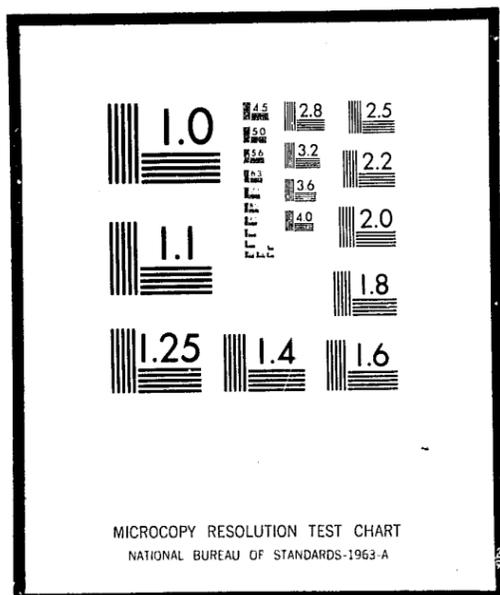


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FIRST YEAR DEVELOPMENT

OF A

MASTER'S DEGREE PROGRAM

IN

JUDICIAL ADMINISTRATION

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Prepared for

CALIFORNIA COUNCIL ON CRIMINAL JUSTICE

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Abstract

One of the first graduate degree programs in judicial administration has been established at the University of Southern California as a joint venture of the Schools of Public Administration and Law (leading to an MPA with a specialization in judicial administration). The total program consists of six courses in public administration (Introduction to Public Administration, Finance, Personnel, Systems Analysis, Theory and Behavior, Research) and three courses in law (Criminal Justice, Civil Procedure, Judicial Administration) together with a training gaming-simulation. Four of these courses have been designed and presented for the first time, i.e., Introduction to Public and Judicial Administration, Personnel Administration, Research and Civil Procedure.

A total of 23 students are now pursuing the full-time or part-time tracks of the program. A majority of participants are presently working in the justice system (13) while a minority are newcomers (10).

The program has been evaluated by Students in the program and by experts in judicial administration.

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Introduction

Delay in the courts is almost as old as literature itself and it has been decried over the centuries. In the United States this problem was explored early in this century by Roscoe Pound and subsequently by Justice Vanderbilt. In spite of this long history of delay and expressed concern, the problem did not disappear.

In 1969 Chief Justice Burger made a famous speech in which he bemoaned court backlogs and delay and criticized the managerial techniques used in the courts. He emphasized the need for professional court executive officers to supply the expertise needed for significant improvements. It is startling to realize that at that time there was no educational program in the whole country devoted to training such individuals.

Shortly after the presentation of that speech, the Institute for Court Management came into existence and began to present a certificate program in court administration. Shortly thereafter, a small master's level program began at the University of Denver Law Center, courses were offered at American University in Washington, D.C., and an undergraduate level course at the University of Colorado at Fort Collins began. All of these programs were newly created and there was no other university program in the whole country.

It was in this environment that the creation of a master's degree program in judicial administration was funded by the California Council on Criminal Justice at the University of Southern California. Incidentally, during the year that this grant has been in effect no other program has been created, meaning that this is still one of a very small number of programs in the whole country.

Overall Design

A court executive officer is a public administrator working in a special, complicated environment where law is extremely important. Because of the interdisciplinary nature of this field, it was decided that a program which welded together the experience and resources of schools of public administration and law was the most appropriate format for use. This combination is especially powerful in the case of the University of Southern California because of the strengths of the two schools.

Dean Dorothy Nelson of the Law Center is a noted authority in the field of judicial administration; and of course, we have the resources of a distinguished law school to work with. On the other side, the School of Public Administration is the second oldest in the United States and is also presently the largest. It is committed to the enhancement of public life and has always maintained a unique problem orientation through close association with the practitioner world. In addition,

the school contains within itself a Center for the Administration of Justice where this new program appropriately fits-- appropriately, because the court system, although important in its own right, interacts significantly with both police and corrections and the arrangement should prove to be especially synergistic.

Another consequence of the complex nature of court administration is the decision to present this course at the graduate level. Not only is the material complicated, but it would appear that the status of a graduate degree might be important in the rather status conscious environment of the court.

Consideration of all these factors led to the establishment of a master's degree program (MPA) with a specialization in judicial administration. Six courses in public administration and three in law formed the framework of this program. It has been the responsibility of the program personnel to work with the instructors in the Schools of Public Administration and Law to take these standard courses and adapt them in such a way that the problems and concerns of judicial administration were examined and emphasized. This has many times meant creating materials where none existed before. We have attained varying degrees of success in this task reflecting in part the availability of appropriate materials.

Another important part of the program's design is the inclusion within the courses of opportunities for practical

experiences. The program is presently without an internship component which is a significant deficiency which we hope to remedy. We have, however, asked students to attend certain events in the courts as part of the instruction. In addition, we have asked practitioners from the court system to make presentations to the classes.

Finally, we have built a gaming-simulation (which is described in a separate report) which is being used to teach the practice of court administration. This technique has many strengths and in many aspects, such as experience in decision making, is superior to clinical observation.

Course Structure

In designing the total program, we have been anxious to produce a course which could be completed in a year by individuals who were eager to begin work in this field. Secondly, we have been concerned that the program be made available to practitioners in a form which allowed their attendance.

In order to accommodate these considerations, we chose to present two tracks of the program. One track progresses at the rate of two courses (eight units) per semester including the summer. The other track progresses at the rate of three courses (twelve units) per semester including the summer. As the total master's degree requires nine courses (thirty-six units) to complete, it can be seen that a full-time student can

complete the program in two semesters and one summer. On the other hand, a part-time student will require four semesters and part of a summer.

Both tracks of students receive the same courses; however, in some instances, different instructors have been used. In those cases where it is feasible, we have tried to bring the total group of students together.

Each of the public administration classes has been presented using the intensive semester format. This format allows a maximum amount of flexibility for individuals because they only have to spend eight days on campus for each course. The course begins with books, pamphlets, etc. being sent to the participants. These materials have to be read and analyzed. In some instances, short papers need to be produced. This requires approximately five weeks and is in preparation for the eight days of formal instruction on campus.

The eight days on campus are presented in a variety of ways ranging from eight straight days to eight days spread over three weekends. Often the eight days are divided into two 4-day sessions usually running from Friday through Monday. One or two weeks may separate these sessions.

Following the time on campus, the participants have five to seven weeks to produce a research paper which usually addresses a synthesis of the subject matter of the course with the specifics of problems in the court environment.

The law classes have been presented during the evenings with some weekend attendance required. Just over sixty hours of format instruction is required for a course, and this is generally supplied by two- to three-hour long sessions every week over a six to eight week period. In one course, three Saturdays were spent in presenting the gaming-simulation; and in another course, individuals were asked to spend time during the week attending various events in local trial courts.

This format is designed to cope with individuals who are working full-time; but in the case of students who are studying full-time, we are planning a different format. These individuals spend their time in formal classes with the days in the courts.

Courses

An outline description of all the courses to be produced for this program has been prepared and submitted to the students. It is as follows:

- | | |
|--------------|--|
| PA 500 (JA) | <u>Fundamentals of Public Administration.</u> Governmental role in modern society; significance of public administration to policy processes and governmental effectiveness. |
| Law 610 (JA) | <u>Civil Procedure.</u> Introduction to judicial administration of civil cases in state and federal courts; administrative systems for dealing with court records and personnel. |
| PA 516 (JA) | <u>Problems in the Administration of Personnel Resources.</u> Evaluation of government personnel systems; classification; compensation; recruitment; examination; training; working conditions; incentives; performance ratings; and employee organizations in the public service. |

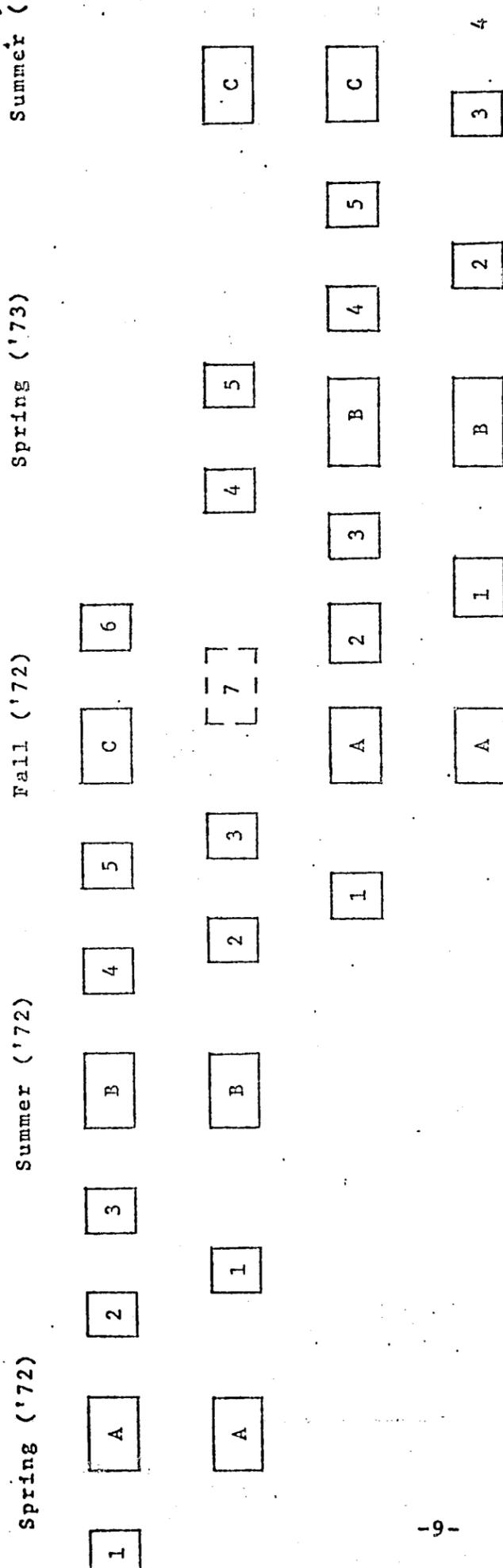
- PA 585 (JA) Administrative Organization and Behavior. Human behavior and organization and management theory.
- Law 504 (JA) Criminal Justice. Introduction to judicial administration of criminal cases in state and federal courts.
- PA 403 (JA) Administrative Systems Analysis. Introduction to systems and organization analysis; overview of electronic data processing systems; developing work units and standards; procedures analysis; management planning.
- PA 491 (JA) Research in Public Administration. Philosophy of science; research theory in social sciences; survey and control research methodology; research design and analysis; research literature; individual research. (For undergraduate and masters students with emphasis on understanding research.)
- Law 731 (JA) Judicial Administration. Selected readings of cases and materials in judicial administration; critical analysis of proposals for reform in organization of courts, jury systems, court procedures, calendaring, and costs of litigation.
- PA 513 (JA) Problems in the Administration of Financial Resources. Alternative sources of public revenue, public credit, administrative aspects of budgetary planning and control; financial organization, intergovernmental financial relationships.

Three of the public administration courses have been designed and presented as well as one of the law courses. In addition, a beginning has been made on other public administration and law courses; but as this work is incomplete, no report is being made at this time.

The courses prepared to date are described in the following pages. In reading these descriptions, it is important to realize that it is much easier to describe the law courses than the public administration courses in a report such as this.

This is because the law classes use the lecture method with an outline of specific subject matter. In contrast, the public administration classes tend to use group methods for teaching purposes with the direction of the discussion being influenced by the behavior of that particular group.

Figure I



*A - Civil Procedure; B - Criminal Procedure; C - Judicial Administration

*1 - Introduction to Public Administration; 2 - Personnel; 3 - Organization & Management

4 - Systems Analysis; 5 - Research; 6 - Finance; 7 - Statistics

Schedules for the First and Second Full-time and Part-time Judicial Administration Programs

PA 500(JA) Fundamentals of Public Administration

This course has been developed and presented to two different groups. One group is completely new to the field of court administration and the justice system. The second group has considerable experience and expertise in the justice system. These two groups were, therefore, presented with somewhat different materials.

The newcomers were presented with the more structured course, which is described in the following outline by Dr. Lloyd Nigro and Mr. Raymond Olsen.

(i) Course Description

This is an introductory overview course in public administration. Our goal is to give the participants a general understanding of the administrative process and its environmental setting in the United States. Given the nature of the program you are beginning with this class, emphasis will be placed on viewing the justice system, particularly the judiciary, from within the context of modern administrative theory and practice and in terms of its relationships with the general societal setting.

(ii) Class Process

You are expected to have completed all of the assigned readings before the first class meeting. A seminar format

will be used. Therefore, you should be prepared for a substantive and analytic discussion of the readings and topics scheduled below. Each day of class will be roughly divided into three segments: (a) mornings will be devoted to general public administration, (b) afternoons will concentrate on judicial administration, and (c) the final hour or so will be focused on an integration of the morning and afternoon sessions.

Full time attendance is, of course, expected. We will meet between 10 a.m. and 6 p.m., with one hour for lunch (12:30 p.m. to 1:30 p.m.).

One major term paper is required. A standard form should be used. These papers will be written after the eight class meetings and will be due on March 1, 1972. Paper topics should be selected in consultation with the instructors. We will outline our expectations about the papers during the first class meeting.

Grades will primarily be based on contribution to the discussion process, so you should be well prepared to make substantive inputs on every day. In addition, approximately fifty percent of the grade will be based on the term papers. Much of your grade on participation will be determined from a peer-rating process which will be conducted at a number of different points during the course. Again, we will discuss grading process during the first meeting.

(iii) Texts

The following texts have been ordered, and you should have a copy of each.

1. Nigro, Modern Public Administration (2nd ed.).
2. Dahl, After the Revolution?
3. Lawrence and Lorsch, Developing Organizations.
4. Reich, The Greening of America.
5. Etzioni, Modern Organizations.
6. Government Printing Office, Task Force Report on the Courts.
7. James, Crisis in the Courts.
8. Friesen, Managing the Courts.
9. Public Administration Review, Symposium on Judicial Administration.
10. Sayles, Managerial Behavior.

You will also be given a number of handouts at the first class meeting.

(iv) Schedule

- I. January 22: The Changing Environment of Public Administration:
- Morning Readings:
- A. Reich - The Greening of America
 - B. Dahl - After the Revolution?
 - C. Nigro - Chapter 2, 3
- Afternoon Readings:
- A. Public Administration Review March-April 1971, Symposium on Judicial Administration, p. 111-149
 - B. Friesen - Chapter 2, 4
- II. January 23: The Changing Environment of Public Administration:
- Morning Readings:
- A. Reich
 - B. Dahl
 - C. Long - "Power and Administration" (to be handed out at first meeting)
 - D. Nigro - Chapter 7
- Afternoon Readings:
- A. Task Force Report: The Courts Introduction, Chapters 1, 2, 3, 4, 5
 - B. Friesen, Chapter 11
- III. January 24: Organizational Adaptation and Change
- Morning Readings:
- A. Lawrence and Lorsch - Developing Organizations
 - B. Etzioni, Modern Organizations
 - C. Nigro, Chapter 4
- Afternoon Readings:
- A. James - Crisis in the Courts
 - B. Task Force Report, The Courts, Chapter 7, 8

IV. January 25: Management Processes

- Morning Readings:
- A. Nigro - Chapters 8, 9, 10, 11
 - B. Lindblom, "Muddling Through" (to be handed out at first meeting)
- Afternoon Readings:
- A. Friesen - Chapters 1, 3, 6
 - B. Task Force Report: The Courts, Appendix E
 - C. Sayles - Managerial Behavior
- V. January 26: Personnel Administration
- Morning Readings:
- A. Nigro - Chapters 12, 13, 14, 15
 - B. Van Riper, "The System of Spoils" (to be handed out)
 - C. Executive Order on Labor Management Relations in the Federal Service (handout)
- Afternoon Readings:
- A. Friesen - Chapters 8, 9
 - B. Task Force Report, The Courts, Chapter 6, Appendix D
- VI. January 27: Financial Administration
- Morning Readings:
- A. Nigro - Chapters 16, 17, 18, 19
 - B. Handouts
- Afternoon Readings:
- A. Crisis in the Courts, Chapter 9
 - B. Task Force Report: The Courts Appendix C & D
 - C. Friesen - Chapter 5
- VII. January 28: Administrative Responsibility
- Morning Readings:
- A. Nigro - Chapters 20, 21
 - B. Handouts

VII. January 28: Administrative Responsibility (Cont.)

Afternoon Readings:

- A. Handbook
- B. Friesen - Chapter 7, Appendix A

VIII. January 29: Overview and Review

PA 500(JA) Fundamentals of Public Administration

Second Presentation

The more experienced group received a more loosely structured presentation from Professor Bruce Storm. This presentation was designed to exploit the knowledge and experience presently in the group in order that they could teach each other within the framework of general administrative theory. An outline of this presentation follows:

(i) Introduction

Welcome to our introductory seminar in public administration! Since your professor is conducting two essentially identical introductory intensive semesters during the May-June period, this course description will be used for both classes. The USC campus class will be different in that a certain amount of material from the area of judicial administration will be included, in addition to that shown in these pages. Otherwise, the classes are similar.

