chicano students rate their schools much more positively than do Black students, particularly in terms of: region, type of setting, size of student body, academic curriculum, and accessibility of faculty. Black students find many characteristics of schools less appealing than Chicano students do, and Blacks rate their schools negatively in terms of: supportive services, minority presence, and responsiveness (see Table 14).

A majority of both Black and Chicano students feel that they are victims of discrimination, but the types of discrimination are strikingly different. Attitudes of professors are cited by 57 percent of the Chicano students but by only 29 percent of the Blacks. Black students, on the other hand, cite grading of exams, but only a small percentage of Chicano students agree. For Chicanos, the attitudes and remarks of other students are a source of discrimination (39 percent), but only a small percentage (11 percent) of Blacks agree. Black students, more so than Chicanos, say they expected this attitude and that it does not affect them very much.

A majority of both groups work, but the number of hours each group works per week is quite different. Fifty-five percent of the Black students work 20 hours or less per week, but 57 percent of the Chicanos work 21 hours or more. Nevertheless, 58 percent of the Black students, but only 38 percent of the Chicanos, suggest more financial aid. The order of importance of funds for Blacks and Chicanos is somewhat different. Blacks rank their sources as: (1) scholarships, (2) loans, and (3) wages. Chicanos agree that scholarships are their primary source of funds, but they rank wages and loans second and third respectively.

PART V

LEVEL OF MINORITY ENROLLMENT

The analysis of law schools grouped according to whether they have low or high minority enrollment reveals several significant differences in the experiences and views of minority students at each type of institution. Demographically, students in both types of institutions are similar, but there are differences in other areas.

Similar numbers of respondents at both low and high minority enrollment schools say their academic preparation was good or excellent, and similar numbers have received special academic help. Their evaluation of this help is, however, quite different. Among those who have received help, 41 percent in low enrollment institutions and 12 percent in high say it was insufficient. Apparently, institutions which have more experience with minority students have learned how to provide effective academic assistance where it is needed, but less experienced institutions have not.

Students in the high enrollment group are generally more positive about the curricula of their schools than students in low enrollment institutions. For example, more students in low enrollment institutions (51 percent) than in high enrollment institutions (31 percent) want more poverty social reform courses to be offered. In addition, fewer students in low enrollment institutions (69 percent) than in high enrollment institutions (96 percent) say their schools offer credit for fieldwork.

Students in high enrollment institutions (69 percent) are more concerned about class size as a negative characteristic of their schools than students in low enrollment institutions (43 percent) are. Accessibility of faculty members is reported as a negative characteristic by more students at high enrollment institutions (37 percent) than at low enrollment institutions (27 percent). In addition, discrimination affects more students at high enrollment institutions (68 percent) than at low enrollment institutions (47 percent). Finally, more students in high enrollment institutions (32 percent) than in low enrollment institutions (18 percent) rely on loans for their major source of funds.

PART VI

CLEO STUDENTS

Council on Legal Education Opportunity (CLEO) students and non-CLEO students do not differ from each other in very many or striking ways. The differences which exist between the two groups are primarily in the areas of demographic background and academic preparation. Attitudinally, they are quite similar, the only noticeable differences being: estimation of minority attrition, the desire for a greater role for minorities in decision making, and the desire for more supportive services.

Demographic Data

Nearly two-thirds of the CLEO students grew up in small cities or rural areas, whereas nearly two-thirds of the non-CLEO students grew up in large cities or suburban areas. The CLEO students in this survey generally came from the South; non-CLEO students have a more even representation in all regional areas. More CLEO students (66 percent) than non-CLEO students (54 percent) come from families with incomes under \$10,000.

The undergraduate colleges attended by non-CLEO students are rather evenly distributed in the Northeast, Midwest, South, and West. Sixty-one percent of CLEO students, however, attended colleges in the South. Nearly half (45 percent) of the CLEO students attended predominantly Black or

minority colleges, compared to only 17 percent of the non-CLEO students (see Table 15).

Academic Data

A majority in both groups became interested in attending law school at 18 years or older, but the percentage is larger for CLEO students. All of the CLEO students mention CLEO itself as an important factor in their decision to attend law school.

