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# POLITICAL VALUES AND CAREER ASPIRATIONS OF UCLA LAW STUDENTS: THE 70's GENERATION

*Bernard H. Moss\**

## INTRODUCTION

Few professions are so intimately connected with the American business community as the legal profession. Highly stratified between an elite corporate sector and more routinized practice, the legal profession mirrors the structure of American business.<sup>1</sup> Business law—effectuating property transfers in commercial transactions, real property, tax or probate—predominates at all levels. Lawyers in the corporate sector frequently earn as much as the top level executives they serve. Dependent upon corporate profits for his income, the corporate lawyer is a full-fledged partner in business enterprise.<sup>2</sup> The law is a remunerative career open to talent—a privileged pathway to upper class affluence and power. For the gifted student of middle class background, it offers one of the last opportunities to share the profits of corporate capitalism without bearing its bureaucratic burdens or responsibilities. For the top graduate of a national law school it provides a way to share the power and the wealth of the large corporation without giving up the veil of professional dignity and autonomy.

Law schools reflect the business nexus. Modelled after Harvard Law School, American law schools orient their curricula around the core courses of property and contracts toward a general business practice.<sup>3</sup> Emerging out of nascent European capitalism, the paradigms of this curriculum are those of the

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1. J. CARLIN, *LAWYERS' ETHICS: A SURVEY OF THE NEW YORK CITY BAR* (1966), and *LAWYERS ON THEIR OWN* (1962); and J. HANDLER, *THE LAWYER AND HIS COMMUNITY: THE PRACTICING BAR IN A MIDDLE-SIZED CITY* (1967).

2. See E. SMIGEL, *THE WALL STREET LAWYER: PROFESSIONAL ORGANIZATION MAN?* (1969), and J. GOULDEN, *THE SUPERLAWYERS: THE SMALL AND POWERFUL WORLD OF THE GREAT WASHINGTON FIRMS* (1972).

3. See J. SELIGMAN, *THE HIGH CITADEL: THE INFLUENCE OF HARVARD LAW SCHOOL* (1978).

competitive free market system.<sup>4</sup> Law schools train students in the exercise of those analytic cognitive skills that leave unquestioned the underlying assumptions of that system.<sup>5</sup> American law students have traditionally been motivated by free market values. They have viewed the law primarily as a mechanism for resolving disputes among private interests and the profession as a vehicle for upward mobility.<sup>6</sup> The great influx of law students in the early 70's was due less to any new concern for the public welfare than to the rising level of corporate profits as reflected in the starting salaries of Wall Street lawyers.<sup>7</sup> The legal profession as a vocational choice has largely been determined by market opportunities, with the top graduates of national law schools being recruited by the large corporate firms.<sup>8</sup>

The student rebellion of the 60's momentarily altered the market opportunity model among students at national law schools. The movement originated in a generational revolt against the competitive materialism of the professional middle class.<sup>9</sup> It found political expression in struggles for peace and social justice—civil rights, war on poverty, and anti-war movements. A generation of students at national law schools began to question the market values upon which the profession was traditionally based. They identified themselves as liberals and extreme leftists and pledged themselves to careers of social reform and pecuniary abnegation.<sup>10</sup> Students with exceptionally good market opportu-

4. See generally M. TIGAR, *LAW AND THE RISE OF CAPITALISM* (1977).

5. See Nader, *Law Schools and Law Firms*, 54 MINN. L. REV. 493 (1970); Van Loon, *The Law School Response: How to Make Students Sharp by Making Them Narrow*, in *WITH JUSTICE FOR SOME: AN INDICTMENT OF THE LAW BY YOUNG ADVOCATES* (B. Wasserstein & M.J. Green eds. 1970); Stone, *Legal Education on the Couch*, 85 HARV. L. REV. 392 (1971); and D. Rockwell, *The Education of the Capitalist Lawyer: The Law School in LAW AGAINST THE PEOPLE: ESSAYS TO DEMYSTIFY LAW, ORDER AND THE COURTS* (R. Lefcourt ed. 1971).