While this class is termed an "intensive" semester, I anticipate that you will enjoy the atmosphere we will create. The notion of intensiveness relates more to the schedule than to the daily experience. I will hope that rather than a pressured, intensive environment the seminar will be characterized by thoughtfulness (and thought), care, trust, insight, awareness, love, learning, thinking, growing, opening, and additional possibilities of this nature. This is up to all of us, of course; and we can work at it.

The objective I have in mind for these eight days in which we introduce ourselves to public administration as a field of study and practice is both simple and complex. It is simple in the sense that there are no specific areas of knowledge which must be mastered, no arcane notions to be internalized and repeated, no theoretical papers to be written. It is complex in the sense that we will be defining the parameters of a large field with many dimensions, a field with a fantastic role in today's world, a role which may be of overwhelming significance tomorrow.

I have suggested that we will define the parameters of this field, and we will do this. But we will do this through no rote process. Rather, I ask all of you literally to "confront nothingness," to assume that you know nothing of this field and that you are going to formulate it during this course. You will do this by the simple processes of reading, thinking and inter-acting. In this semester you will search for concepts and ideas in eight books. You and your colleagues will each describe an author's thinking in another book so that if we number twelve, for example, we will have been intimately exposed to twenty significant books and, considering the readers on the book list, to nearly seventy-five writers in this field. From this exposure we will formulate our sense of the field, public administration, and what is in it or not in it--or related to it.

Let us search for revealing questions, the significant questions the answers to which reveal the scope and detail of our field. But let us not be trapped by trivia! Let us eschew

the small and seek the larger issues. Let us assume that our concern is with the development of programs and behaviors in a time of turbulence and potential dissolution. Let us assume that the doomsayers may be right or at least partly so, that our world may indeed be in jeopardy and that it may in fact be true that only the most enlightened and imaginative behaviors by ourselves, our organization, our governments and our social, political and economic institutions may save us! Finally, let us be concerned with such possible issues as the maximum development of the self in work as well as play, the meaning and possibilities of democracy, the potential of organization in problem-solving and human development, the implications of bureaucracy in a changing world, and large matters of this nature. You will, of course, perceive additional matters of great significance to bring to the attention of your colleagues in the class. There is much for us to think about and talk about. It should be fun for all of us.

You may choose any order of reading you wish, of course, in order to go through the eight books on the list. For your convenience only, I have taken the liberty of suggesting an order for the guidance of those who wish it. The texts have been chosen for the degree to which they expose readers to a broad range of possibilities for this field. Further, they say a lot about some of your professor's pet issues: democracy, human growth and development, change, values, personal, organizational and societal renewal, the policy process, the matter of importance to us. The reading will also suggest many problems with which we must contend in this and tomorrow's worlds. Most

of the reading is interesting and literally all of it will prove valuable and suggestive for new students in this field. I hope you will approach it with the idea of enjoying it; certainly you do not have to memorize it or learn any particular thing from it! Rather, you are asked to create your own learning experience, building a sense of the field which you can present and defend during the class meetings. From this you and all other members of the class will learn and grow.

I. I suggest you begin with:

Dwight Waldo, The Study of Public Administration (Random House, 1955), about 70 pages.

Waldo, among the really important scholars in our field, leads off here with a short, well-outlined book in which he scans major ideas and issues in the field. He will give you a sense of what you are going to be studying in subsequent courses as you pursue public administration, and he will suggest many ideas to guide you in this class. He may also say a few things with which you will want to disagree and against which you may compare subsequent and more current reading as well as your own developing ideas about the field.

II. Next, I would do some reading in Yarwood's collection of essays:

Dean L. Yarwood (Editor), The National Administrative System (John Wiley, 1971), about 400 pages.

For a start, I urge you to read Part I and Part II, 112 pages which serve to introduce you to the national administrative system. Simply search for materials which help you to understand the kinds of things we will be concerned about and which interest you.

III. Since I am much interested in having you sense clearly what bureaucracy is, what rationale underlies it, and its weaknesses and strengths, I have included a book which you need not read (now) in toto:

Harvey Wheeler, Democracy in a Revolutionary Era (Santa Barbara: Center for the Study of Democratic Institutions, 1970), about 200 pages.

For now, simply read Chapter 4, "The Rise of Bureaucratic Cultures." Later you may wish to read more of this distinguished student's chapters. You might also enjoy going back now to Yarwood to read his Part V, "The Bureaucratic Response to Democratic Needs." This section will broaden your understanding of bureaucracy.

IV. Now we take up a leading course theme: democracy. If you wish, you may begin with the Introduction of Wheeler's book; but the main reading here is:

Emmette S. Redford, Democracy in the Administrative State (Oxford, 1969), about 200 pages.

Redford offers you the opportunity to consider the relationship between governmental administrative institutions and practices and the democratic values and flavor of the society. In effect, he is considering how administration, with its tendencies toward arbitrary and authoritarian behavior, fits in a democratic political model.

V. In this next book:

Frederick C. Mosher, Democracy and the Public Service (Oxford, 1968), about 225 pages.

Fritz Mosher looks hard at the relationship between democracy and the manning procedures used in public service. He traces this relationship through the full history of the United States. His book is interesting and very suggestive for students seeking to understand this field.

VI. For the sixth area of reading, I suggest you return to:

Yarwood, The National Administrative System,

to read all of Part III, "The Decisional Process of the National Administrative System." From these essays you should derive a sense of some of the operational aspects of the system, including some of its day-to-day problems. In the "real world" of public administration, such matters as rationality, power, decision-making, specialization, hierarchy, authority, communication, etc., are of vital concern. These essays deal with matters of this nature in an insightful fashion.

VII. This brings us to a second book of Waldo's, this one a collection of contemporary essays:

Dwight Waldo (Editor), Public Administration in a Time of Turbulence (Chandler, 1971), about 300 pages.

By now you will be developing some capacity for overviewing and Waldo's essays give you an opportunity to try your hand at this. We have moved, in this century, from relatively stable and quiet administrative environments to a very turbulent "field." Waldo's essays contemplate the kinds of things implied by these changes. The essays are challenging and rewarding; be selective and interested but do not be too summary with them. I have a strong feeling that there is much in this book which relates very distinctly to the future of this field and to all of us as students, practitioners, citizens and human beings.

VIII. Before you read this next book:

Edward C. Banfield, The Unheavenly City (Little Brown and Company, 1968), about 270 pages,

you might want to complete your reading of Yarwood's essays by reading his Part IV, "Outputs of the National Administrative System." I am suggesting this partly because there is useful information in these essays, but partly because in a real sense they offer a little more background against which to set Banfield's startling arguments. We will doubtless want to devote a day or so to looking at what Banfield has said, considering it both "on its face" and in contextual and theory terms. There are many ramifications for every area and level of public administration in these arguments and we should tease some of this out.

IX. I have left until last on the list the small book by Gardner:

John W. Gardner, Self-Renewal (Harper, 1964), about 400 pages.

The book could be read anywhere along the line; I left it until last for no particular reason unless it was to offer a maximum opportunity to generalize Gardner's argument to fit organizations, social systems, economic institutions, political processes, and so forth. Gardner's arguments are personally rewarding but they are far more significant in their relationship to general societal problems. Reading this book at the end of the line may offer you a philosophical perspective which might be lost if you began with this book.

X. The final part of the reading assignment relates to a book which has not been supplied to you but which will be at the beginning of the class. During the second half of the seminar (the latter four days), we will intersperse reviews of these books into our dialog in order to broaden our

comprehension of possibilities and to relate what we have been studying to current and evolving conditions and problems in the world with which public administration is concerned. At the start of the seminar, each of you will be loaned one of the following books for your perusal and subsequent review to the class:

Ivan Illich, Celebration of Awareness: A Call for Institutional Revolution (Anchor-Doubleday), paper.

William Ryan, Blaming the Victim (Pantheon).

Margaret Mead, Culture and Commitment (Natural History Press, paper).

Warren Bennis and Phil Slater, The Temporary Society (Harper & Row, 1968).

Gunther Stent, The Coming of the Golden Age (Natural History Press, 1969).

Alvin Toffler, Future Shock (National General, 1971) paper.

Charles Reich, Greening of America (Random House, 1970) paper.

Colin Wilson, Introduction to the New Existentialism (Houghton-Mifflin), paper.

Jean-Francois Revel, Without Marx or Jesus (Doubleday, 1971), paper.

B.F. Skinner, Beyond Freedom and Dignity (Knopf, 1971).

Robert Dahl, After the Revolution? (Yale, 1971).

Gajo Petrovic, Marx in the Mid-Twentieth Century (Doubleday-Anchor, 1967), paper.

The Committee of Rome, Limits of Growth, 1972 (publisher unknown).

Allison, Graham, Essence of Decision: Explaining the Cuban Missile Crisis, Little Brown and Company, 1971.

Fritschler, A. Lee, Smoking and Politics, Appleton-Century-Crofts, 1969.

Hickel, Walter, Who Owns America, Pocket Books, Inc. (current).

Schmidt, Warren, Organizational Frontier and Human Value (civic center bookstore).

Gawthrop, Lewis, Administrative Politics and Social Change, St. Martin's Press, 1971.

Putney and Putney, The Adjusted American, Harpers, 1964.

Appleby, Paul, Big Democracy (available from library).

If you wish to claim any of these books and read them in advance, please notify the person in charge of your seminar (Judicial or Sacramento) and go ahead. If the book has already been claimed, please choose another. I will be prepared to supply those who await the start of the seminar with the books left over.

In reviewing your book, pay attention to major course themes, as developed in the initial reading and discussions. We will be attempting to tease out major issues in the public sector as suggested by these readings and all else we do. These books will make a substantial contribution to our development and comprehension of the parameters of this field. Our course is focused on a proactive public administration as against a reactive one; these books should help us comprehend the implications of these two terms--and their differences.

During the final few days of the class we will listen to those of you who have become sufficiently interested in a feature or theme of the field to develop a "paper" or "organized contribution" on this matter. We will listen to you develop your thoughts on whatever subject you have chosen. You may use this opportunity to present your sense of the parameters of the field; you may address a specific problem in the field (and a possible solution, if you will); you may talk on a substantive area if you choose; you may critique the limitations of a program (a la Nader approach)

and suggest alternatives, and so forth. The idea is simply to broaden and strengthen the seminar.

In general overview on distribution of time, we will use the first day or two to get acquainted and, in small groups, to sort out what is "worth knowing" in the books we have been reading. In these two days we will raise what we agree on as significant theme questions, questions central to the field. We will spend the next few days looking at these questions, answering them as best we can but also identifying what we would need to know to answer them satisfactorily. During all of these days we will intersperse book reviews, as members are ready to present these. During the latter days we will complete reviews and hear your thoughts on the matter you have chosen, from your reading and thinking, as especially interesting or suggestive to you. We will, finally, try to summarize where we are.

Evaluation will be based on participation in the all-important dialog and on your oral presentations (book review and special topic). Participation will be appraised in large measure as it reflects careful reading and thinking. Your attention to problem-identification and question formulation will be important, as revealed in the initial two day's work. But there are no papers or formal assignments to draw you away from your reading and thinking. I want you to create your own learning experience and am willing to live with your definition of this for the most part--so don't get "up tight" about grades or impressions. Let us all have fun.

Books

- Yarwood, Dean. The National Administrative System. John Wiley, 1971. 400 pp.
- Waldo, Dwight, Public Administration in a Time of Turbulence. Chandler, 1971. 285 pp.
- Wheeler, Harvey. Democracy in a Revolutionary Era. Center Publications, 1970. 216 pp.
- Gawthrop, Louis C. Bureaucratic Behavior in the Executive Branch. Free Press, 1969. 267 pp.
- Mosher, Frederick C. Democracy and the Public Service. Oxford, 1968. 220 pp.
- Redford, Emmette S. Democracy in the Administrative State. Oxford, 1968. 220 pp.
- Banfield, Edward C. The Unheavenly City. Little, Brown, 1968. 270 pp.
- Gardner, John W. Self-Renewal. Harper, 1964. 140 pp.
- Friesen, Gallas, & Gallas. Managing the Courts.
- James. Crisis in the Courts.
- President's Commission on Law Enforcement & Administration of Justice. Task Force Report: The Courts.
- Public Administration Review. Symposium on Judicial Administration.

PA 516(JA) Problems in the Administration of Personnel Resources

This course was presented by Dr. Gilbert B. Siegel following the format described in the following pages. In addition to the materials assigned for formal readings, we used a number of studies of court personnel systems as well as materials from the Los Angeles and Orange County Superior Courts and other court systems.

(i) General

This course is the introductory graduate course in the field of public personnel administration. The purpose of the course is to introduce graduate students to the field in a way that they better understand the objectives and processes of mobilizing and managing human resources for government service in democratic society. The objective is not to train personnel technicians; rather it is to identify the proper place of personnel administration within the administrative process. In addition, to these general objectives, certain emerging issues and problems relative to public service employment will be examined.

While this course has traditionally emphasized a managerial approach, the focus will be sharpened to stress court system management and human resource issues and problems which have particular relevance for court management.

(ii) Required Books

O. Glen Stahl, Public Personnel Administration, 6th Edition
New York: Harper and Row, 1971.

Other assigned judicial administration reading materials.

(iii) Course Requirements

As part of the process of preparing yourself for seminar sessions, you are to write nine short papers (10-15 pages maximum) in which you model essential features, concepts, and practices described in the assigned readings under the following subjects (see: Schedule and Outline):

- Career Systems
- Organization and Position Classification
- Compensation and Fringe Benefits
- Separation and Retirement
- *Human Resource Procurement
- *Sanctions - restrictions on social, political, loyalty and security behavior discipline and appeals.
- *Organized labor - Management Relations
- Human Resource Development
- Human Resource Organization and Management Problems.

By model is meant a representation (written and/or graphic) of important roles and actors (e.g. the operating manager, the personnel technician), structural features (position classification plan, retirement system), relationships and practices (e.g. evaluating, coaching), theories, philosophies, points of view (e.g. the living wage, the prevailing wage), and other important features described.

For each of the above subjects various alternative issues and problems are indicated on the schedule and outline. To supplement your models rendered from the textbook you are to read three articles (or equivalent, e.g. a chapter from a book) on one or several of the issues and problems listed for each subject. These articles are to be integrated into your model discussion. In the case of three of the subjects, two separate sets of (three) articles are required (those marked* above) (also see schedule and outline). A selected bibliography is included in your package of materials to assist you in selecting articles.

Finally, each model discussion should be accompanied by a description of your jurisdiction agency practice or policy.

Thus, in summary, you are to (1) prepare nine papers which provide the essentials of major aspects of human resources management in public organizations as described in the textbook for the course; (2) to supplement each of these models with extra readings on indicated issues and problems; and (3) to investigate and summarize your jurisdiction and/or agency practice and policy.

For those of you who are not employees of a court or justice system, it would be in your interest to investigate one in fulfillment of requirement (3) above.