Academic preparation was quite different for the two groups. Half of the CLEO and two-thirds of the non-CLEO students rate their preparation as excellent or good. The areas of weakness in preparation cited most often by CLEO students are reading and writing, but for non-CLEO students the main problem areas are writing and study habits. Majorities in both groups agree that outside experiences are helpful in preparing for law school. Their helpful experiences have, however, been different. Work for jobs, followed by unassigned reading or independent study are most helpful to non-CLEO students. Special, pre-enrollment preparation by CLEO and voluntary community service are most helpful to CLEO students.

More CLEO students (93 percent) than non-CLEO students (77 percent) feel that they are special admits to their law schools. Nevertheless, in comparing themselves to other students in general, CLEO students present a slightly more positive self-image than do non-CLEO students in almost all areas (see Table 16). The one exception involves the enjoyment derived from studying law. Fewer CLEO than non-CLEO students feel they are enjoying the experience as much as other students.

Both the CLEO and non-CLEO groups are similar in the percentages of students who have received special academic help while enrolled in law school. Forty-five percent of CLEO students and 43 percent of non-CLEO students have received special academic help. There are, however, striking differences in their evaluation of that help. Only 50 percent of CLEO students, compared to 65 percent of non-CLEO students, rate the help as adequate. In addition, only 46 percent of the CLEO students who have not received help feel they do not need it, compared to 81 percent of non-CLEO students. Forty-six percent of CLEO students also say they need help badly but it is not available. Only 16 percent of non-CLEO students agree.

The perception of academic competition at their schools by CLEO and non-CLEO students is similar, but the groups differ about the effect of that competition. More CLEO students (29 percent) than non-CLEO students (16 percent) feel that competition decreases motivation to study. Conversely, a much larger percentage of non-CLEO students (45 percent) than CLEO students (24 percent) say competition increases their motivation to study.

When other data presented here is considered, it is not surprising that non-CLEO students are more positive about certain academic aspects of law school than are CLEO students. Non-CLEO students are slightly more likely to feel that coursework relates well to their interests. CLEO students are quite a bit more interested in increasing the amount of practical/clinical experience in the curricula of their schools. Finally, three-quarters of non-CLEO students, but only about half of CLEO students, report that they feel no pressure

to pursue a certain type of career such as a minority/poverty specialty (see Table 17).

Attitude/Reaction to Law School

General reputation/academic standing and financial aid are important characteristics of their schools to large percentages of both CLEO and non-CLEO students. Proximity to home is of greater importance to non-CLEO students than to CLEO students (see Table 18). The effects of special admission show both similarities and differences between the two groups. Forty-one percent of CLEO students and 49 percent of non-CLEO students feel no effects so far, but 34 percent of CLEO students and only 20 percent of non-CLEO students feel alienated/like outsiders.

Considering all the factors involved, it is understandable that CLEO students estimate greater attrition among minority students than non-CLEO students do. Only 30 percent of CLEO students, compared with 49 percent of non-CLEO students, estimate that 0-10 percent of minority students have left school. Sixty-two percent of CLEO students, but only 40 percent of non-CLEO students, estimate that 11-50 percent have left.

Another area of somewhat striking differences between the two groups is in faculty contact. Over half of non-CLEO students have had little or no faculty contact, compared to only 39 percent of CLEO students. More CLEO students (43 percent) than non-CLEO students (34 percent) say they have only classwork-related contact with faculty members. In naming the most influential person in their lives as students, similarities and differences appear again, with a larger percentage of non-CLEO students (41 percent) than CLEO students (30 percent) saying that no one is most influential. Twenty percent of CLEO, and only 8 percent of non-CLEO, students name an assistant dean as the most influential staff member. Forty-eight percent of CLEO and 41 percent of non-CLEO students name a white faculty member.

Finally, 50 percent of non-CLEO students, but only 32 percent of CLEO students, have jobs to help meet their financial needs. CLEO students who work devote fewer hours per week to their jobs than do non-CLEO students. Over three-quarters of the CLEO students who work spend one to twenty hours or more a week on their jobs. The major sources of funds for CLEO students are scholarships (52 percent) and loans (15 percent). The sources are more varied for non-CLEO students, but scholarships (34 percent) and loans (24 percent) are important.