6. The distinction between the traditional and the reformist view of the profession is drawn from Rathjen, *The Impact of Legal Education on the Beliefs, Attitudes and Values of Law Students*, 44 TENN. L. REV. 85 (1976).

7. See Becker and Meyers, *A Survey of Chicago Law Student Opinions and Career Expectations*, 67 NW. L. REV. 628 (1972).

8. As early as 1905 Supreme Court Justice Brandeis noted that leading lawyers "Have, to a large extent, allowed themselves to become adjuncts of the great corporations and have neglected their obligation to use their powers for the protection of the people," in *The Opportunity in the Law*, 39 AM. L. REV. 555, 559 (1905). Chief Justice Stone put it more strongly in 1934:

Steadily the best skill and capacity of the profession has been drawn into the exacting and highly specialized service of business and finance. At its best, the changed system has brought to the command of the business world . . . a superb proficiency and technical skill. At its worst, it has made the learned profession of an earlier day the servant of business, and tainted it with the morals and manners of the market place in its most antisocial manifestations. *The Public Influence of the Bar*, 48 HARV. L. REV. 1, 7 (1934).

9. See K. KENISTON, *THE UNCOMMITTED: ALIENATED YOUTH IN AMERICAN SOCIETY* (1965); *YOUNG RADICALS: NOTES ON COMMITTED YOUTH* (1968).

10. Since to our knowledge no comparable study of UCLA students in the 60's

nities declared themselves willing to make considerable monetary sacrifice—if only for a while—for the sake of public interest, legal aid or politically “relevant” government work. Whether many actually acted on their commitment remains questionable.<sup>11</sup>

The end of the expansionary economic cycle and the “winding down” of the Vietnam war undermined the economic and political foundations of this middle class rebellion. As American troops were withdrawn from Vietnam, a marginalized and fractionated American Left proved unable to set new reformist objectives that could sustain student activism. Meanwhile, the Nixon Administration was imposing restrictions on the size and nature of legal aid and social welfare programs. As job opportunities for social service diminished, law students turned away from rulerless activism and returned to more traditional career concerns. Many observers hastily concluded that they had come full circle back to the social and political conservatism of the 50's.<sup>12</sup>

There were many reasons to doubt this conclusion and to believe that the 60's had effectuated a permanent liberalization of political values among college and law students despite the obvious collapse of activism.<sup>13</sup> The outbreak of a student strike to defend the affirmative action program at UCLA Law School in May 1978 contradicted the supposed return to conservatism. The strike, which closed down the school for several days, received the enthusiastic support of a majority of white students.<sup>14</sup> In a period of retrenchment and social reaction that eventuated in the BAKKE<sup>15</sup> decision, a majority manifested their commitment to equality even in the absence of any clear perspective or movement. The strike suggested dissonance between the egalitarian values and conservative career goals of the students. The following study was undertaken to investigate the observed incongruity, to determine more precisely the political values and career aspira-

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exists, we have used the data compiled by Stevens, *Law School and Law Students*, 59 VA. L. REV. 551 (1973), on students at Yale University, the University of Pennsylvania and the University of Southern California as a basis for comparison. At politically modish Yale, thirty-two percent of the class of 1972 described itself as far left and forty-eight percent as liberal; comparable figures for the more conservative USC, located in Los Angeles, were fifteen and thirty-six percent.

11. Simon, Koziol and Joslyn, *Changes in Career Aspirations and the Occupational Choices of Law Graduates in the 1960's*, 8 LAW & SOC'Y REV. 95, 101-105 (1973), found no overall change in career patterns at the University of Chicago. The change of values may have affected the career patterns of the elite students at Harvard and Yale. Riley, *The Challenge of the New Lawyers: Public Interest and Private Clients*, 38 GEO. WASH. L. REV. 547, 579 (1970).

12. *Graduation 1973: A New Breed*, TIME, Jun. 18, 1973, at 68; *What They Think Now*, TIME, Jun. 3, 1974, at 46; Calvert, *On Campus: A Survey of the New Silent Generation*, MADEMOISELLE, Sept. 1976, at 250.