(iv) Term Paper

A term paper is required and due prior to completion of this class in the program. No length and subject matter requirement are specified with the following exceptions:

- (1) The paper should be long enough to do what you state you will do, and in a quality manner; and
- (2) You should attempt to explore a subject suggested by the course in further detail-hopefully, something which will further illuminate human resource management in court systems.

Basis for assignment of grade. While it is realized that preintensive preparation places a heavy burden upon you, it should be noted that this rigor is required to insure that you will have prepared yourself for seminar discussions. In fact, presentation of your papers will be the basis for discussion. In as much as there are no examinations, it is necessary that the instructor have a hedge on the tendency of students to prepare themselves only casually for intensive semester experiences. Along with these papers, seminar participation, and term papers will form the basis for assignment of a semester grade:

9 papers and term paper	75%
Participation	25%

(v) Library Resources

The searching out of library resources in the Los Angeles area is totally the responsibility of the student. The bib-

liography supplied should aid in your search. Few journals and books in the bibliography are esoteric. Rather, for the most part, they are readily available sources.

(vi) Schedule and Outline

I. Introduction

History, environment and theory of human resources management in the public service.

Read: Stahl, chapters 1, 2, 3

II. Human Resource Allocation

A. Career Systems

Read: Stahl, chapter 4
Issues and Problems-Alternatives, No. 1

Professionalization and career systems;

Special, senior, or higher civil service, or career executive systems;

Representativeness and responsibility in public service;

Studies of the civil service.

B. Organization and Position Classification

Read: Stahl, chapter 5
Issues and Problems-Alternatives, No. 2

Adaptions of, and innovations in position classification; Job evaluation alternatives to position classification--factor comparison, point evaluation, etc.;

Productivity and administrative science in human resource allocation;

The concept of role as a resources allocation parameter; Manpower utilization and the "New Careers" concept.

C. Compensation and Fringe Benefits

Read: Stahl, chapter 6
Issues and Problems-Alternatives, No. 3

New pay system concepts;

D. Separation and Retirement

Read: Stahl, chapters 20, 21
Issues and Problems-Alternatives, No. 4

Management, funding, membership and benefits of retirement systems;

Pension protability;

The changing concept of superannuation;

New retirement practices;

Retention.

III. Human Resource Procurement

A. Manpower Analysis

B. Recruitment, Selection, Placement.

Read: Stahl, chapters 7, 8, 9, 10
Issues and Problems-Alternatives, Nos. 5 & 6

5. a. Criticisms of standardized tests;
b. Criticisms of oral testing and interviewing;
c. Problems of evaluating probationers;
6. a. Employment discrimination through examination, and
b. Less notorized areas of employment discrimination--sex, age, physical, mental and emotional handicaps;
c. The intergovernmental exchange of personnel.

IV. Sanctions

- A. Social Behavior;
- B. Political Activity;
- C. Loyalty and Security;
- D. Discipline and Appeals

Read: Stahl, chapters 16, 18, 19
Issues and Problems-Alternatives, Nos. 7 & 8

7. a. Restrictions on individual privacy in public employment;
b. The loyalty oath in public employment
c. Violation of the constitutional rights of civil servants;
8. a. The need for revision of legislative restrictions on political activities of civil servants;
b. The merit system as a political issue;
c. Conflict of interest in the public service.

E. Organized Labor-Management Relations

Read: Stahl, chapter 17
Issues and Problems-Alternatives, Nos. 9 & 10

9. a. Unionism among professionals;
b. Union-management relations in the private sector--public
c. Sector differences; Unionism outside the USA;
10. a. The bargaining process;
b. Bilateralism;
c. Third party machinery (i.e. other than management and labor);
d. The impasse and its avoidance;
e. The idea of the partial strike.

V. Human Resource Development

- A. Models of Motivation;
- B. Performance Evaluation;
- C. Techniques and Methods of Training Development

Read: Stahl, chapters 11, 12, 13, 14, 15
Issues and Problems-Alternatives, No. 11

Operationalizing the newer management theory;

Problems with, and creative uses of performing evaluation;

New developments in training methods and techniques.

VI. Human Resource Organization and Management Problems

- A. Organization Problems;

B. Data Processing and Information Systems

Read: Stahl, chapters 22, 23
Issues and Problems-Alternatives, No. 12

Centralization and decentralization of human resources management;

Computers, automation and information systems in human resources management;

Personnel system adaption to changing conditions.

Cleveland Court Management Project.

Woods, John E., Court of Common Pleas, Philadelphia, Penn., Personnel Systems Study, Denver, Colo.

Colorado Supreme Court-Colorado Judicial System Personnel Rules.

VII. Booklist

Stahl. Public Personnel Administration. Latest edition. Harper & Row.

Beach, D.S. Personnel: Management of People at Work. MacMillan.

Mayers, Lewis. The American Legal System. (Revised ed.) Harper & Row.

Blumberg, Abraham. Criminal Justice. Quadrangle Books.

American Judicature Society:

"Law Clerks in State Appellate Courts."

"Court Administrators: Their Functions, Qualifications, & Salaries."

"The Court Interpreter."

Carrigan, J.R. Inherent Powers of the Courts. Reno, Nevada: National College of State Trial Judges, July 1, 1970. Photocopy.

The following materials were also made available:

Ishikawa, Richard M., Handbook for Bailiffs, Superior Court of Seattle, Washington, February, 1968.

Juror's Handbook, Superior Court of Los Angeles County, California.

Jack Wagner, John Woods, Ed Kritzman, Internship Report of The Los Angeles Superior Court, prepared for: Institute for Court Management University of Denver Law Center, November 1971.

PA 585(JA) Administration Organization & Behavior

Mr. Alex McEachern of the Public Systems Research Institute has taught this class which is perhaps most central to the task of court administration.

The general problems of dealing with individuals, groups and organization structure in the complex court system were addressed.

(i) Introduction

My interpretation of the basic objectives of this course are:

- (1) To provide a broad familiarity with relevant literature and research.
- (2) To have some exposure to different ways of thinking and investigating problems and questions about human behavior and interaction in organizational settings.

To accomplish these objectives in an intensive semester requires far more than friendly interaction during the course of eight days; although the friendlier the interaction, the more productive the experience should be (an example of an untested hypothesis). I expect the students and the instructor to think and read a great deal prior to the beginning of the course, to give much attention to reviewing and planning during the course (preferably in the evenings), and to produce a written report which reflects some aspect of whatever learning will have taken place after the course. More specifically:

1. Before the course begins, please read the Secord and Backman Social Psychology text and the Hampton Summer and Webber book of readings completely. Become familiar with other texts, so that they can serve as resources as the course progresses.
2. Before the course begins please write a five page outline of what you consider to be the major issues (or problem areas) and specific questions (or untested hypotheses) you feel are important in each general problem area you have identified. Please mail or hand carry your contribution to my office so that it arrives one week before the course begins (Monday, June 19 will be early enough).
3. Be prepared on Saturday to participate (in a friendly manner) in developing a specific agenda for the remainder of the course. The agenda will be developed from the issues and questions you have identified, rather than from my biases and predilections, though each may influence the other.
4. It is my anticipation, subject to your concurrence, that the eight days will be divided equally between presentations and discussions and experiments to test (as best as can be done in a small group) specific hypotheses. Therefore, as you think about the issues and questions, try to imagine how you would find out if your answers or someone else's theories were empirically demonstrable.
5. The report you will be expected to produce after the eight days are over will be agreed upon during the eight days but will in all likelihood have something to do with the utility of the experiments in validating or changing your own thinking about specific problems.

(ii) Booklist

Hampton, Summer, and Webber. Organization Behavior and the Practice of Management. Scott Foresman.

Secord and Backman. Social Psychology. McGraw-Hill.

Hall & Lindzey. Theories of Personality. Wiley. 1970.

Schein, Edgar. Process Consultation. Addison Wesley.

Miller, David W., and Starr, Martin K. The Structure of Human Decisions. Prentice Hall, 1967.

Sayles, Leonard R., & Chandler, Margaret K. Managing Large Systems: Organizations for the Future. Harper-Row. 1971. Text edition. \$9.95.

Kushner, H.D. & Nisselson H. Problems in the Management of the Courts of California. Operations Research, Inc., January 17, 1969.

Law 610(JA) Civil Procedure

Richard L. Rykoff, a lecturer in the Law Center and a practicing attorney with twenty-five years experience, presented this class. He was assisted by extensive preparation of materials carried out by Abby Soven of the Western Center of Law and Poverty. This course attempts to teach the processing of civil cases to non-attorneys and to emphasize the actual court practice in trial courts. Superior Court practice is emphasized with some discussion of the municipal courts.

(i) Course Outline

1. Objectives of Civil Proceedings
2. Nature of Adversary System
3. Overview of Civil Proceedings (two sessions)
4. Court Organization and Competence: Federal and State (two sessions)
5. Jurisdiction and Venue (two sessions)
6. Pleading
7. Mid-Term Examination
8. Calendar and Pre-Trial Setting Procedures and Problems (class conducted by J.J. Kavanaugh, Civil Courts Coordinator)
9. Discovery and Terminating Litigation Without Trial
10. Trial - Jury and Non-Jury - Trial Motions
11. Post-Judgment Proceedings (Including Execution)
12. Specialized Civil Departments (Family Law, Writs and Receivers, Traffic, Small Claims)
13. Court Administration (class conducted by Peter Haynes)

(ii) Assigned Field Work

1. Each student was asked to attend several court sessions to observe and report with respect to the following:
 - a. To attend a Law and Motion calendar and to observe a case involving an attack on pleadings;
 - b. To attend a Law and Motion calendar and to observe a case involving some aspect of discovery;
 - c. To attend the Writs and Receivers Department of the Superior Court;
 - d. To attend a session of the Reciprocal Enforcement of Support Law.

With respect to these assignments, the students were asked to submit a paper setting out the nature of the particular case being reported on, the contentions of the opposing parties, and the disposition of the case.

2. The class attended the Master Calendar for the Superior Court in Los Angeles County on Tuesday, March 21, 1972 at 9:00 a.m. The class was instructed to observe the handling of the Master Calendar and the assignment of cases for trial. Arrangements were made with Judge McCourtney, the Assistant Presiding Judge, to meet with the class for 20 minutes or so after he had completed his morning calendar to answer questions, discuss with them the procedures, etc. A report was required from each student in connection with this session.
3. Each student was required to attend a session of the Domestic Relations Court (a commissioner hearing pendente lite matters), a session of the Probate Court, a session of the Small Claims Court, and a jury trial in either Municipal Court or Superior Court. Reports were required setting forth the same observations as were set out in the initial field work assignments.

(iii) Mid-Term Examination (3 hours)

1. Categorize and discuss briefly the various kinds of judgments obtainable in civil actions.

2. Real property vs. personal property:
 - (a) Distinguish between the two.
 - (b) What is the name (or names) of an action to recover possession of real property?
 - (c) What is the name (or names) of an action to recover possession of personal property?
3. Discuss briefly the following with respect to injunction:
 - (a) What is the purpose of an injunction?
 - (b) What kinds of injunctions are there?
 - (c) Which kind of injunction is more readily granted and why?
4. A court may be called upon to act in a capacity which seems more administrative than judicial in nature. Discuss, giving examples.
5. In recent years courts have been resorted to for broader social objectives than in former years. Discuss, giving examples.
6. The Anglo-American legal system is based upon an adversary theory.
 - (a) Define and discuss the nature of the adversary system.
 - (b) What are the advantages and shortcomings of such a system?
 - (c) Is the adversary system necessary for a democratic society? Why or why not?
7. What are the significant stages in a civil proceeding?
8. What are "provisional remedies"?
9. What is an "ex-parte order"?
10. Define "res judicata."
11. What is a "summary judgment"?
12. Discuss "bifurcation of issues."

13. With respect to a jury trial:
- (a) Distinguish between the function of judge and jury in a jury trial.
 - (b) May a judge interfere with or disturb a jury's verdict under any circumstances? If so, discuss.
14. Briefly set out the following with respect to the courts of State of California and the Federal system:
- (a) Name all courts.
 - (b) Set forth the competency of each court.
 - (c) Set out the relationship (if any) of each court named to any other court.
 - (d) Discuss any distinguishing feature of each court not referred to previously.
15. Define and indicate the nature of:
- (a) Writ of Certiorari
 - (b) Writ of Mandamus
 - (c) Writ of Prohibition
 - (d) Writ of Habeus Corpus
 - (e) Writ of Quo Warranto
16. Discuss the various contexts or meanings for the word "jurisdiction."
17. What are the three basic requirements to obtain jurisdiction over an individual sufficient to render a valid in personam judgment against him? Discuss each element, setting forth any differences between California and Federal procedures.

(iv) Bibliography of Civil Procedure

The following list of reference books includes a majority of available reference works to California Civil Procedure.

1. California Code of Civil Procedure
2. Attorneys Guide to Los Angeles County Clerk Procedures

- (b) L.A. County Probate Policy Memoranda
- (c) Manual of Procedure for Writs and Receivers Department
- (d) Adoption Procedures
- (e) Pre-Trial Rules
- (f) Manual of Discovery Procedures
- (g) Rules of Superior Court in L.A. County
- (h) Rules of United States District Court for Central District
- (i) Rules for Several Other Southern California Counties

The following publications were put on reserve for the students:

1. Gilbert's Outline of Civil Procedure
2. Federal Rules of Civil Procedure - Foundation Press
3. Manual of Procedure for Superior Court Clerks (2 volumes)
Prepared by and available from the Department of the Los Angeles County Clerk, Superior Court, 111 North Hill Street.

4. California Code of Civil Procedure (unannotated ed.)
Would recommend West's edition of the Code because we have information from Deering's that they intend to issue a single volume containing the five major California codes.

5. Court Rules (Daily Journal ed.)
This volume is available from the Daily Journal located at 210 South Spring Street, phone number 625-2141.

6. The Judicial Council of California Report, dated January 4, 1971.
Available from the Judicial Council in Sacramento.

7. Cases on Pleadings and Procedure by Lewisell and Hazard (Foundation Press).

In addition, a collection of various pleadings, motions, etc. were furnished.

Recruitment of Students

When this program first received notice of funding as of July 1, 1971, no program of any kind had been developed and essentially no students were either aware of its possible existence or the conditions of attendance. Once project staff had been obtained, our first task was to design the courses and the program outline and to recruit appropriate students for the program.

Accordingly, we designed a brochure which described the program (copy is attached) and mailed it to all parties who might be interested in such a program. In addition, press releases were prepared and distributed to papers throughout California.

These efforts resulted in the recruitment of the first pilot group of students. These individuals, whose characteristics are listed, came from a wide variety of backgrounds, although the majority were already occupied in some capacity in the justice system.

None have yet graduated from the program. Although one individual has become an assistant court administrator in Orange County and another has become a courts specialist for the Los Angeles Regional Justice Planning Board.



ADMISSION REQUIREMENTS

Admission to the University of Southern California are processed through the Office of Admissions, which receives all applications, transcripts, and other credentials. The School of Public Administration reviews the applicant's admission file and upon approval recommends that the Office of Admissions issue a permit to Register. Tuition for graduate students is on a per unit basis. Effective September 1971, the tuition will be \$85* per unit. However, the rate is subject to change without notice by the action of the Board of Trustees of the University.

For applications and further information about the Judicial Administration Program, write or phone:

PETER H. ES, Ph.D.

Director

Judicial Administration Program
School of Public Administration
University of Southern California
3601 South Flower Street
Los Angeles, California 90007
(213) 74-7773

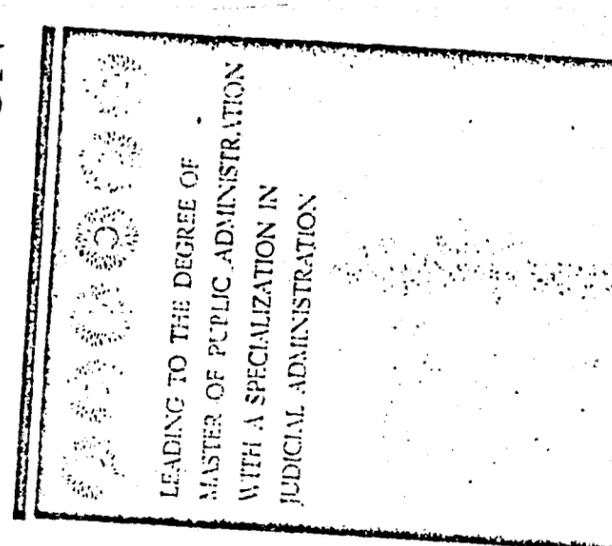
*Tuition will be supplied for the intensive semester courses.