CONCLUSIONS

The background and experiences of minority law students who attend predominantly white law schools have been analyzed in this report. This analysis makes it clear that most minority law students in no way view themselves in an inferior or negative manner. Indeed, minority law students in general have a very positive view of their capabilities and performance in comparison with other law students. They recognize their limitations and deficiencies and have given much thought to their rectification. They do not lay the responsibility for this solely on the institutions they attend, but they

are aware of their own responsibilities. Minority students are critical, however, of their schools for what they consider a general lack of interest in their well being and a shirking of responsibility in the academic area.

Size of classes, content of curriculum, supportive services, and financial aid are areas which are criticized most by minority students. They desire more practical/clinical experience and more social reform courses to bring relevance to the academic curriculum and to enhance their legal education. The size of classes lends a sense of anonymity and coldness to the learning process. Supportive services are poorly developed and lack cohesion. Sufficient financial aid sometimes is lacking, placing an additional burden on minority students.

Minority law students are critical of their schools for what they view as a lack of responsiveness to their needs, inaccessibility on the part of the faculty and administration, and a general lack of interest. This lack of minority presence fosters the sense of being unwanted and isolated which recurs among respondents in this study. More minority recruitment, of both students and staff, is needed.

The predominantly white law school must do more to prove to minority students that they are wanted, that the school is responsive to their needs, and that it is committed to bringing about change and improvement. This requires sensitivity, awareness, and, above all, willingness. It simply is not enough merely to increase the enrollment of minority students who have certain academic deficiencies without providing at the same time the necessary supportive services that help insure the successful completion of their studies. Students in this survey who received special pre-enrollment preparation attest to its effectiveness. Thus, for those students to whom special pre-enrollment preparation is not accessible, additional supportive services are necessary after they have enrolled.

APPENDIX

Law School Sample

Boston University
Cleveland State University
Columbia University
Duke University
Loyola University — Tulane University
Rutgers University at Camden
State University of New York at Buffalo
University of California at Los Angeles
University of Cincinnati
University of Denver
University of Detroit
University of Florida
University of Georgia
University of Michigan
University of Minnesota
University of San Francisco
University of Texas at Austin
University of Virginia
University of Wisconsin
Valparaiso University
Washington University

Table 1
FAMILY BACKGROUND

	%
<i>Age</i>	
22-25	54
26-32	37
Other*	9
<i>Home City</i>	
Large city/suburban area	57
Small city/rural	42
<i>Parents' College Education</i>	
Father only	13
Mother only	15
Both	16
Neither	55
<i>Older Siblings' College Education</i>	
Yes	40
No	28
Have no older siblings	33
<i>Marital Status</i>	
Single	58
Married	42
<i>Family Income</i>	
Less than \$5,000	22
\$5,000-9,999	34
\$10,000-14,999	24
\$15,000 +	18
<i>Parents' Opinion of Legal Profession</i>	
Positive	72
Negative	8
Indifferent/no opinion	15

* Includes 21 years or less and 33 years or more.

Table 2
ACADEMIC DATA

	%
<i>Age Interested in Law School</i>	
13 or younger	18
14-17	22
18-22	37
23+	23
<i>Factors Influential in Decision to Attend Law School</i>	
Want to practice law	46
Want to help others	48
Always wanted to/decided as a child	22
Law degree helps other plans/increased economic opportunity	58
<i>Most Important Factor in Decision to Attend Law School</i>	
Want to practice law	12
Want to help others	20
Always wanted to/decided as a child	8
Law degree helps other plans/increased economic opportunity	38
<i>Academic Preparation</i>	
Excellent/Good	63
Fair/Poor	36

<i>Same or Different Academic Preparation</i>	
Same	26
Different	70
<i>What Would You Do Differently</i>	
Learn to express ideas better	50
Acquire more self discipline	49
Learn to read more rapidly	38
Learn to think independently or theoretically	34
<i>Intense Academic Competition</i>	
Yes	83
No	16
<i>Has Competition Had Any Effect</i>	
Yes	58
No	38
<i>Negative Effect of Competition</i>	
Decreased motivation to study	18
Undermine self-confidence	11
Resentment and frustration	24
<i>Source of Help for Academic Problems</i>	
Other minority students	47
Faculty—black/minority	12
Faculty—white	30
Administrator—black/minority	2
Administrator—white	8