13. See Austin, *The New Realist*, PSYCHOLOGY TODAY, September 1977, at 50.

14. Author was an observer-participant.

15. *Regents of the Univ. of Cal. v. Bakke*, 483 U.S. 265 (1978).

tions of the 70's generation, and to evaluate the political or economic motivation of career choice.

The study's significant finding is that the liberal values of the late 60's are alive and well in the 70's. Students at UCLA are Liberal democrats and Democrats. On issues of economic and racial equality, civil liberties, workers' rights and consumer and environmental protection, they stand to the left of the political spectrum. However, in contrast to the 60's generation, which scorned monetary success and often threw political caution to the winds,<sup>16</sup> they are realistic liberals who show a decent respect for money and status and a prudent caution in political self-description. They see law primarily as a vehicle for social change rather than as a mechanism for dispute resolution. Because social reform is still as important a professional motivation as money, they are willing to make considerable monetary sacrifices for the opportunity to work in the public interest. Even more surprising, the study shows that the choice of legal profession is as much a political as a free market decision. Career aspirations with regard to preferred clientele, type of law, professional setting and target income are clear functions of political and social values. More precisely, the study reveals the existence of two distinctive political populations at the law school: (1) a smaller more conservative middle of the road group that is wide open to the market opportunities of corporate law; and (2) a larger liberal population, motivated as much by reformist as by monetary values, that seeks their expression in middle class, working class, and public interest law practice.

#### RESEARCH DESIGN

This study is based upon a survey undertaken at UCLA Law School in November 1978. The questionnaire consisted of fifty-eight fixed response questions covering population characteristics, political and social values, career motivations and aspirations, and course electives.<sup>17</sup> It was administered in the second week of November after the first round of corporate job interviews that are often the first direct exposure second year students have to market opportunities. Questionnaires were distributed in student mail boxes to 1000 out of 1020 students enrolled at the school in August 1978. Of the 370 responses received, 309 were randomly selected for coding and evaluation. The response yielded a sample that was sufficiently representative of the population for the study's stated purpose.

The bias in the sample stems from the voluntary nature of the

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16. Stevens, *supra* note 10, at 577-79.

17. See Appendix A.

response. The sample consists of those students who were most willing to disclose personal information about their motivations, performance, and aspirations. The result is a serious underrepresentation of Blacks and Chicanos, whose rate of response was half that of whites, and an overrepresentation of white students with high grade point averages.<sup>18</sup> Minority students may have been reluctant to disclose information about their aspirations or performance that could be used to discredit the affirmative action program that was under severe challenge at the time of the study. The greater response of high achievers probably reflects a greater pride and involvement in school affairs. Because of term-away externships and lesser community involvement, upperclassmen are also underrepresented. The bias of the sample toward white students and those with higher averages serves a major purpose of the study—to test the effect of greater market opportunities upon career aspirations.<sup>19</sup>

#### DESCRIPTIVE FINDINGS

The demographic characteristics tested were sex, age, race, social class, and college major. For a national law school UCLA has a high proportion of women (36%), low income (20%), and working class students (17%).<sup>20</sup> As in most national schools, the large majority are recent college graduates in the 21-25 age bracket. The majority are liberal arts graduates, who were social science rather than humanities majors.<sup>21</sup> They come from middle class families where the primary income earner was a professional or business person earning between twelve and thirty thousand dollars a year. Surprisingly few (5%) come from lawyers' families. The large number of minority, working class, and lower middle class students at UCLA may be explained by the low tuition and affirmative action programs at this public institution.

The 60's revolution in values is alive at UCLA, where stu-

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18. According to the UCLA Admissions Office, eight percent of the students enrolled in 1978 were Black, nine percent Hispanic, and two percent Asian; they provided only five, four, and four percent of the responses. Grade distribution at UCLA is confidential, but the Placement Office discloses that thirteen percent of the second year class and ten percent of the third had averages of 85 or better (A grade of 85 or above is considered an "A"). Our sample disclosed seventeen percent over 85 and fifty-six over 80.