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PROGRAM
IN JUDICIAL
ADMINISTRATION



JUDICIAL ADMINISTRATION PROGRAM
SCHOOL OF PUBLIC ADMINISTRATION
UNIVERSITY OF SOUTHERN CALIFORNIA
3601 SOUTH FLOWER STREET
LOS ANGELES, CALIFORNIA 90007

OBJECTIVES

The need for effective administration of the courts, always apparent, is now receiving renewed emphasis and recognition at the highest levels. Chief Justice Warren E. Burger has stated that,

"The Courts of this country need management, which busy and overworked judges, with vastly increased case-loads, cannot give. We need a corps of trained administrators or managers..."

In response to this urgent need, a program in Judicial Administration at the master's degree level has been initiated at the University of Southern California, with developmental funding supplied by a grant from the California Council on Criminal Justice. In this program, both practitioners and aspiring practitioners will develop the skills needed for the exciting management careers developing in today's overburdened courts and related agencies.

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PROGRAM ORGANIZATION

This interdisciplinary program will cover the following areas:

- 1) principles and practice of public administration;
- 2) special constraints on administration imposed by the demands of the legal process;
- 3) court structure in the state and Federal systems, with a systemic overview of the interacting groups in these systems;
- 4) special skills needed to administer this type of complex system;
- 5) problem areas and proposed solutions to these problems.

PROGRAM PREREQUISITES

A baccalaureate degree from an accredited college or university with an approximate B (3.00) average, and an acceptable Graduate Record Exam score, are needed for admission to the program. In addition, practical experience in court administration and related fields will be given weight in the final selection.

PROGRAM REQUIREMENTS

The degree of Master of Public Administration with a specialization in Judicial Administration is a joint program of the Schools of Public Administration and Law. It requires the completion of 36 graduate units. The program can be completed in approximately one year by full-time students, with part-time students taking twice that time.

COURSE CONTENT

Courses will be presented in the following areas:

- Fundamentals of Public Administration
- Civil Procedure
- Problems in the Administration of Personnel Resources
- Organizational and Management Theory
- Criminal Justice
- Administrative Systems Analysis
- Research in Complex Organizations
- Judicial Administration
- Problems in the Administration of Financial Resources

INSTRUCTIONAL METHODS

The six public administration courses will be presented on an intensive semester basis, i.e., eight day of formal instruction preceded by seven weeks of preparation and followed by an assignment. Law courses will be presented in the evenings. All courses will be modified to emphasize those aspects most relevant to judicial administration. Gaming simulation exercises will be used to give participants more perspective and practice in decision making in this complex arena.

SCHEDULE

The closing date for applications is December 1 1971. Consequently, applications should be submitted immediately. Applicants will be notified of acceptance in early December. Formal instruction will begin at the end of January, 1972, and material will be sent out at least six weeks prior to that time.

FINANCIAL ASSISTANCE

LEEP funds may be available for both loans and grants for qualified applicants.

UNIVERSITY PARK
LOS ANGELES
CALIFORNIA 90007

NEWS BUREAU
PHONE 746-2215
Mike Briley

FOR RELEASE
Immediately

LOS ANGELES -- A new Graduate Training Program in Judicial

Administration to train specialists in management of the nation's overburdened courts will be offered starting spring, 1972, by the University of Southern California.

Deadline for applications for admission into the program, leading to the Master of Public Administration degree will be Dec. 1.

Further information and application forms can be obtained by contacting Dr. Peter Haynes, Director, Judicial Administration Program, School of Public Administration, USC, University Park, Los Angeles (90007); telephone (213) 746-7973.

"This new program at USC, which is one of the first in the nation, has been designed to respond to an urgent national need. We hope such training will help to reduce court delay significantly," Haynes said.

"The need for effective administration of the courts, always apparent, is receiving renewed emphasis at the highest levels.

"Chief Justice Warren E. Burger has said, '...The courts of this country need management which busy and overworked judges, with vastly increased caseloads, cannot give. We need a corps of trained administrators or managers...'"

(more)

-46-

With developmental funding supplied by a grant from the California Council on Criminal Justice, the new Graduate Program in Judicial Administration will be a joint offering of USC's Schools of Public Administration and Law. Requiring completion of 36 graduate units, the program can be completed in one year by full-time students, and in about two years on a part-time basis.

In order to maximize the ability of practitioners to attend, the program's six public administration courses will be presented on an intensive semester basis, that is, eight days of formal instruction, preceded by seven weeks of preparation and followed by an assignment. Law courses will be conducted in the evenings.

Content will include: Fundamentals of public administration; civil procedure; problems in the administration of personnel resources; organizational management theory; criminal justice; administrative systems analysis; research in complex organizations; judicial administration; and problems in the administration of financial resources.

An innovative gaming-simulation is being designed to expose students to the dynamic interactions found in the courts.

Admission requirements include a bachelor's degree from an accredited college or university, with approximately a B (3.00) grade point average, and an acceptable Graduate Record Examination score. Practical experience in court administration and related fields will be given weight in the final selection.

Tuition is on a per unit (\$85) basis. LEEP funds may be available for either loans or grants to qualified applicants.

JAR

Oct. 19, 1971

A profile of the students involved in the program of the present time is included. The participants in the full-time program will be graduating in spring 1973 and the part-time participants will be graduating in the fall of 1973.

We have also had numerous individuals attend individual courses in addition to the participants listed. Most of these people are participants in our Administration of Justice Program.

Spring or Summer 1973 Graduates

<u>Name</u>	<u>Age</u>	<u>Present Occupation & Organization</u>	<u>Experience</u>	<u>Degrees</u>
Abramson, Neil 5656 Sunnyslope Ave. Van Nuys, CA 91401	48	Staff Assistant--L.A. County Dept. of Community (1970---)	1961-9 Exec. Asst., Co. Public Welfare Commission; 1957-61 Inspector, A.P.C.D.	B.A. Public Admin. USC '71
Daskalakis, Gus C. 2533 No. Hesperian St. Santa Ana, CA 92706	57	Student	1971-72 Maintenance Manager; 1966-70 Sr. Logistics Eng'r Specialist	B.S. U. of Maryland '58
Johnson, Kathryn 1275 Federal Ave. #7 Los Angeles, CA 90025	24	Administrative Asst., Judicial Admin. Program USC. (1972--)	1970-72 Title Secretary, Chicago Title Insurance Co.	B.A. Political Science (Public Law) UCLA '70
Jung, Kathleen 4237 West 170th St. Lawndale, CA 90260	23	Assistant Manager, Tea House Restaurant, 1967-present	-----	B.S. Business Admin. CSLB '71
March, Robert 6300 Green Valley Cir. Culver City, CA 90230	39	Head Administrative Assistant, L.A. County Public Defender's Office (1970 ---)	1958-60 L.A.Co. Dep. Sheriff; '60-69 D.A. Investigator I to III; '69-70 Sr. Admin. Asst.	B.S.P.A. (Police Sci. CSLA '63
Ohlsen, James L. 2330 Camden Los Angeles, CA 90064	27	Student	-----	B.A. Political Science & Philosophy SFVSC '7
Schmidt, Harry 11934 Darby Ave. Northridge, CA. 91324	53	Operations Analyst, TRW (1959 ----)	Assistant Purchasing Agent	B.A. Business Admin. Stanford '47
Slater, Alan 209 35th St. Newport Beach, CA 92660	28	Asst. Court Administrator, Orange County Superior Court, (1972 ----)	Manufacturer's Represent. Insurance Representative	B.A. Business Admin. Rutgers Univ.; M.B.A. USC (Mgt/Adm.)

<u>Name</u>	<u>Age</u>	<u>Present Occupation & Organization</u>	<u>Experience</u>	<u>Degrees</u>
Uchida, Craig D. 450 S. LaFayette Park Pl. Apt. 209 Los Angeles, CA 90057	24	File Clerk, So. Calif. Permanente Medical Group (1971 ----)	1971 Insurance Claims Examiner; 1966-70(summers) Clerk, Controller's Office State of Calif., Sacramento	B.S. Public Admin. USC '71
Van Buren, Stephen 1615 W. Alameda Ave #217 Burbank, CA 91506	34	Legal Asst., Coyle, Dunford & La Pera	Legal Researcher	B.A. USC '60

Fall 1973 Graduates

<u>Name</u>	<u>Age</u>	<u>Present Occupation & Organization</u>	<u>Experience</u>	<u>Degrees</u>
Began, Jane 6234 Monita St. Long Beach, CA 90814	42	Student	1951-59; 1968-69 Elementary Teacher	B.A., Gen. Curr. Berkeley, '51
Collins, Michael 30378 Rainbow View Dr. Agoura, CA 91301	38	Clerk of Court, Malibu Justice Court (1972 ---)	1971-72 District Chief, L.A. County Clerk; '60-71 Court Clerk, L.A. Co. Clerk's Off. 1957-60 Deputy Sheriff	B.A. Political Science SFVSC '66
Crowell, Donald 1967 No. San Gabriel San Bernardino, CA 92404	46	Superior Court Coordinator & Jury Commissioner, San Bernardino Superior Court (1968 ---)	1950-68 Correctional Off'r to Dir., San Bernardino Co. Probation Dept.	B. A. Soc., USC '50 21 Units in Law Southwestern Univ.
51 Garfunkel, Reuel 3235 Andrita St. #P1 Los Angeles, CA 90005	27	Programmer Analyst, L.A. Co., USC Medical Center (1969 ---)	1969-70 Computer Operator	B.S. SFVSC '70
Hanson, Howard 10 W. Las Flores Arcadia, CA 91006	32	Administrative Services Off'r L.A. City Attorney's Office (1970 ---)	1962-63; 1967-70 Administrat. Analyst, L.A. City Administrative Office	B.S. Political Science Occidental '62
Jones, John L. 1213 1/2 So. Ogden Dr. Los Angeles, CA 90019	37	Planner, L.A. Regional Criminal Justice Planning Board (1972 ---)	1971-72 Criminal Courts Investigator, L.A. County Superior Court	B.A. Public Admin. CSLB '71
Lewis, Marcy 9005 Burton Way Los Angeles, CA	24	Student	---	B.A. Economics George Washington Univ. '71
Mason, Constance 3792 Roxton Avenue Los Angeles, CA 90018	44	Probation Officer, L.A. County Probation Dept.	1961 Probation Counselor '59-60 Social Caseworker, DPSS	B.A., S.W. Michigan State '56

<u>Name</u>	<u>Age</u>	<u>Present Occupation & Organization</u>	<u>Experience</u>	<u>Degrees</u>
Morrison, Elinor 17165 Pacific Coast Hwy. Sunset Beach, CA 90742	29	Clerk Transcriber, L.A. County Superior Court (1971 ---)	1963-71 Clerical	B.A. English CSLB '70
Morrison, Lawrence 3035 Paddington Rd. Glendale, CA 91206	26	Sr. Administrative Asst., RJIS (D.A.'s Office) 1971 ---	1967-69 Teaching Assistant	A.B. Economics, S.D.S. '67; Grad. work in Eco
Suzuki, Victor 1535 Greenfield Los Angeles, CA 90025	32	Deputy Marshal (Systems & Devel. Deputy) since 1971, RJIS (Co. Marshal's Office)	1963-68 Deputy Marshal 1969-71 Systems Rep., Computer Services Division, RCA	B.A. Economics, CSLA '69
52 Wayland, Wade 2840 Greenbrier Road Long Beach, CA 90815	28	Deputy Sheriff, L.A. County Sheriff's Dept.	Electronics background	B.S. Criminology, CSLB '71
Wilson, Gloria 1126 W. 123rd Street Los Angeles, CA 90044	40	Probation Officer, L.A. County Probation Dept.	1961-64 Counselor, L.A. County Probation Dept.	B.A. Elementary Educ., CSLA '61; Grad. course corrections, Pepperdin '69

The Future

The coming year will see the completion of the development of the remaining courses in this program. Also, some of the courses already presented will be revised, improved and made generally more relevant as materials on court administration are developed here and elsewhere.

The gaming-simulation (described in an associated report) will undergo development of its own. A major effort will also be made to coordinate the gaming-simulation with the subject matter of the courses and to utilize the research assignments in the public administration courses to develop more detailed examinations of court problems brought out by the game.

Individuals will also begin graduating from the program in the coming year and a major effort will be made to ensure that the skills of these trained individuals are put to use to the benefit of the courts.

Evaluation of the Development of the Judicial Administration Program

We carried out an evaluation of the progress achieved during the first year of this program. This evaluation is formative in view of the fact that program development is only 50% completed. That is, the results obtained are intended to result in improvements of the course rather than to reflect judgement of a final product.

Evaluation has been carried out at two levels. First, experts in judicial administration and gaming-simulation exercise have evaluated the total program and the component parts developed to date. Secondly, participants in the classes and the gaming-simulation exercise have evaluated their experiences.

No assessment of the abilities of the graduates of this course is possible now as no graduates will be produced until 1973.

Experts' Evaluations

The following experts in judicial administration were asked to critique the program as presented.

Ernest C. Friesen, Jr. - Executive Director of the Institute
Court Management.

Edward Gallas - Former Executive officer for
Los Angeles Superior Court.

The National Conference of Court Administrative Officers at their annual meeting in Seattle, Washington.

In addition, general letters of support of our work were obtained from a number of individuals including;

Frank Zolin - Executive Officer of Los Angeles Superior Court.

Judge Murrah - Director, Federal Judicial Center.

EVALUATION OF THE
JUDICIAL ADMINISTRATION PROGRAM
UNIVERSITY OF SOUTHERN CALIFORNIA
CENTER FOR THE ADMINISTRATION OF JUSTICE

By: E. C. Friesen
September 1, 1972

September 1, 1972

At the request of Dr. Peter Haynes, Program Director, I undertook an evaluation of the Judicial Administration Program at the University of Southern California. I began the evaluation during the early part of 1972 and completed the field interviewing in late June. With the help of the staff of the Institute for Court Management, I evaluated the court administration game in its current form during the summer months. The following report is an analysis of the program as it appeared to me as of the end of June, 1972.

METHOD OF THE EVALUATION

During the course of several months I interviewed 17 students who are enrolled in the program; three of the professors who have completed courses in the program; the Director of the Center for the Administration of Justice and the Dean of the School of Public Administration.

The first focus of the evaluation was on the objectives of the program as perceived by the administrators; as perceived by the students enrolled in the program and as perceived by the staff who were conducting the courses. The second focus was on the extent to which the program appears to be attaining the goals.

A decision was made early in the program to expend a great deal of energy and money in developing the court administration game. Taking this decision as a given, I undertook to evaluate the game as it might tend to accomplish the perceived goals of the program. As of the time of this report the only persons with whom I have talked who have used the game have been the staff and fellows of the Institute for Court Management. We received short, written evaluations and reactions from 92 of the 95 fellows who participated in the game.

The interviews, though they were the basic source of data, were not aimed at gaining the participant's evaluation of the goals and their accomplishment. Rather, I have interpreted their response to specific questions in the light of my personal experience in the field. I did not ask whether they thought the course goals were being achieved. I attempted to find out what they had learned and interposed my judgement as to the accomplishment of the goal.

THE PERCEIVED GOALS OF THE PROGRAM

The students see the courses as an attempt to provide knowledge about and skills in Public Administration as these may apply to the courts. They are taking the courses, in most instances, to qualify themselves for new positions or advancement in the courts.