Table 3

REACTION/ATTITUDE TO LAW SCHOOL

	%
<i>Reason for Minority Attrition</i>	
Financial	44
Academic	69
Frustration/Confusion	32
Don't like law/want to do something else	25
<i>Ever Worked While in Law School</i>	
Yes	54
No	45
<i>Number of Hours Working</i>	
1-10	13
11-20	40
21-40	34
41 +	13
<i>New Programs/Policies Desired</i>	
More financial aid	54
More minority recruitment	68
<i>Major Sources of Funding</i>	
Scholarships	37
Loans	23
Wages	12

Table 4

REGIONAL DEMOGRAPHIC DATA

	NE	MW	S	W
<i>Home City</i>				
Large city/suburban	51	72	35	78
Small city/rural	47	27	65	22

<i>Age</i>				
22-25	58	50	68	48
26-32	36	37	27	40
Other	5	10	4	11
<i>State</i>				
New England	49	6	7	—
Midwest	9	53	—	—
South	25	32	90	30
West	12	4	—	33

Table 5

REGIONAL FAMILY BACKGROUND

	NE	MW	S	W
<i>Family Income</i>				
Less than \$5,000	17	18	28	33
\$5,000-9,999	32	35	33	33
\$10,000-14,999	22	24	22	15
\$15,000 +	24	22	14	15
<i>Marital Status</i>				
Single	68	63	51	63
Married	32	36	49	37
<i>Parental Opinion of Legal Profession</i>				
Positive	63	68	79	66
Negative	10	8	5	11
Indifferent/no opinion	22	19	14	15
<i>College Education of Siblings</i>				
Yes	39	39	54	41
No	32	24	32	18
Have no older siblings	29	38	14	41

Table 6

REGIONAL ACADEMIC DATA

	NE	MW	S	W
<i>Factors Influential in Decision to Attend Law School</i>				
Want to practice law	27	39	61	48
Law degree helps other career	78	63	51	56
Want to help others	29	41	51	41
<i>Most Influential Factor in Decision to Attend Law School</i>				
Want to practice law	2	11	25	4
Law degree helps other career	68	46	21	37
Want to help others	15	18	21	7
<i>Same or Different Academic Preparation</i>				
Same	41	20	21	37
Different	56	73	75	63
<i>What Would You Do Differently</i>				
Learn to think independently or theoretically	43	17	44	26
Learn to read more rapidly	26	26	53	30
Learn to express ideas better	35	34	72	33
Acquire more self discipline	30	40	60	44

Comparison to Other Students

(as good as or better/more)

Class attendance	91	81	88	81
Class participation	54	70	65	85
Extra/non-assigned reading	80	66	70	66
Study habits	73	73	86	81
Ability to keep up with workload	78	89	96	89
Enjoyment derived from study of law	63	63	68	66

Table 7

REGIONAL REACTION/ATTITUDE TO LAW SCHOOL

	NE	MW	S	W
<i>Positive Characteristics</i>				
Academic curriculum	44	36	42	59
Region of country	41	36	58	44
Kind of place	46	46	49	73
Proximity to minority community	49	29	28	26
Accessibility of faculty and administration	12	34	32	48
Support services	17	10	14	41
<i>Negative Characteristics</i>				
% minority enrollment	68	69	84	66
Minority faculty and administrative presence	80	78	84	59
Responsiveness to minority student needs	61	46	68	66
Support services	41	31	58	33
Proximity to minority community	24	29	37	33
Size of classes	71	40	46	52
Accessibility of faculty and administration	49	29	32	19
<i>Sources/Type of Discrimination</i>				
Attitude of professors	47	21	24	33
Grading/exam	30	53	28	7
Subtle/general discrimination	47	35	28	20
Student attitude/remarks	27	2	7	4

Table 8

FAMILY INCOME — DEMOGRAPHIC TABLE

<i>Age</i>	<u>\$-5,000</u>	<u>\$5,000-9,999</u>	<u>\$10,000-14,999</u>	<u>\$15,000+</u>
22-25	36	55	59	64
26-32	46	38	36	30
<i>Home City</i>				
Large/suburban	51	51	66	66
Small/rural	48	48	33	35
<i>State</i>				
Northeast	13	12	8	14
Midwest	9	18	25	25
South	49	46	45	42
West	18	5	11	11