19. Because of the self-selected nature of the responses, some risk of bias remains. The author believes these risks are outweighed by the strength and overall significance of the major findings and hopes that his tentative conclusions will be confirmed in future studies.

20. Students from families where the primary income earner was a blue collar worker are working class. They comprise no more than five percent at most national law schools. Stevens, *supra* note 10, at 572-74, 600.

21. *Id.* at 574.

dents stand to the left in the political spectrum.<sup>22</sup> More than half place themselves on the Left, only nine per cent on the Right. While fewer students describe themselves as far left or socialist, the overall leftist trend is probably more pronounced.<sup>23</sup> In electoral terms the large majority are Liberal democrats whose presidential favorites are Kennedy (44%) and Hayden (22%) over Ford and Carter. The leftist self-description corresponds with a strong economic egalitarianism, specifically the belief that the gross inequalities of wealth and power in the United States must be corrected. While "Big Business" is seen as an enemy of economic equality and employee rights, organized labor is not always perceived as a friend.

UCLA students are even more liberal on such non-economic issues as consumer and environmental protection, civil rights and civil liberties, with the ACLU and Ralph Nader enjoying nearly universal favor, even among the more conservative middle of the roaders. The same overwhelming majority—more than three quarters—strongly favors affirmative action programs for Blacks and Chicanos and tends to side with workers in disputes with management. The issue responses indicate that UCLA students are even more leftist than their political self-description would suggest—a finding that is not unusual in a period of political quiescence and conservatism.

Political values are strongly reflected in a reformist conception of the legal profession. Three quarters view the profession primarily as an instrument for social reform. Nearly as many consider social reform to be an important motivation in their own career. Still, in contrast to the 60's generation, these liberals admit to a moderate concern for money and status. Asked to choose among target incomes of ten, twenty, thirty-five, sixty, and one hundred thousand dollars a year, a majority targeted sixty thousand after ten years of practice. Such ambitious targets may appear fanciful, but they probably correspond to the average income of the more successful lawyers in the Los Angeles area.<sup>24</sup> Allowing for some inflation of expectations, students correctly matched target incomes with preferred type of legal practice, indicating they have already considered the market implications of their choice. Unless relative preferences for money and reform

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22. Since the year 1948, when only fifteen percent of the practicing lawyers considered themselves on the left, one may observe a long term liberalization of the profession. Becker and Meyers, *supra* note 7, at 630.

23. For example, in the early 70's only 46% of Chicago law students considered themselves on the left. *Id.* at 626-30. See also Stevens, *supra* note 10, at 584.

24. A recent survey of Los Angeles attorneys disclosed an average income of \$45,000 a year. *Income Survey*, JURIS DOCTOR, Sept. 1978, at 23.

change drastically after graduation, they are likely to act in some conformity with their present aspirations.

Wishing to earn good money and perform good works at the same time, the UCLA student is willing to trade off a considerable sum—40% of the targeted income—for a chance to work in the public interest.<sup>25</sup> In contrast to the '60s, when many students remained uncommitted to the legal profession,<sup>26</sup> ninety percent of UCLA students are committed to law as a career. Unlike the 60's, relatively few (20%) see law as a stepping stone to politics.<sup>27</sup> To be logically consistent, these students must view their own legal careers as vehicles of social reform—the one expectation that may prove to be the most fanciful of all.

Political values are strongly reflected in the choice of legal profession. For a national law school, relatively few—one quarter—are attracted by large corporate law firms.<sup>28</sup> More than one quarter would like to serve poor and working class clients. A quarter would prefer to work for a public interest law firm. A majority favor the small firm over the large firm, with thirteen percent favoring the legal collective.<sup>29</sup> Compared to the 60's, fewer (14%) are interested in government work,<sup>30</sup> which is considered to be politically neutral. Except for those with high target incomes, nearly all would be willing to sacrifice forty percent of their targeted income for the chance to work in public interest law or, to a lesser extent, legal aid.<sup>31</sup> Nearly half would be willing to spend ten years in a public interest firm earning twenty thousand dollars a year. This expressed willingness to sacrifice for the sake of public interest or legal aid confirms the suspicion that the main barrier to the expansion of legal services for the poor lies in employment on the side of demand, not supply.<sup>32</sup> There is a shortage of positions in legal aid funded by private foundations and the

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25. This is exactly the order of sacrifice made by lawyers working for public interest firms. B. WEISBROD, *PUBLIC INTEREST LAW: AN ECONOMIC AND INSTITUTIONAL ANALYSIS* (1978), at 80-89.