The University administrators are mixed in their purposes. In part they want to round out a program in Public Administration and in the Criminal Justice field so as to include the courts. They want to be in the forefront of the development of public administration generally, and see the courts as an area needing further development.

The staff teaching the courses want to transmit the insights of their particular specialty to all who will enroll. They are happy to have the additional enrollees. With one exception they have not made a particular effort to make their courses relevant to the courts. The law teacher interviewed wanted to make his course relevant to administrators in the courts but did not have time to study the administration sufficiently to understand what would be relevant.

ACCOMPLISHMENT OF THE PERCEIVED GOALS

The students will be substantially better qualified to work in the courts as a result of completing the program. They will be better qualified than if they had taken the regular master's degree in public administration. The inclusion of the law teaching in the curriculum provides an emphasis which would otherwise have been ignored. The existence of a director who has been trained and has had experience in the courts is of considerable advantage in reaching the student's goals. They will be more acceptable to the courts because their credentials will include a reference to this specialization.

The University administrators are only partially succeeding in rounding out their program. The inclusion on their staff of only one person who is qualified in court matters is a small beginning. The fact that he spends his full time with the program and is not included as a participant in other course offerings prevents the accomplishment of the University goal.

The teaching staff goal is well achieved. They are getting a wider audience for their courses. The courses are relevant and with normal University variations in quality are well taught.

WAYS OF STRENGTHENING THE PROGRAM

The student's objectives would be far more satisfactorily achieved by the inclusion of three changes:

1. There should be a "core" course of materials unique to courts and justice systems which are not routinely a part of public administration or law courses. The concept of justice needs to be examined from a practical operating viewpoint, the role of courts in government and in society needs to be studied; the independence of the judiciary and of judges needs to be examined and understood. The prescribed law courses do not purport to cover these kinds of materials. They should be included not as a substitution for what is done, but in addition to it.

2. The instructors who teach the traditional courses in Personnel, Finance, Computer, etc. should be made more aware of their subject matter in a court context. Money would be well spent in providing an intensive semester for the faculty covering some of the unique problems of courts. Court type problems would become pervasive and would be included in non-program courses if this were done.

3. All of the students responded positively to the brief court experiences which were required. Substantially greater exposure to the environment should be

included. A carefully designed court study program would enrich the discussions and class work beyond the present level, making the work far more relevant.

THE PORT OF NEW YORK AUTHORITY

111 Fighun Avenue - at 15th Street, New York, N.Y. 10011

B)

Personnel Department

Edward C. Gallas, Director Telephone 620-7248

July 20, 1972

Mr. Peter Haynes, Director
Judicial Administration Program
University of Southern California
The John and Alice Tyler Building
3601 South Flower Street
Los Angeles, California 90007

Dear Peter:

You will recall that it was agreed that upon my return to New York I would restate some of my thoughts on the "game" and the general curriculum content for the Judicial Administration Program.

Taking the latter first, I recognize (and we covered this in detail) that there are certain courses that must be included in any master's program. I am not so sure, however, that elementary courses in personnel administration, using a textbook like Glenn Stahl's -- which is traditional in the worst sense of the word -- is something a budding court administrator should not be exposed to, unless he is warned that it is what not to do. Also, the course on the introduction to public administration, using a single text like Nigro's book, is also of limited value at the graduate level. These may be okay for general background material in these areas, and I won't belabor this point in this letter because I know you took sufficient notes as to my reactions. I am also aware of the usual university constraints on course work, but I urge you to discuss this further with whomever makes the decisions. It seems to me that at the very least a single text approach should be abandoned in the required courses in order to assure sharpening of skills in the behavioral sciences.

Now for the "game." Again, I mentioned most of these things in our various conversations. I believe that the game should be restructured somewhat to permit modifications of issues to be voted upon. The real world of management does not require a formal "yes" or "no" answer and all of the issues that you present would be subject to modification in a real situation. Secondly, it should be possible to modify norms on the spot, if for no other reason than to meet the demands of my

Mr. Peter Haynes

- 2 -

July 20, 1972

first suggestion. This requires that you have at each game an expert observer; that is, someone who is quite familiar with the field of court management and who understands the subtleties implicit in most decision-making in that environment.

Third, individuals who are not on the executive committee in the game should not be allowed to vote on issues except through a member of the committee. As you may recollect, this was done during the try-out I went through the first morning I was there and it had very dysfunctional results that could never happen in a real working situation.

In general, I would say that the game has good learning possibilities because the questions that are raised present appropriate role conflicts and role congruencies as between the participants. The issues themselves require that there be discussions that are insightful and this will foster learning. I believe something should be done to see to it that experts are available on the spot to consult with the participants and explain why something is important, and thereby increase the knowledge base as well as the interpersonal skills.

I have one final comment on the game. It would seem to me that if you do not explain the environment in which the game is being played, it will not be possible for the participants to respond as effectively as otherwise. For example, all of the variables that might be considered by an executive would have to be taken into consideration if a problem is to be solved meaningfully. The size of the court, whether it is a partisan or non-partisan court, its location (Los Angeles, New York, or wherever), the general attitude of the bar towards the court and its work (adversary, supportive, etc.), the practice of interference or criticism by the news media, the reputation the court has for being hard working or lazy, are all variables that must be explained if there is to be a proper playing of the game.

I hope these comments are helpful in any restructuring you may make in the program.

Sincerely,



Edward C. Gallas

NATIONAL CONFERENCE OF COURT ADMINISTRATIVE OFFICERS

The Program Director described the whole master's program to a meeting of state court administrators in Seattle Washington on August 11th, 1972. The program was also compared with the master's degree program of the University of Denver Law School and the program of the Institute for Court Management in Denver.

Approximately one hour was spent discussing the needs of an educational program for Court Administrators. The participants commented favorably upon the structure of the present program indicating that the courses were appropriate to the perceived needs. They suggested, in addition, that two areas might receive increased emphasis.

- 1) Court Statistics - at present, statistics is a prerequisite for our program, but they indicated that a more central position might be given to it.
- 2) Writing and interpretation of statutes and court rules. This should be incorporated into one of the law courses.

The Superior Court

LOS ANGELES, CALIFORNIA 90012
FRANK S. ZOLIN, EXECUTIVE OFFICER

April 14, 1972

TELEPHONE
(213) 625-3414

Mr. Peter Haynes, Director
Judicial Administration Program
3601 South Flower Street
Los Angeles, CA 90007

Dear Mr. Haynes:

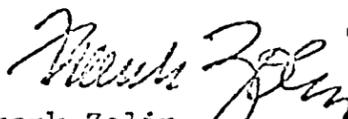
Your program leading to a Masters Degree of Public Administration, with a specialization in Judicial Administration, meets an urgent community need. The public, the judiciary, elected officials, public administrators, and educators are all keenly aware of the need to develop professionally trained managers in the field of judicial administration.

The judicial administration program developed at the University of Southern California, under your directorship, is truly outstanding. It is one of the few programs in the country capable of training court administrators.

I heartily endorse your program and recommend favorable action on your application to the California Council on Criminal Justice for financial assistance.

Please call on me if you require assistance in the processing of your application. I would be delighted to testify in support of your efforts.

Sincerely,


Frank Zolin
Executive Officer

FZ:jd

THE FEDERAL JUDICIAL CENTER

DOLLEY MADISON HOUSE
1520 H STREET, N.W.
WASHINGTON, D.C. 20005

TELEPHONE
202/393-1640

OFFICE OF
THE DIRECTOR

MEMORANDUM TO THE CALIFORNIA COUNCIL
ON CRIMINAL JUSTICE

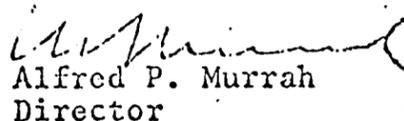
At the suggestion of Dean Dorothy Nelson of the University of Southern California Law Center, I would like to encourage your favorable consideration of that school's application for continued funding of their graduate program in judicial administration.

I am taking this liberty because I share the deep conviction of Chief Justice Burger and many of my brother judges that it is essential for us to begin to allocate our time more judiciously and allot more of our administrative affairs to talented, well-trained court managers. The "crisis in the courts" is upon us, and will continue to fester unless all concerned legal practitioners, scholars, and organizations determine to meet the challenge with enlightened innovations and zestful perseverance.

The program at the University of Southern California Law Center is such an innovation. It will give to court systems, particularly in California, a vital and vibrant resource pool of informed court administrators - people with a demonstrated capacity to understand and direct the supportive processes so essential to the effective administration of justice and thereby allow each judicial officer the luxury of greater amounts of time to fulfill his prime responsibilities.

Over the past thirty-five years, it has been my distinct privilege to witness first hand the development of our judicial system. During this time, I have come to appreciate the intricacies of the work and the absolute necessity for change. But through these years it has become apparent that any beneficial change can flourish only in an atmosphere of concern and perseverance.

The solutions to the problems which beset the judicial systems in our country are not to be found overnight or pulled from the drawer of a high official. Solutions can be achieved through the increasing efforts of people who have the vision to set meaningful goals and the perseverance to achieve them.


Alfred P. Murrah
Director

Participants' Evaluation

Students participating in the courses offered to date were asked to complete questionnaires inquiring of their responses to the courses. Their answers are summarized and presented in the following pages. The information is being used to assist us in designing more pertinent offerings later in the program and to improve the present offerings for new students.

FUNDAMENTALS IN PUBLIC ADMINISTRATION PA 500
EVALUATIONS

Professor Bruce Storm

(1-A) Specify the knowledge and skills you anticipated receiving from this course

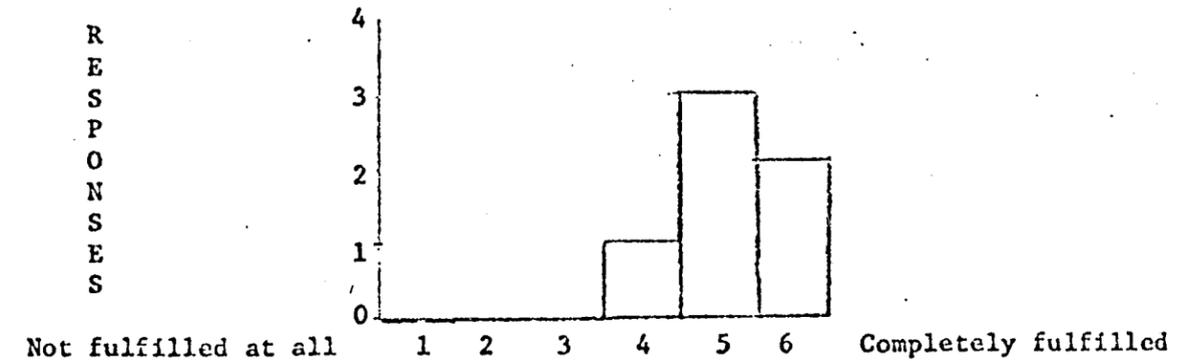
Introduction to P.A. (two replies)

Concepts in Public Administration regarding authorities under study - both assigned and special report.

To be capable of administering a judicial system in all areas. (general) Specifically: A frame of reference for operating in a public agency.

Basic knowledge and preliminary operational information about public organizations.

(1-B) To what extent were your initial expectations described above fulfilled by this course? (Circle one)



(2-A) Describe the practical knowledge or skills you obtained from this course which you believe will be relevant to you as a court administrator.

Information relating to complex organizations. Where to go to obtain additional information concerning public systems.

The basic philosophy underlying all actions of administration in a democratic society.

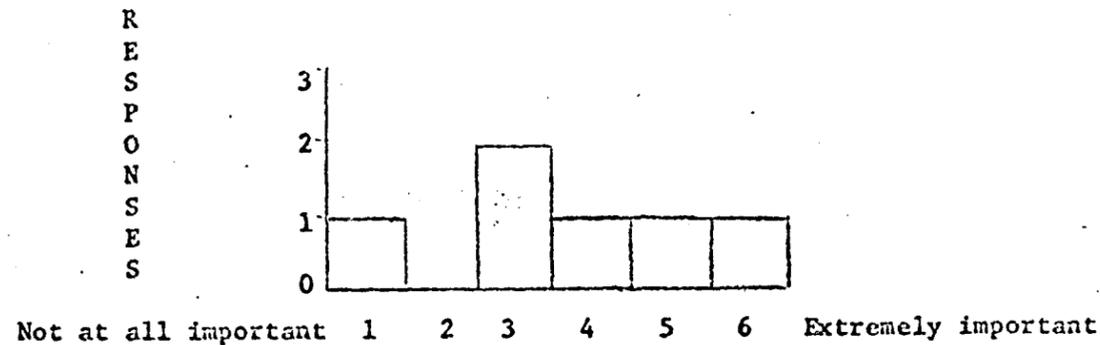
Ability to relate more easily to classmates--therefore, later, to work associates.

Ways to work within system.

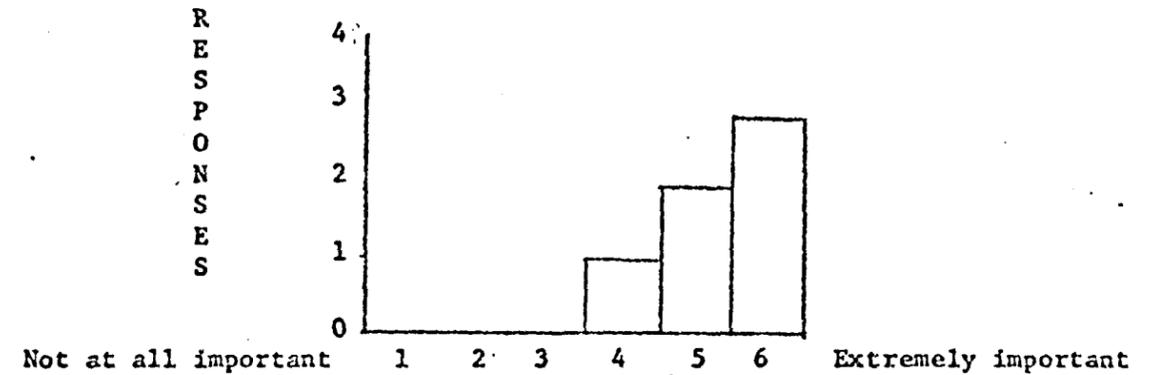
n/a

New view of organization and how to view problems.

(2-B) How important do you think this course is for increasing your understanding of court administration? (Circle one)



(2-C) How important do you think this course is for increasing your understanding of administration in general? (Circle one)



(3) What topics should be added to this course or be given more attention?

Direct court-legal application and exposure.

None (two replies)

More court related or specific authors in assigned reading to supplement the more general PUAD texts.

Judicial Administration

(4) What topics dealt with in this course should be given less attention?

None (two replies)

Highly theoretical texts on future problems are indeed relevant, but were perhaps slightly overemphasized.

n/a on three forms.

(5-A) Please specify any modifications in the materials used in this course you believe would be desirable.

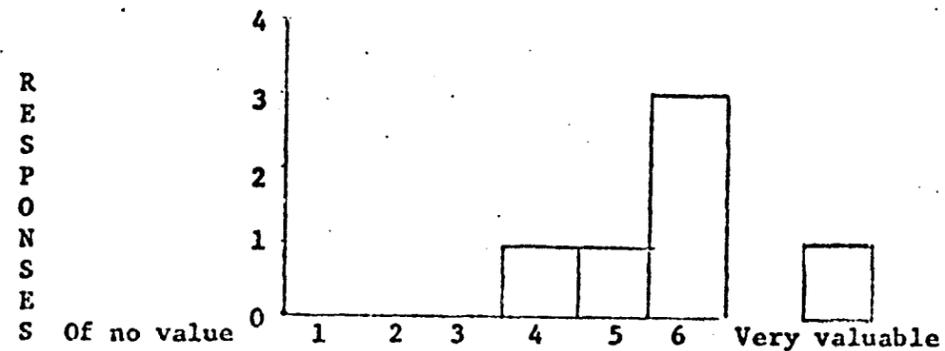
Court management texts - national level publications - Judicature Society publications.

None (two replies)

Materials appeared very satisfactory

n/a on two forms.