<i>College Education of Parents</i>				
Both	4	12	18	39
Father only	—	12	18	27
Mother only	5	20	16	16
Neither	91	56	48	18
<i>College Education of Older Siblings</i>				
Yes	49	42	36	27
No	31	36	28	9
Have no older siblings	20	23	36	64
<i>Lawyer In Family</i>				
Yes	4	1	8	14
No	96	99	92	86
<i>Marital Status</i>				
Single	53	61	56	62
Married	47	39	44	36
<i>Size-Support of College</i>				
Small	47	45	48	43
Medium	35	27	20	23
Large	16	27	33	34
Public	64	61	51	41
Private	35	39	49	59
<i>Location of College</i>				
Northeast	7	11	15	30
Midwest	22	31	33	18
South	40	38	31	36
West	27	18	18	16
<i>Composition of College</i>				
Predominantly white	71	76	89	80
Predominantly black/minority	29	24	11	20
<i>Area of Specialization</i>				
Criminal	29	24	25	7
General	16	14	11	11
Corporation/Business	13	4	10	14
Minority/Poverty	13	11	5	9
Other	24	24	33	25
Undecided	4	24	15	34

Table 9

FAMILY INCOME — ACADEMIC DATA

	<u>\$-5,000</u>	<u>\$5,000-9,999</u>	<u>\$10,000-14,999</u>	<u>\$15,000+</u>
<i>Age Interested in</i>				
<i>Attending Law School</i>				
13 or younger	11	18	23	20
14-17	24	15	34	16
18-22	33	43	28	45
23 +	33	24	15	18
<i>Factors Influential</i>				
<i>in Decision</i>				
Want to help others	62	44	41	52
Law degree helps other plans/ increased economic opportunity	47	57	56	73
Want to practice law	47	46	48	45
Always wanted to go	24	24	21	20

<i>Most Important Factor</i>				
Want to help others	25	19	15	20
Law degree helps other plans/ increased economic opportunity	24	40	34	55
Want to practice law	9	19	13	2
<i>Academic Preparation</i>				
Excellent-Good	49	64	64	80
Fair-Poor	51	34	37	20
<i>Outside Experiences Helpful</i>				
Yes	58	62	69	55
No	35	31	26	41
<i>Kind of Helpful Outside Experience</i>				
Work/jobs	63	52	67	75
Unassigned readings/ independent study	38	35	45	33
Voluntary community service	34	27	26	29
<i>What Would You Prepare Differently</i>				
More emphasis on basic skills	43	32	33	21
Express ideas better in writing/speaking	48	62	53	21
Acquire more self-discipline	50	48	40	62
Take studies more seriously	28	27	33	34
Read more rapidly	43	43	35	24
Learn to think independently	35	38	35	24

Table 10

FAMILY INCOME — ACADEMIC DATA

	<u>\$-5,000</u>	<u>\$5,000-9,999</u>	<u>\$10,000-14,999</u>	<u>\$15,000+</u>
<i>Comparison to Other Students</i> (as good as/better—more than)				
Class attendance	86	89	88	55
Class participation	69	65	70	59
Extra, non-assigned readings	73	72	68	59
Study habits	88	80	77	64
Ability to keep up with work load	86	93	94	72
Enjoyment of studying law	62	60	77	71

Table 11

FAMILY INCOME — ACADEMIC DATA

	<u>\$-5,000</u>	<u>\$5,000-9,999</u>	<u>\$10,000-14,999</u>	<u>\$15,000+</u>
<i>Academic Credit for Field Work</i>				
Yes	73	75	79	80
<i>Volunteering Services</i>				
Yes	40	37	39	25
No	58	62	61	73
<i>Coursework Relates Well To Interests</i>				
Yes	65	57	62	36
No	35	39	38	57

<i>If Not, What Changes</i>				
More poverty/social reform courses	42	55	52	28
More practical/clinical experience	42	42	35	60
<i>New Program or Policies</i>				
Curriculum changes	56	50	49	50
More tutoring/remedial programs	27	33	34	30

Table 12

ETHNICITY — DEMOGRAPHIC TABLE

	<u>Black</u>	<u>Chicano</u>
<i>Age</i>		
22-25	56	40
26-32	33	56
<i>Home City</i>		
Large/suburban	59	49
Small/rural	40	51
<i>College Education of Parents</i>		
Both	19	4
Father	10	29
Mother	18	2
Neither	53	64
<i>College Education of Older Siblings</i>		
Yes	42	29
Have no older siblings	31	40
No	27	31
<i>Family Income</i>		
Less than \$5,000	21	24
\$5-9,999	34	31
\$10-14,999	23	31
\$15,000 +	18	14
<i>Marital Status</i>		
Single	55	36
Married	39	51
<i>Size-Support of College</i>		
Small	52	18
Medium	23	40
Large	25	42
Public	49	87
Private	50	13
<i>Location of College Attended</i>		
Northeast	17	4
Midwest	33	—
South	36	40
West	11	56
<i>Composition of College Attended</i>		
Predominantly black/minority	25	4
Predominantly white	75	96
<i>Area of Specialization</i>		
Criminal	21	24
General	15	7
Corporation/Business	10	4
Poverty/Minority	8	18