26. Stevens, *supra* note 10, at 583.

27. *Id.* at 578.

28. *Id.* at 632.

29. A "legal collective" is generally understood to be a group of lawyers and legal workers, generally serving working class and poor clients, who operate their office on a cooperative basis.

30. Stevens, *supra* note 10, at 582.

31. Thirty percent are willing to spend ten years working for legal aid (for a salary of \$20,000 or less). Only 13% of the Chicago students in the 70's were willing to make a commitment to legal services for more than five years. Becker and Meyers, *supra* note 7, at 633.

32. See Erlanger, *Young Lawyers and Work in the Public Interest*, 1978 AM. BAR FOUNDATION RESEARCH J. 83, and Klegon, *Socialization Effects of Professional School: The Law School Experience and Students' Orientation to Public Interest Concerns*, 13 LAW & SOC'Y REV. (1979).



government relative to the large pool of qualified candidates willing to work at a discount.

The survey also tested for changes in political values and career aspirations over the course of law school. A plurality of students (44%) report that they have become more conservative over the last year; twenty-eight percent say they are now more liberal. A surprisingly small shift occurs in career aspirations since entry into law school. The shift that does occur toward large corporate and small business practice is almost entirely attributable to those students who were undecided on law specialty when they entered law school. An attempt was made to isolate some of the influences on political values and career aspirations. The classroom appears to have little influence on either political values or career preference. Legal employment, especially summer employment, seems to be an important influence on career choice. Family and peer group are major influences on political values. On the choice of course electives, most students follow a utilitarian approach, being more interested in choosing courses that will assist them in passing the bar examination than in specialized courses that would conform to their political values or career aspirations.

#### CAUSAL ANALYSIS

Various statistical measures, especially the rank order measure, were used to determine the independent variables associated with career orientation. Race and parental income were slightly associated with preferred clientele (minority and low income students with working class clients) but not with target income.<sup>33</sup> The strongest determinant of career orientation is political values as expressed on the left-right, egalitarian and anti-corporate scale.<sup>34</sup> Students on the Right or in the Center are more likely than others to prefer wealthy individuals and large corporations as clients. Left liberals favor small business and middle class family practice; socialists or far Left favor the working class and the poor.

Students are similarly distributed in regards to type of law, work organization, target income and willingness to sacrifice for public interest law.<sup>35</sup> Rightists and Centrists are more likely than others to prefer the large firm; they have target incomes of sixty thousand and are least willing to sacrifice for public interest law. Left liberals prefer the small firm, have a target of thirty-five thou-

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33. Some minority and low-income students expect to earn high incomes serving working class communities.

34. A high gamma measure of .66 was found between political values on the left-right scale and preferred clientele. Consult Appendix B, Table 1.

35. See Appendix B.

sand and are willing to sacrifice for public interest. Socialists prefer the legal collective or public interest firm. The further left one is, the more willing he is to sacrifice for public interest or legal aid. Law students aim for a career that conforms in some measure with their political and social values.

When they select specialized courses, they are generally in conformity with political values and career goals. Law and the Poor, Immigration Law, and Environmental Law appeal to the Left; eighty percent of those who have taken or intend to take Law and the Poor are Leftists. Obversely, Business Planning, Corporate Tax, and Securities Regulation draw upon those middle of the roaders aiming for large corporate practice.

The variation in the political values cannot be explained on the basis of any of the demographic variables examined. With respect to age, there is a slight tendency towards liberalism among older students, especially in the 60's age cohort 30-35. There are more extreme Right and Left students in the first year, but no trend among the three law classes. Women tend to be slightly more liberal than men as do minority and working class students, but there is little correlation between political values and family income. Humanities majors are slightly more liberal than others. There is a slight tendency for liberalism to vary inversely with grade point average and a pronounced tendency—nineteen of twenty-nine—of the best students (those with averages of 85 or more) to be middle of the road.