(5-B) Rate the value to your learning experience of the materials used in this course. (Circle one)



(6-A) Describe the ways in which the teaching techniques in this course might be improved.

Great learning experience.

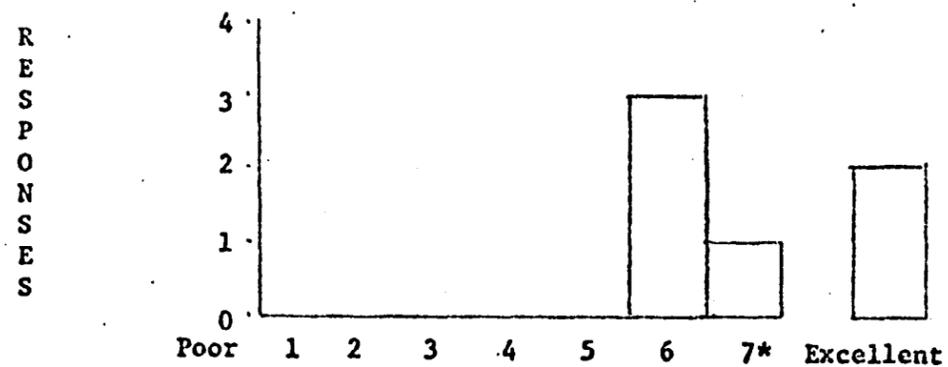
Don't know.

More response could be elicited from class members re topics which came up in discussion.

None (two responses)

n/a one form

(6-B) How would you rate the performance of the instructor in this course? (Circle one)



*Number 7 added by student

PA 500

(7-A) Describe any type of field work that you believe would increase the educational value of this course.

Courtroom/Judicial applications.

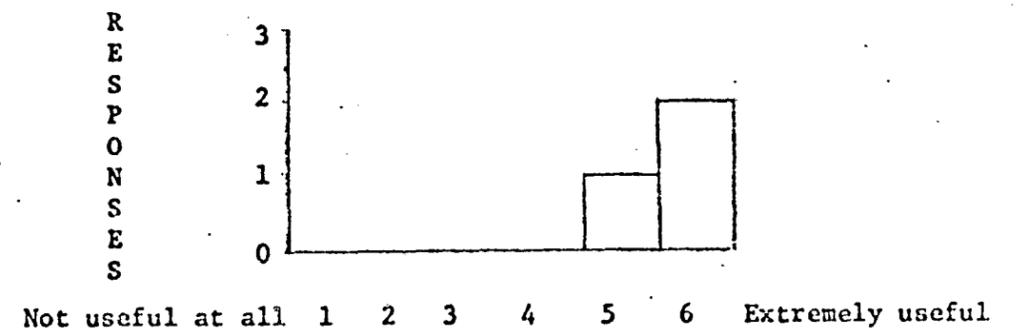
Job connected work in the field of P.A. in general

Cannot suggest at this time.

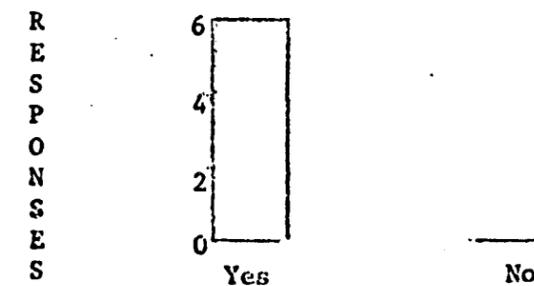
None

n/a (two forms)

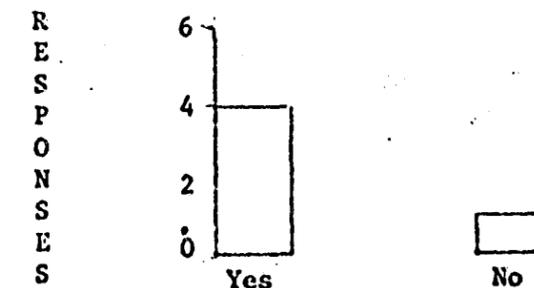
(7-B) Please assess the value of the field work utilized during this course. (Circle one)



(8) Do you believe you had sufficient opportunity to exchange ideas with the instructor for this course?

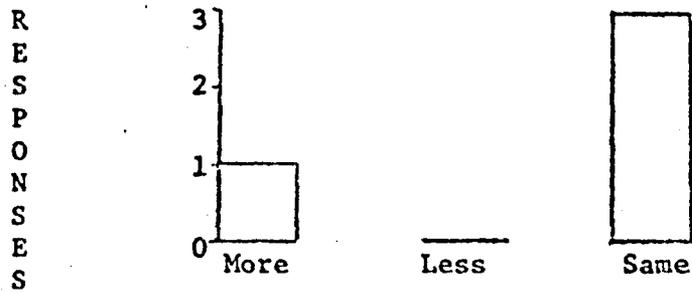


(9) Do you believe you received sufficient feedback regarding your performance in this course? (Check one)



PA 500

(10) Would you have preferred fewer, more, or the same number of guest speakers in this course? (Check one)



(11) What specific factors in your background helped or hindered your performance in this course?

Experience in judicial field and the professors many years of experience in P.A.

I was hindered by a lack of background (academic) in this field. A business administration or PUAD prerequisite would have increased my ability to grasp certain concepts. No perspective or verbal tools in this field made progress difficult. In relation, other class members shared the same problems due to interdisciplinary backgrounds of J.A. class members.

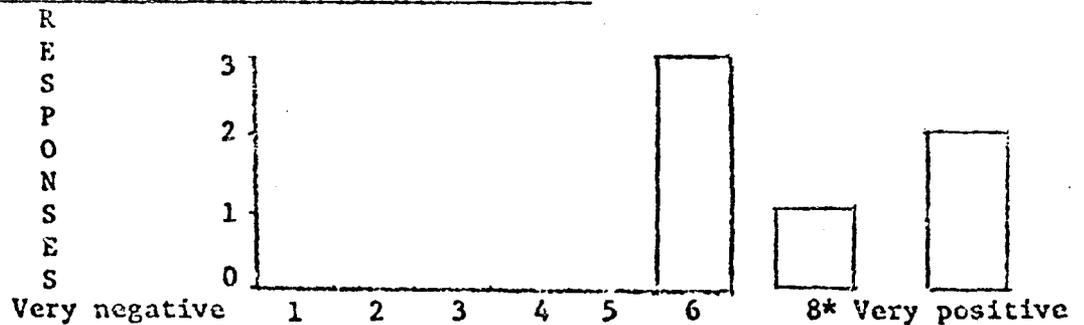
Job training experience.

Lack of prior basic knowledge of course material. Lack of time. Distance.

Professor's ideas and presentation (helped).

n/a on one form.

(12) What do you think was the general response of the other students in the program to this course? (Circle one)



*Number 8 Added by student

PA 500

- (13) Indicate your satisfaction with the scheduling of the class time and field work in this course.

Intensive semester schedule very satisfactory.

Good (two responses)

Intensive classes on 2 4-day sessions proved very satisfactory.

O.K.

n/a one form

- (14) Other comments, ideas, or suggestions?

Storm again!

Prof. Storm class -- an outstanding educational experience.

Perhaps 4 2-day sessions could be an experimental project in perfecting the policy of the "intensive semester". (This would allow some time for extra research or reading as topics were introduced.)

Prof. Storm was an outstanding teacher and sets a high standard. He not only is very knowledgeable but creates real interaction among the students.

Storm--fantastic professor--we want him again for PA 585.

n/a one form.

FUNDAMENTALS IN PUBLIC ADMINISTRATION PA 500
EVALUATIONS

Professors Nigro/Olsen

(1-A) Specify the knowledge and skills you anticipated receiving from this course.

Fundamentals of the behavior of public organizations and their environment. Ability to conceptualize the organization being studied in both internal and external terms.

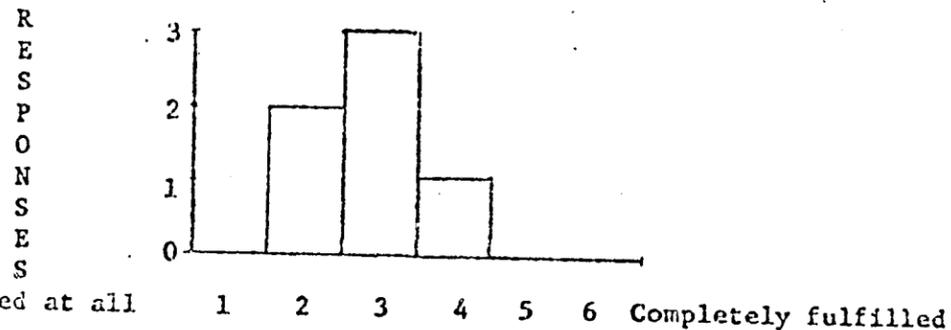
Contemporary theory and practice re public administration; familiarity with court environments; accumulation of perceptions into insights concerning new management techniques. The fusing of my administrative and management experience with contemporary ideas re administration.

No skills. Knowledge of public administration field.

Refresher in interpersonal relationships and modern management.

General background of P.A.

(1-B) To what extent were your initial expectations described above fulfilled by this course? (Circle one)



(2-A) Describe the practical knowledge or skills you obtained from this course which you believe will be relevant to you as a court administrator.

None (two responses)

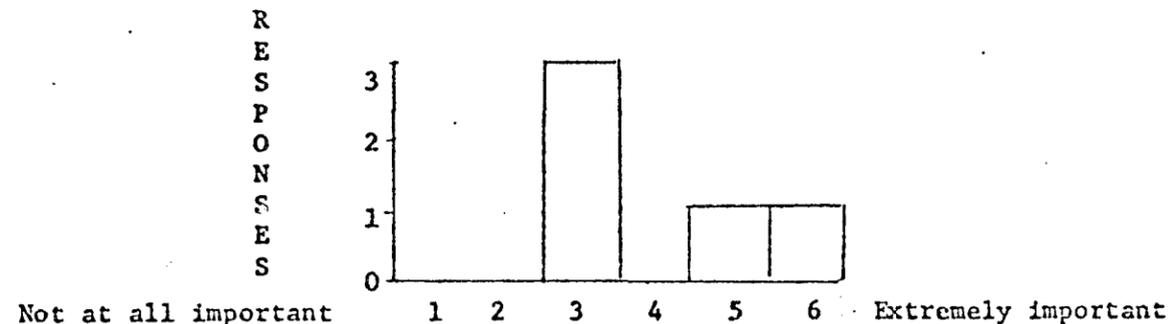
Introductory course in P.A. Not applicable to court administration per se.

I personally do not feel that the subject was presented in the manner it was intended. I received the impression that everyone was in the same boat and was groping for a method of presentation. This course was more social oriented more to the left--not balanced. Received impressions that instructors mind's were rigid; if one didn't anticipate or perform by some manner unknown to the student, the student met with disfavor. I really did not see any association with court management. This could be because of the fact the course is new and the instructor's apparently are conditioned to teaching undergraduates.

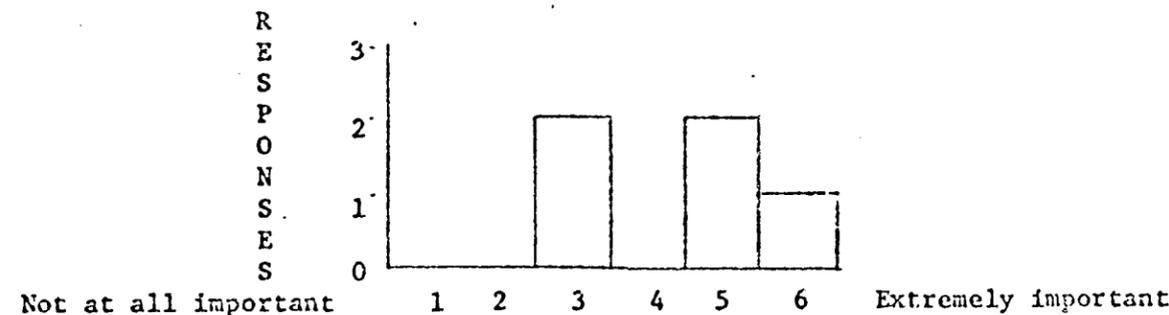
(2-A) continued - Describe the practical knowledge or skills you obtained from this course which you believe will be relevant to you as a court administrator.

Knowledge of court reform proposals. Knowledge of specific problem areas of court management. Ability to understand the complex nature of the court system and its many parameters. Ability to place the court system in the context of P.A.

(2-B) How important do you think this course is for increasing your understanding of court administration (Circle one)



(2-C) How important do you think this course is for increasing your understanding of administration in general? (Circle one)



(3) What topics should be added to this course or be given more attention?

More emphasis on the court as a social, political and economic organization and its relationships to other governmental units.

No comment.

None

Topics o.k. Instruction needs improvement.

Court system

(4) What topics dealt with in this course should be given less attention?

Less emphasis on political philosophy. Less emphasis on historical aspects of P.A.

Social mores in a ghetto area--really do not know what purpose this served.

None (two responses)

(Response: same as above - "Topics o.k.. Instruction needs improvement.")

(5-A) Please specify any modifications in the materials used in this course you believe would be desirable.

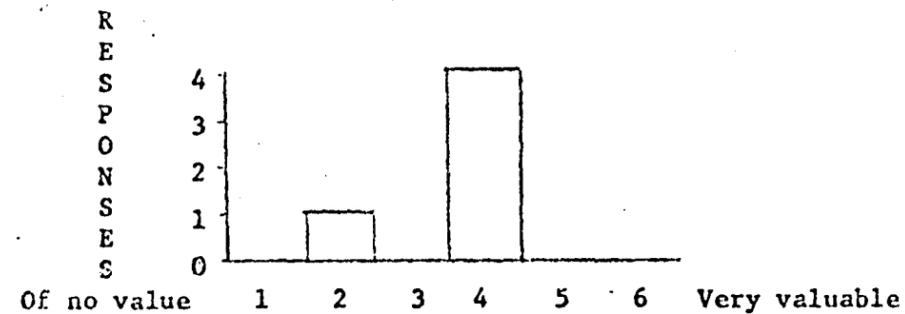
None (two responses)

Materials o.k.

Instructors should reorganize the course to fuse it with court management.

Use of models, games, simulation exercises are most valuable and should be increased.

(5-B) Rate the value to your learning experience of the materials used in this course.



(6-A) Describe the ways in which the teaching techniques in this course might be improved.

Less emphasis on competitive oral performance which often leads to meaningless wanderings. More instructor involvement in developing the most meaningful issues for analysis.

More instructor guidance and participation.

Students and instructors identify goals from respective viewpoints. Then work toward these goals.

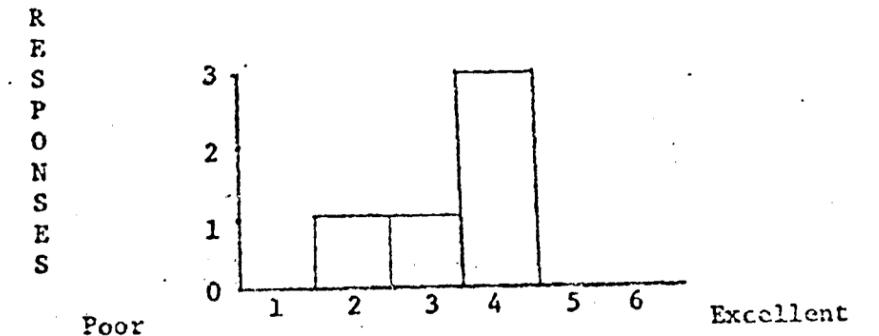
Less "fishbowl", more discussion.

PA 500

(6-A) continued--Describe the ways in which the teaching techniques in this course might be improved.

It is difficult to criticize when one is not a professor. I do know that a few members dropped out of the class because they were disenchanted, that is the course of instruction was beneath their mental level. We ran out of steam the last two days and we just floundered around. It may be that I may realize some good from the course down stream. We had grading sheets, that is grading by our peers. Students honestly graded the way they observed. Instructors made big issue of grading by claiming students padded grades and instructors then would downgrade. This irritated most everyone. Question: If this type of conduct prevails why have the damn thing.