Other	27	20
Undecided	17	27

Table 13

ETHNICITY — ACADEMIC DATA

	<u>Black</u>	<u>Chicano</u>
<i>Most Important Factor</i>		
Law degree helps other plans/increased economic opportunity	40	27
Want to help others	17	33
<i>Age Interested in Law School</i>		
13 or younger	18	18
14-17	22	22
18-22	38	33
23 or older	22	27
<i>Academic Preparation</i>		
Excellent-Good	66	53
Fair-Poor	33	47
<i>Outside Experiences Helpful</i>		
Yes	60	71
No	33	24
<i>What was Helpful</i>		
Work, jobs	61	69
Unassigned readings/independent study	33	56
Voluntary community service	25	38
<i>Prepare Same/Different Way</i>		
Same	27	22
Different	69	76
<i>What Differently</i>		
More emphasis on basic skills	28	47
Think theoretically or independently	32	44
Express ideas better in writing/speaking	48	62
Read more rapidly	38	38
More self-discipline	49	47

Table 14

ETHNICITY — REACTION/ATTITUDE TO LAW SCHOOL

	<u>Black</u>	<u>Chicano</u>
<i>Positive Characteristics</i>		
Size of student body	21	33
Region of country	47	78
Kind of place	50	67
Academic curriculum	43	58
Accessibility of faculty/administration	32	42
Proximity to minority community	35	38
<i>Negative Characteristics</i>		
Size of classes	49	56
Supportive services	43	27
% of minority enrollment	74	47
Minority faculty/administration	80	58
Responsiveness	58	47

Table 15
CLEO — DEMOGRAPHIC DATA

	<u>CLEO</u>	<u>Non-CLEO</u>
<i>Age</i>		
22-25	55	54
26-32	37	37
<i>Region</i>		
Northeast	2	15
Midwest	9	25
South	68	31
West	18	13
<i>Size-Support of College</i>		
Small	52	44
Medium	32	25
Large	16	31
Public	52	57
Private	48	43
<i>Location of College</i>		
Northeast	2	17
Midwest	16	30
South	61	32
West	20	19
<i>College Education of Parents</i>		
Neither	68	52
<i>College Education of Older Siblings</i>		
Yes	45	38
No	27	28
Have no older siblings	27	34
<i>Annual Income of Family</i>		
less than \$5,000	27	21
\$5,000-9,999	39	33
\$10,000-14,999	20	25
\$15,000 +	14	19

Table 16
CLEO — ACADEMIC DATA

	<u>CLEO</u>	<u>Non-CLEO</u>
<i>Comparison to Other Students</i> (as good as/better-more than)		
Class attendance	91	84
Class participation	68	66
Study habits	86	76
Extra readings	73	67
Ability to keep up with work load	93	88
Enjoyment of law study	59	68

Table 17
CLEO — ACADEMIC DATA

	<u>CLEO</u>	<u>Non-CLEO</u>
<i>Academic Credit for Field Work</i>		
Yes	68	78
<i>Volunteering Services</i>		
No	61	64

<i>Coursework Relates to Interests</i>		
Yes	52	57
No	41	41
<i>Changes in Content, Emphasis, Procedure Desired</i>		
More poverty/social reform courses	50	45
More practical/clinical experience	56	41
Other structural changes	11	33
<i>Pressure to Pursue Certain Kind of Career</i>		
Yes	39	23
No	55	75
<i>What Kind of Career; From Whom</i>		
From self/conscience	35	29
From faculty/administration	29	25
Minority/poverty career	53	44

Table 18
CLEO — ATTITUDES DATA

	<u>CLEO</u>	<u>Non-CLEO</u>
Academic standing/reputation	50	53
Scholarships/Financial Aid	45	45
Proximity to home	30	43