The association between high grades and centrist political values warrants further study and analysis. Several hypotheses may be suggested. The relative conservatism of the best students may reflect a recent value adjustment to improved market opportunities made available by superior law school performance. These students may have altered their values to conform to the perceived value system of the large corporate firms. Such does not appear to be the case. First, as noted, students do not appear to shift their career aspirations during the course of law school; they do not adjust their aspirations to conform to market opportunities in the form of grade point averages. Only those few students who were undecided upon the type of law upon entry appear to respond to improved opportunities. It might also be thought that those disposed toward corporate practice might be more conservative as they approach their goal, but the students with the highest averages display greater political stability than any other group.

The causal relationship between grades and political values—to the extent it exists—would appear to run the other way. Middle of the road students have a better chance of obtaining high grades than liberals either because they have elite aspirations and are

therefore better motivated to perform the tasks demanded in law school<sup>36</sup> or, as seems more likely, because their lack of political commitment facilitates the learning process in law school. Middle of the road students may actually possess special intellectual and psychological skills that enable them to excel on law school examinations that stress analytic rather than synthetic or evaluative reasoning and demand attitudinal flexibility to argue both sides of an issue.

In preparing students to "think like lawyers", law schools tend to reward analytic and to extinguish evaluative and synthetic thinking. In contrast to ideological thinking, legal reasoning moves from the level of facts to legal categories and rules without invoking normative values.<sup>37</sup> In the classroom, students are discouraged from injecting moral, synthetic or evaluative judgments of the case. They are taught to reason within a given framework of rules and values without rising above the premises upon which the arguments are based.<sup>38</sup> To argue with equal persuasiveness both sides of an issue, they should best avoid any emotional or ideological commitment.

If the foregoing accurately describes the learning process in law school, then middle of the road students would appear better qualified than liberals to succeed in the typical law school environment. They are more likely to possess the mental and emotional flexibility necessary to argue both sides of the question. More importantly, they are less likely than liberals to bring to bear their own internal agendas—whether moral, evaluative, ideological or rationalist—to the legal problem at hand. Since they are less likely to question underlying assumptions or look for hidden agendas, they are more likely to deal with the problem on its own terms. Committed political values, especially those critical of the market system, may constitute both intellectual and psychological barriers to superior performance in law school. The uncommitted are not only more likely to aspire to elite status, they are also better equipped psychologically and intellectually to attain their goal.

Looking at changes in political values and career aspirations during law school, one discovers two different populations. The "conservatizing" trend previously noted is only operative among

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36. There is evidence that alienated students are more liberal than the non-alienated at the law school. Carrington and Conley, *The Alienation of Law Students*, 75 MICH. L. REV. 887, 894 (1977).

37. Dibble, *What Is and Ought to Be: A Comparison of Certain Characteristics of the Ideological and Legal Styles of Thought*, 79 AM. J. SOC. 511 (1973).

38. Shaffer and Redmount, *Legal Education: The Classroom Experience*, 52 NOTRE DAME LAW. 190 (1976); and Cramton, *The Ordinary Religion of the Law School Classroom*, 29 J. LEGAL EDUC. 247 (1978).

Rightists and Centrists; liberals are just as likely to become more liberal in law school; the more conservative one is, the more likely law school will make him more conservative. The sources of this conservative trend are difficult to find. The classroom experience and legal employment are at most politically neutral—if not slightly liberalizing—in their effect. The peer group exercises its influence in a liberal direction. Perhaps the Centrists are merely more sensitive to the general tenor of the times running in a conservative direction.

Career aspirations seem to be positively correlated with certain experiences in law school. Corporate law students are reinforced in their choice by summer employment, while those interested in working class or public interest law find reinforcement in the school's clinical and externship programs as well as among peers and family. Again, the classroom appears to have a neutral effect upon career aspiration. Thus, the two distinctive law school populations react differently to job opportunities: the conservative and middle of the road students are entirely open to such opportunities while the liberals are more impervious to them.