(6-B) How would you rate the performance of the instructor in this course?



(7-A) Describe any type of field work that you believe would increase the educational value of this course.

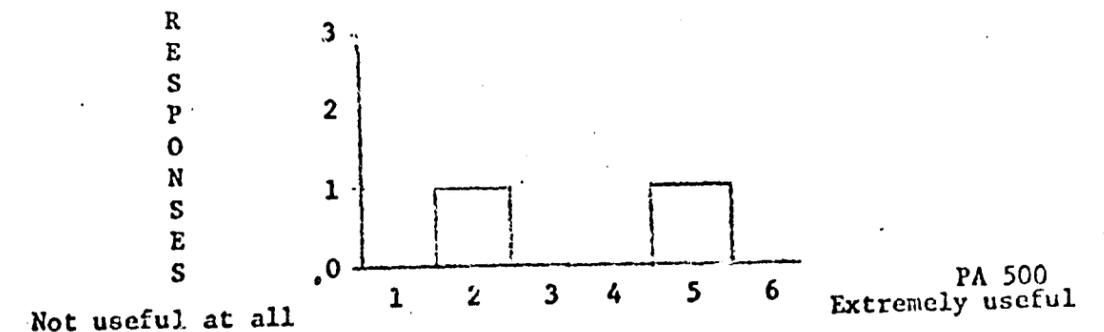
none (two responses)

Visits to Public Administrators (outside of court management purpose to get new perceptions on duties, etc.)

If possible, a visit to court administrators battleground for personal presentation of his experiences and problems.

General observation in public organizations.

(7-B) Please assess the value of the field work utilized during this course? (Circle one)

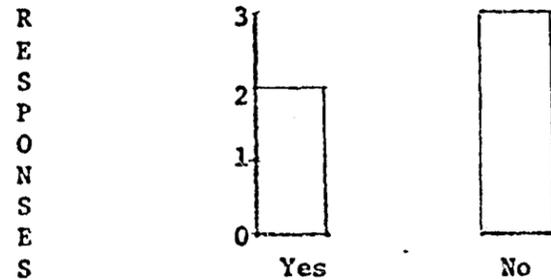


Not useful at all

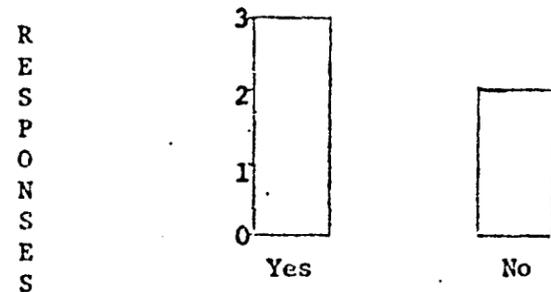
Extremely useful

Three responses none used. No. 5 rate for USC & UCI library.

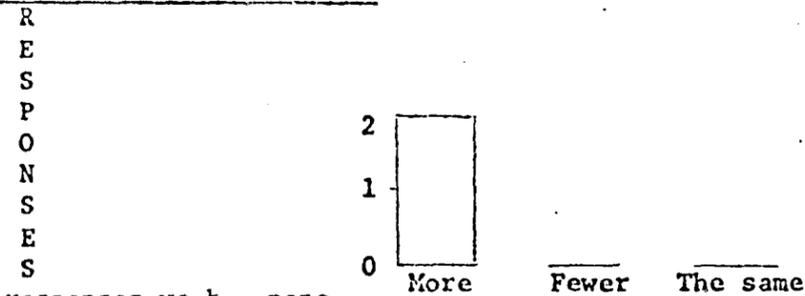
(8) Do you believe you had sufficient opportunity to exchange ideas with the instructor for this course? (Check one)



(9) Do you believe you received sufficient feedback regarding your performance in this course? (Check one)



(10) Would you have preferred fewer, more, or the same number of guest speakers in this course? (Check one)



(11) What specific factors in your background helped or hindered your performance in this course? (Check one)

No P.A. experience.

Too much practical experience in applying the theories. Have fair knowledge of frustrations caused by conflict in theory and practicality.

None

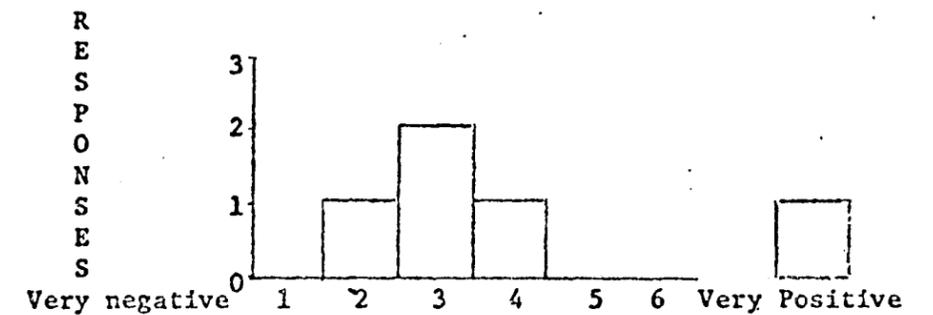
PA 500

(11) continued--What specific factors in your background helped or hindered your performance in this course?

Educational background helped me synthesize the multitude of issues and problems presented.

There were hypothesis presented but no empirical backup. Theories were more to left. I like to listen to balanced views, evaluate them and then make up my mind. I really don't go for that jazz: how do you know that wrong and your environment is right. This is kid stuff and this is what social people try to lead you into. I have to be shown. I will not swallow wild unproven or unsupported theories. (sic)

(12) What do you think was the general response of the other students in the program to this course? (Circle one)



(13) Indicate your satisfaction with the scheduling of the class time and field work in this course.

I believe it would be valuable to break up the eight days of class in some way.

No comments, was acceptable.

Very good.

Eight day intensives are a drag--too long.

No comment really. We had sufficient time to prepare our term papers, but it was difficult to determine what the subject was to be.

(14) Other comments, ideas, or suggestions?

I hate to say it, I still do not know what the objectives of the course are. Maybe I am too rough considering this was the first course on the firing line. Well one can't bat 100 all the time. I've had two good professors since this course, Rykoff and Seigel, and i'm sure the caliber of future instructors will be on par with Rykoff and Seigel.

None (two replies)

You can't do too much with an Intro. course. It's value depends greatly on the make up of the class.

n/a

CIVIL PROCEDURE 501 EVALUATIONS

(1-A) Specify the knowledge and skills you anticipated receiving from this course.

General overview and understanding of civil procedure.

General overall knowledge of civil procedure.

General knowledge of civil law and procedure (overview).

I expected to learn some very basic knowledge concerning law as it pertains to civil procedures and to obtain an overall view of the legal process involving civil procedures.

Anticipated receiving a broad overview of civil law and procedure and how it is applied in court practice.

Complete knowledge of civil procedure (processes).

Greater knowledge of civil procedure and flow of cases through civil system.

General outline of functions of civil procedure.

Step-by-step civil case procedure, concepts of civil law.

This question should be asked before actual class is taken....A fairly comprehensive exposure to civil procedure in order to be able to recognize possible problem areas in the judicial administrative structure; a clear delineation of the major problems as they relate directly and indirectly to civil procedure.

State court structure and operations-court management practices and procedures-criminal and civil courts-jury selection-use of law libraries and insights on the legal profession.

Understanding of civil procedure in the court system.

General background of civil procedure.

General Introductory knowledge of P.A. and the courts.

Knowledge of the workings of the civil justice system in terms of mechanics.

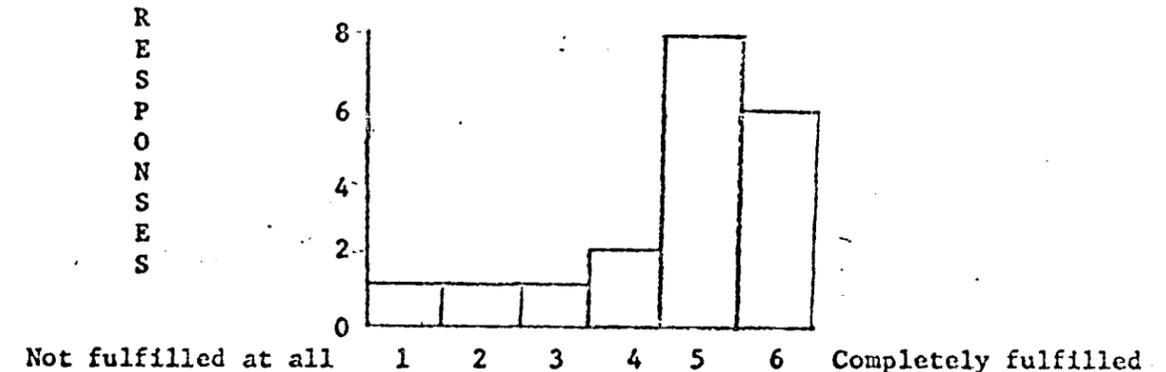
General working knowledge of civil procedure.

Limited knowledge of civil law procedures for familiarization only.

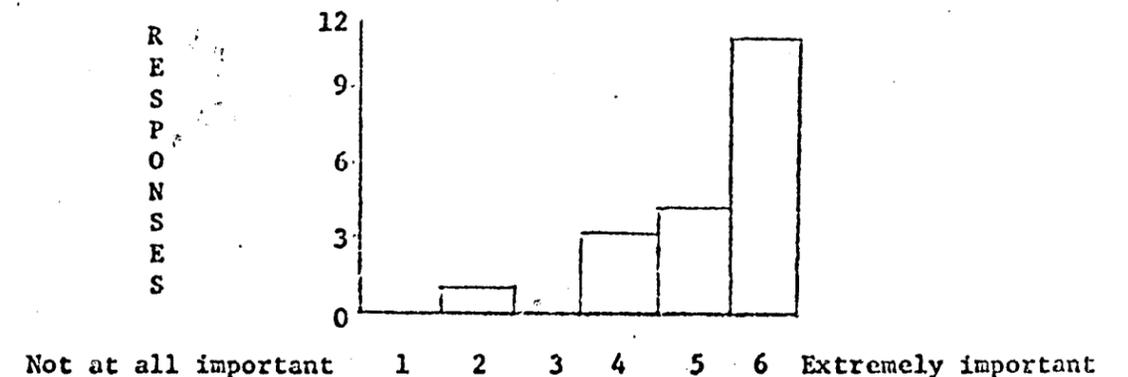
Law as it related to judicial system in a practical rather than theoretical way.

I anticipated learning about California civil procedures as contrasted to the state in which I had practiced.

(1-B) To what extent were your initial expectations (knowledge and skills anticipated) fulfilled by this course? Circle one)



(2-B) How important do you think this course is for increasing your understanding of court administration? (Circle one)



(2-A) Describe the practical knowledge or skills you obtained from this course which you believe will be relevant to you as a Court Administrator.

A familiarity with court procedures, civil law, and court systems.

Path of civil actions through the court system.

Specific knowledge as to court structure, general knowledge of civil procedure, and introduction to some of the great problem areas.

The multitude of problems confronting the court and the various methods the court is currently using to cope with these problems.

I received and understand the basic procedure involved in filing and supporting activity to the completion of a civil action filed in the Superior Court.

The knowledge of civil procedure is a basic requirement to being a Court Administrator.

Basic knowledge of civil law procedure.

Knowledge of method of obtaining jurisdiction, service of process, pre-trial procedures, post trial remedies, information on adversary-accusatory court systems.

Approaching court personnel for necessary information pertinent to course-effectiveness of certain approaches to facilitate information seeking.

Understanding of the legal and administrative processing of civil cases.

Mechanisms of civil court procedures.

A certain degree of familiarization of terms and very basic concepts regarding law and the judicial structure; introduction to actual courtroom processes in the civil area.

No skills; knowledge of operation of civil court was greatly expanded.

Court organization - Supreme Court - Appellate - Superior and Municipal.
Understanding legal terminology-legal philosophy.

1. The movement of civil cases in the court system.
2. Knowledge of judicial system.

First hand view of problems attendant to civil justice system as well as classroom application.

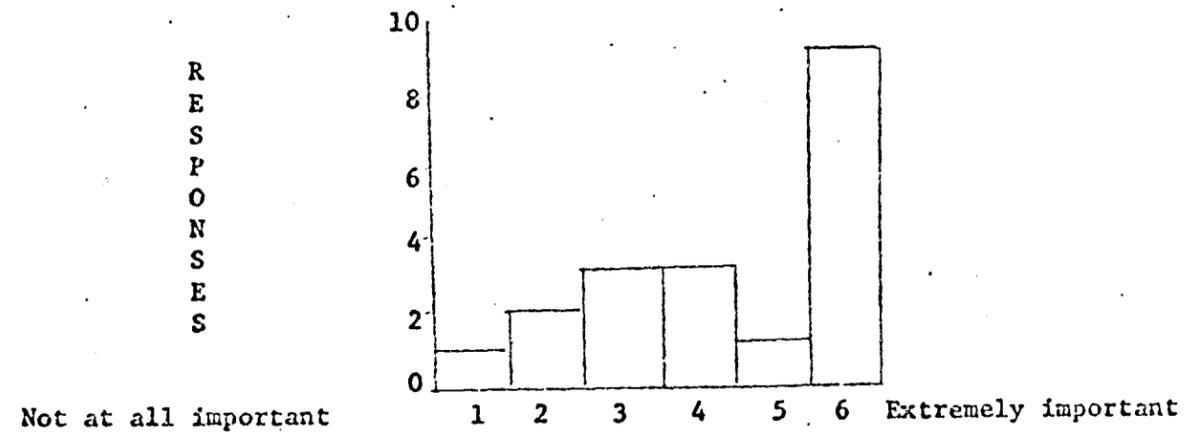
Very little.

(2-A) continued - Describe the practical knowledge or skills you obtained from this course which you believe will be relevant to you as a court administrator.

Inner workings or mechanisms of court structure and how it works.

Better understanding of the California court systems and its civil procedures.

(2-C) How important do you think this course is for increasing your understanding of court administration? (Circle one)



(3) What topics should be added to this course or be given more attention?

More observation or project work especially in the administrative areas of managing the civil caseload--such as calendaring.

At this point in time, I cannot remember any changes needed.

1.) Calendaring 2.) Jurisdiction 3.) Court system and its working relationships with other criminal justice agencies.

Basic philosophy and evolution of civil procedure could be stressed more.

More attention to problems in administering management of civil caseloads in courts (may be applicable to management course in civil procedure.)

Federal court and justice court practical experiences--should include appellate functions.

It is an overview and it is hard to say. I thought it was handled very well.

If time permitted--torts, contracts, criminal procedure would help. I'd be willing to stay an additional hour or have special lectures in the area.

Satisfactory.

More P.A. - especially greater emphasis on the different conceptual tools in use.

More emphasis on calendaring.

(4) What topics dealt with in this course should be given less attention?

Two replies - None

Two replies - Philosophical background on law.

Small Claims Court.

Very minute details and fine points in law.

No comments at this time.

Satisfactory.

None, I feel that what was presented was excellent. The Civil Procedure and the field work gave me a good overview and understanding of the problems the court have and what they are trying to do to accelerate case loads and the handling of them.

At this time, I cannot remember any changes needed.

(5A) Please specify any modifications in the materials used in this course you believe would be desirable.

A text would be beneficial; an outline of civil procedure and civil law.

We had no text available.

Specific textbooks should be mandatory.

A text was very definitely needed.

Perhaps it would be beneficial to combine the criminal and civil procedure classes.

A good reference text should be available, more tapes such as the one used could be used.

A simple guide to civil procedure might be helpful.

Flow charts of the entire judicial system (civil).

A reference text may have been useful, however, the taste of seeking information independantly may have been more valuable.

I don't feel that the use of a text in this class is of great value. I would prefer to see the use of movies, tapes, etc., which illustrate the topics under discussion. Flow charts, etc., would also be helpful.

Three replies - None

Since no text is available, I suggest a comprehensive syllabus would greatly aid in putting a handle on the overall structure of civil procedure.