#### CONCLUSION

This study began with a hypothesis of dissonance between the political values and career aspirations of the 70's generation. The hypothesis was that market opportunities rather than political values were the major determinants of legal career orientation. The results represent a significant reversal of the original hypothesis. Career orientation with respect to preferred clientele, type of practice, work organization, target income, and willingness to sacrifice for public interest law is a direct function of political values. Students seek a legal profession that conforms in some measure with their political values; theirs is as much a political as an economic choice.

A majority of UCLA students are liberal or left democrats with strong egalitarian values. In their career orientation they are motivated as much by reformist as by monetary values. While they have high target incomes in the private sector, they are willing to make considerable monetary sacrifices for the opportunity to work in legal aid or public interest. A minority describe themselves as middle of the road or Right. Fairly liberal on non-economic issues, this group does not seek to remedy gross economic inequalities in American society and is not opposed to the corporate power structure. More accepting of the present economic system, they are more responsive to its opportunities and rewards. Conforming to the market model because they are more conservative, they tend to gravitate towards the highly paid corporate sec-

tor of the profession and are less willing to sacrifice for public interest. Because they are more conservative, they behave as "economic men".

Political values are most strongly reflected in the preferred clientele—large corporations and wealthy individuals, small business and middle class families, and poor and working class. The middle of the road student, who is more accepting of the market system and corporate power, is more responsive to the opportunities they offer. Because he is more responsive, he is more likely to cultivate those analytic skills necessary for law school that are rewarded in the market place. Lacking a political or ideological animus, he is less likely to inject his own moral or ideological values and therefore is better equipped to deal with legal problems on their own terms.

The liberal student, who is divided between moderate monetary and reformist drives, finds a compromise expression of these values in the choice of a middle class clientele. The choice will presumably enable him to earn an upper middle class income without abandoning his reformist values to corporate interests. The preference of the extreme Left or socialist student for the poor and working class is consistent with a value system that places greater importance on reform than money or status. Dedicated to correcting the economic inequalities of American society, he wishes to serve the social class that has the greatest interest in changing the existing order.

**APPENDIX A****Questionnaire****I. Circle one**

1. Sex.    male            female
2. Age.    a. 20-25  
          b. 26-30  
          c. 31-35  
          d. over 35
3. Race.    a. White  
          b. Black  
          c. Chicano  
          d. Asian  
          e. other
4. Undergraduate major  
      a. business  
      b. social sciences  
      c. natural sciences  
      d. humanities
5. Year in law school.  
      a. first  
      b. second  
      c. third
6. Current GPA in law school.  
      a. None yet  
      b. above 85  
      c. 80-84  
      d. 75-79  
      e. 70-74  
      f. below 70
7. Profession of highest income earner in parental family.  
      a. blue-collar  
      b. business person  
      c. lawyer  
      d. other professional
8. Annual income of highest parental income earner during high school.  
      a. under 12,000  
      b. 12,000-20,000  
      c. 20,000-30,000  
      d. 30,000-50,000  
      e. over 50,000

## II. Circle one only

1. How would you describe yourself politically?  
far left left moderate right far right
2. Which political party do you prefer?  
American Party Republican Independent Democratic Socialist
3. Whom would you prefer as Presidential candidate among the following?  
Reagan Ford Carter Kennedy Tom Hayden
4. "Action must be taken to remedy the gross inequalities of wealth and power in the U.S." Do you  
strongly disagree disagree no opinion agree strongly agree
5. What is your attitude toward the following groups in the U.S.? (on a scale from 1 to 5; 1 being strongly disfavor, 5 being strongly favor)
 

a. big business	1	2	3	4	5
b. organized labor	1	2	3	4	5
c. major energy producers	1	2	3	4	5
d. NAACP	1	2	3	4	5
e. ACLU	1	2	3	4	5
f. Ralph Nader	1	2	3	4	5
6. What is your attitude toward affirmative action programs for Blacks and Chicanos?  
strongly disfavor disfavor no opinion favor strongly favor
7. What is your general attitude toward employees who file grievances against management?  
strongly disfavor disfavor no opinion favor strongly favor
8. A legal traditionalist believes that law is essentially a mechanism for resolving disputes among private parties and prefers a passive bar.  
A legal reformist views the law as a mechanism for social change and prefers an active legal profession.  
Under these definitions are you a  
traditionalist or reformist

## III. Circle one

1. How important are these professional objectives on a scale from 1 to 5; 1 being very unimportant, 5 being very important?
 

a. money	1	2	3	4	5
b. prestige	1	2	3	4	5
c. social reform	1	2	3	4	5
d. intellectual stimulation	1	2	3	4	5
e. entry into politics	1	2	3	4	5
2. Of the following groups choose the one you primarily wish to service in your legal profession.
  - a. large corporations and wealthy individuals
  - b. small businesses and middle income individuals
  - c. poor and working class people

3. What type of working situation do you prefer?
  - a. solo
  - b. small firm
  - c. large firm
  - d. government
  - e. legal collective
4. At current prices, what is your target income after 10 years of law practice?
  - a. \$10,000
  - b. \$20,000
  - c. \$35,000
  - d. \$60,000
  - e. \$100,000 or more
5. Would you accept an offer to work for a public interest law firm for ten years if the annual salary in present value were (circle lowest acceptable figure):
  - a. \$10,000
  - b. \$20,000
  - c. \$35,000
  - d. only if comparable to private law firm
  - e. never
6. Would you accept an offer to work for a legal services clinic for ten years if the annual salary in present value were (circle lowest acceptable figure):
  - a. \$10,000
  - b. \$20,000
  - c. \$35,000
  - d. only if comparable to private firm
  - e. never

IV. Circle one

1. Over the last academic year have you become more
  - a. conservative
  - b. liberal
2. How would you describe your future employment goals now?
  - a. corporate law
  - b. public interest law
  - c. government work
  - d. small business and middle class family practice
  - e. poor and working class practice
  - f. undecided about type of law
  - g. undecided about law
3. Upon entering law school what were your career objectives?
  - a. corporate law
  - b. public interest law
  - c. government work
  - d. small business and middle class family practice
  - e. poor and working class practice
  - f. undecided about type of law



- g. undecided about law
4. How influential were the following in determining your career objectives? (rank from 1 to 5; 1 being very unimportant, 5 being very important)
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. legal employment during school year | 1 | 2 | 3 | 4 | 5 |
| b. summer legal employment             | 1 | 2 | 3 | 4 | 5 |
| c. clinicals                           | 1 | 2 | 3 | 4 | 5 |
| d. externship                          | 1 | 2 | 3 | 4 | 5 |
| e. class room experiences              | 1 | 2 | 3 | 4 | 5 |
| f. family influence                    | 1 | 2 | 3 | 4 | 5 |
| g. peer influence                      | 1 | 2 | 3 | 4 | 5 |
5. How influential were the following in the formulation of your present political attitudes?
- |                         |   |   |   |   |   |
|-------------------------|---|---|---|---|---|
| a. classroom experience | 1 | 2 | 3 | 4 | 5 |
| b. legal employment     | 1 | 2 | 3 | 4 | 5 |
| c. family influence     | 1 | 2 | 3 | 4 | 5 |
| d. peer influence       | 1 | 2 | 3 | 4 | 5 |
- V. In the space to the left of the following courses place a "1" if you have taken or are now taking the course. Place a "2" if you plan to take the course in the future.
1. \_\_\_ Civil Rights
  2. \_\_\_ Law & the Poor
  3. \_\_\_ Federal Tax II
  4. \_\_\_ Securities Regulation
  5. \_\_\_ Business Planning
  6. \_\_\_ Antitrust
  7. \_\_\_ Debtor & Creditor
  8. \_\_\_ Commercial Transactions
  9. \_\_\_ Environmental Law
  10. \_\_\_ Family Law
  11. \_\_\_ Women and the Law
  12. \_\_\_ Real Property Secured Transactions
  13. \_\_\_ Immigration Law