Would have been advantageous to have had a text to study.

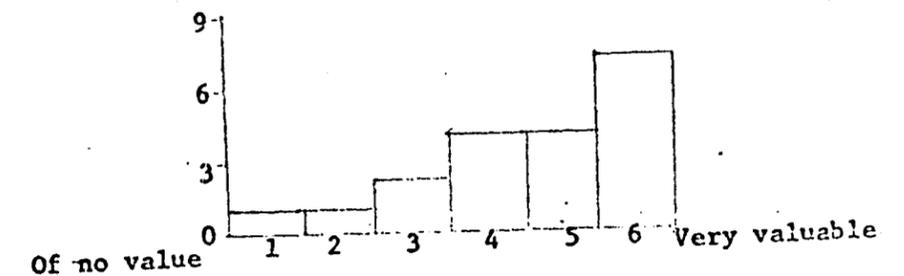
Satisfactory.

Perhaps one text or reference.

It would have been more beneficial if a suitable text book could have been utilized. Handouts were of value but did not adequately compensate for lack of a textbook.

(5B) Rate the value to your learning experience of the materials used in this course. (Circle one)

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(6A) Describe the ways in which the teaching techniques in this course might be improved.

Field reports should come from briefing of completed cases from court records maintained by county clerk. Class reports on court observations would be separate.

Straight lecture is probably the only type which would lend itself to this material to a lay group.

Specific sets of text books.

A text would have permitted the students to already be familiar with course content so that class time could have involved more interpretations and discussion of the material.

It would have been beneficial to relate issues discussed in class with common or recurrent court problems and discuss what the administrator could do to correct or alter the problem.

It's a difficult course to teach in the time available.

Additional outside speakers.

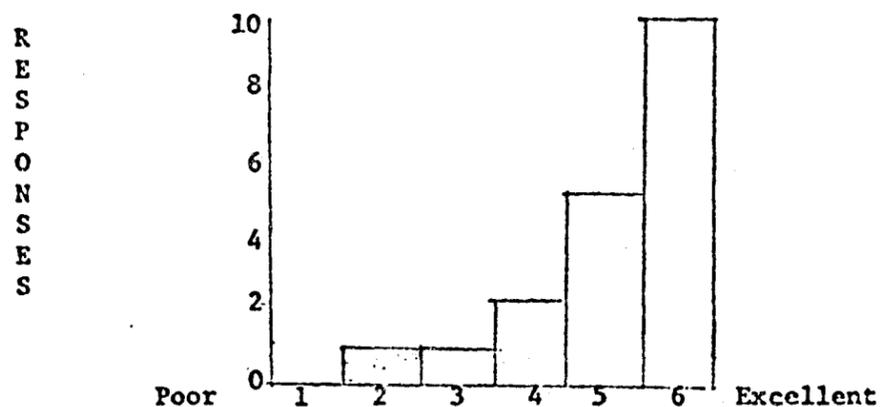
Mr. Rykoff approached a very difficult task of presenting this course to non-law students - no comments at this time.

Increased in court observation, research and even specific work projects especially in the administrative areas.

Possibly a role playing situation for one or two nights.

Seminar type discussion rather than lecture type instruction. However, would still need frame of reference from teacher.

(6B) How would you rate the performance of the instructor in this course?
(Circle one)



(7A) Describe any types of field work that you believe would increase the educational value of this course.

None other than additional observations vs. modification or deletion of number of lectures.

1. To act as understudy for court executive and PJ's for one day, that is a minimum of four students at one time. It would be fun and would give you the "you are there" sort of thing.

None

More of the same.

None - very good field work experience.

None - He had planned the field work well.

Field trips should be carefully worked out with individual students to work program.

Monitor the activities in the various court administrators offices.

The field work assigned seemed adequate although it would have helped if the judges in the various courts would have been aware of our presence and therefore would conduct complete rather than cursory hearings.

Bring in one or two trips with face to face meetings of students and court administrators for a question and answer session.

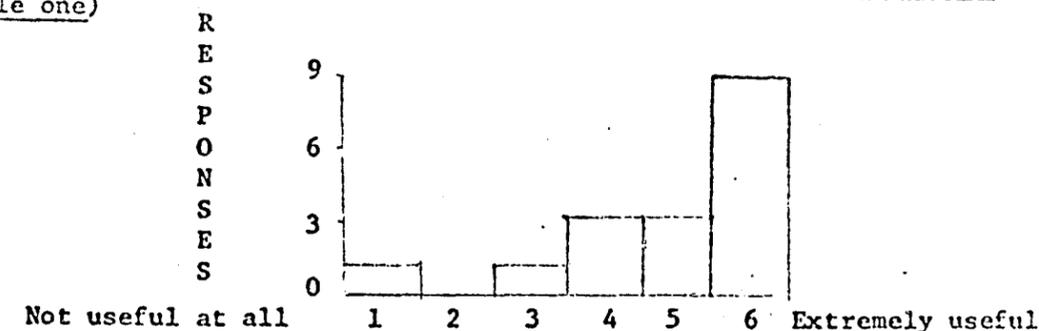
Visit to civil court administrator's office and more discussions with them.

Might have been more significant (time permitting) to have researched each step procedurally (filing, forms, calendaring) in each of the areas and case types assigned.

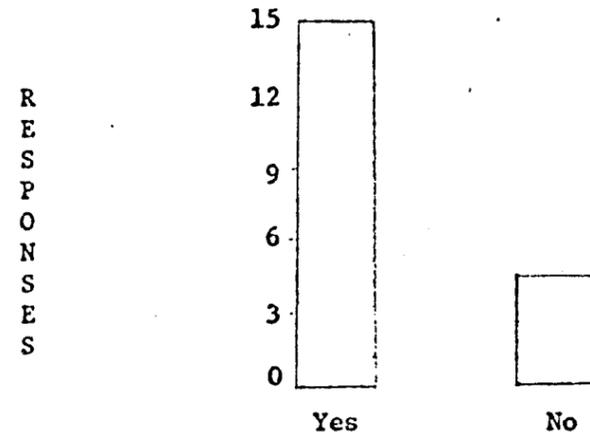
None at this point. Its the judicial processes that are important, not the content of court actions.

More courtroom work.

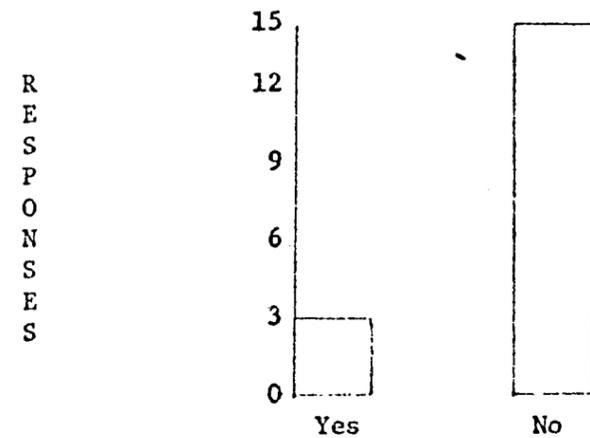
(7B) Please assess the value of the field work utilized during this course.
(Circle one)



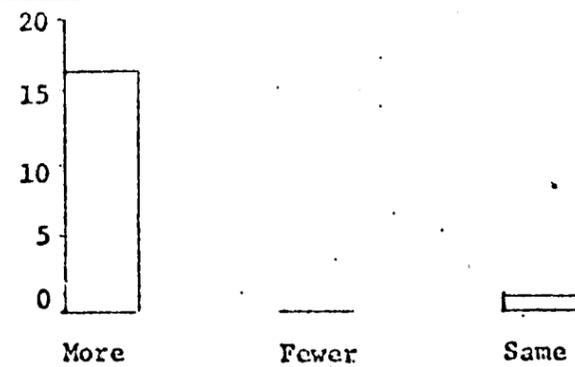
(8) Do you believe you had sufficient opportunity to exchange ideas with the instructor for this course? (Check one)



(9) Do you believe you received sufficient feedback regarding your performance in this course? (Check one)



(10) Would you have preferred more, fewer, or the same number of guest speakers in this course? (Check one)



CONTINUED

1 OF 2

Fitting court appearances into an already crowded day.

Familiarity with criminal law and procedure helped.

Experience in the justice system.

My previous court and law enforcement experience helped.

My work experience in the courts helped.

I previously took this course in law school and have taught the course to court clerks, therefore I was bored.

Several years of actual court participation facilitated my obtaining information from court--understanding actual court and operation.

I was aided by familiarity with Court Personnel who were instrumental in gaining information. I was hindered by location. Job requirements restricted me to decentralized Court - often presenting difficulty in finding information.

Had attended one year of law school and I feel this helped me.

None

Public law major in undergraduate a benefit and no hinderances.

No law experience.

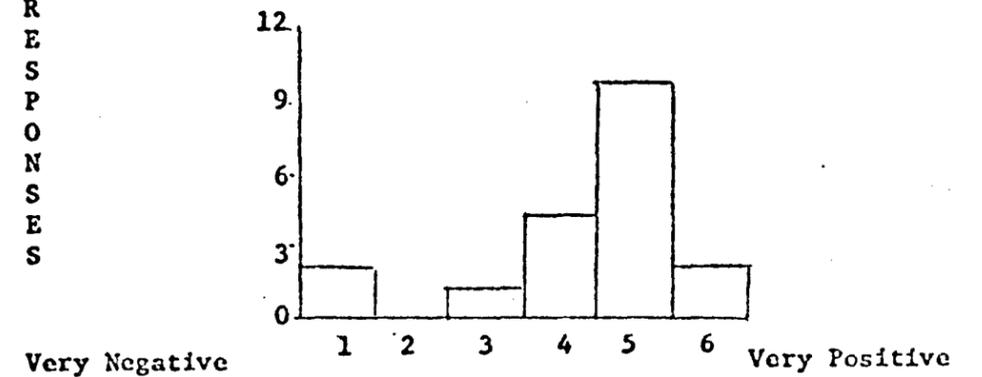
General law background helped in law class.

My general educational background helped, but since I had no real knowledge of civil procedure, I learned a great deal from this course.

The field work was far too time consuming for what it teaches. For some of the eight track students, it caused problems with their employer.

(12) What do you think was the general response of the other students in the program to this course? (Circle one)

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(13) Indicate your satisfaction with the scheduling of the class time and field work in this course.

There is never enough time.

Okay.

Field work a hardship on employed students.

The class scheduling presents no problem. The field work interfered with my working hours to a slight degree.

Satisfied.

The field work was excessive for those students who work--the nine observations take a minimum of three working days.

O.K., but field work was difficult for those of us working full time.

Class time-excellent; field time-poor.

Scheduling of assignments was spaced adequately and work load not a burden to full-time employed students. Each class was a cohesive unit in itself.

Two replies - Excellent.

Very good

No problem.

Very well satisfied

Two replies - Satisfactory

Time should have been earlier.

Highly satisfactory.

(14) Other comments, ideas, or suggestions?

Considering this was a "first effort"--very good--beneficial experience.

Method of grading, with court observation counting 2 x midterm, was abysmal; definitely inequitable especially considering grading of observations in terms of assignment. Instructor should do own grading of observations since it's not class of law students giving detailed answers in terms of case law, etc.

Too early in the program to really evaluate it.

I feel that better coordination between the instructor and the grader of exams and other class work should be achieved for future classes.

A text is definitely needed. The instructor was compelled to cover large amounts of very involved material as rapidly as possible because there was no text and therefore questions were discouraged. A mid-term and final exam would be most helpful. Further any exam or other paper turned in should be returned to the student prior to the student taking another exam or writing another paper so that the student would have some idea as to how he was progressing and the instructor would know whether or not he was getting the information across to the class.

Mr. Rykoff did an outstanding job of presenting a complex subject to students with varying degrees of exposure to the court system.--Have assigned texts with specific reading requirements giving the students a point of reference.--Revise the grading system: 1. Tell the students at the beginning of the session how each of the assignments will be weighted in the final grading; 2. Since there were two court observation assignments, assigned at separate intervals, the students should have gotten the first assignment back before beginning the second.

The instructor and the reader should coordinate as to exactly what is required in the court observations. Many students were lead to believe that a short memo stating issue, parties contentions and the decision were all that was required. Some students chose to do extra amounts of work e.g., personal opinions, case histories, etc., and all papers rated against the better papers, consequently students who followed instructions were given lower grades.--Give more shorter exams or weight the one final exam greater than the papers.

Field work could be waived for those of us working within the court system. We don't have the time and we are observers of sorts every day. Teaching was excellent; but many misrepresentations were made such as exams, returning the work before the next assignment. Giving grades to field work assignments was never anticipated.

1. Feedback was essential--grades not returned until beginning of intensive class--received unfavorably by almost all students. 2. Grading by readers, a necessary evil and acceptable only when reader is aware of class structure and objectives. 3. More clarification in objectives of assignments;

(14) continued - Other comments, ideas, or suggestions?

e.g., the court observations were stated to be a method of familiarizing the student with procedures, yet content constituted 2/3 of total grade. 4. Might have been more significant (time permitting) to have researched each step procedurally (filing, forms, calendaring) in each of the areas and case types assigned.

I thoroughly enjoyed the class and obtained much information from it as presently structured.

A general overview of the courts for the first two days or so. Then we should have dealt exclusively with P.A. Part of the problem centered around the attempt to juggle material in order to integrate the two fields.

The evaluation (grading) of the student efforts was very faulty. It was to criterion other than that given beforehand to the students. There was a rather severe communications breakdown between the grader and the instructor. The weighting factors of the exam questions and the hand-in court observations were never made known to the students until the debriefing after the course was concluded.

I feel that the observations that we gained through the field work at Los Angeles Superior Court were very valuable. Again, I would like to see some observation and possibly some actual working field projects in the administrative areas which are essential in the processing of civil cases. These areas include calendaring, settlement conferences, pre-trials, and trial setting conference procedures. Perhaps experimental projects in jury selection or use of six man juries can be run. We might also observe and study the actual flow of documents, files, and orders which civil actions generate.

None.

Materials

One of the major problems in the field of judicial administration is the absence of comprehensive texts covering all aspects of this multidisciplinary area. Until such time as a number of these are produced, we have had to obtain materials from the wide variety of disciplines involved in judicial administration. These disciplines include law, public administration, computer technology, systems analysis, training, public relations, etc., etc.

We have collected programmed instructional material in the form of films, video-tapes and cassette sound tapes in addition to the library of books which has been obtained. The whole collection is listed in the following pages:

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American Bar Association. The Improvement of the Administration of Justice.

American Judicature Society. National Conference of Judicial Retirement and Disability Commission. 1971.

Bay Area Social Planning Council. San Francisco Juvenile Court Report. 1971.

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Keve. Imaginative Programming in Probation. University of Minnesota Press. 1971.

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Karlen. Judicial Administration: The American Experience. Oceana. 1970.

Klein. Judicial Administration and the Legal Profession. Oceana. 1963.

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Model Acts; Guides for Judges.
Standards for Selection of Probation and Parole Personnel.
Procedure and Evidence in Juvenile Court: A Guidebook for Judges.
Annulment of a Conviction of Crime (model act).
Guides for Parole Selection.
Model Sentencing Act.

National Council on Crime and Delinquency:

Guides for Juvenile Court Judges on News Media.
Standard Act for State Correctional Services.
Guides to the Judge in Medical Orders Affecting Children.
Guides to the Judge in Sentencing Racketeering Cases.
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World Peace Through Law Center. Use of Computer and Other
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Kamm. Juvenile Law and Procedure in California. 2 copies.
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Letwin. Law and Economic Policy in America. Random. 1965.

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sity of Chicago Press. 1971.

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McConnell. Blueprint for the Development of the New Jersey Judicial System. American Judicature Society.

American Judicature Society. Citations and Bibliography on the Integrated Bar.

Kelly. Colorado's Merit Selection Plan Amendment #3 on Trial. AJS. 1969.

Jones. The Courts, the Public and the Law Explosion. 5 copies. AJS. 1965.

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