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# LEOP admissions re-examined

by Steve Shuman

A student-faculty committee has formed to propose permanent guidelines for the minority admissions program. Minority students want the committee to reduce the emphasis on statistics in admissions.

The task force, composed of seven faculty members and four students, was organized upon demands by minority students last spring for more input into the Legal Education Opportunity Program (LEOP) admissions process.

LEOP is a special admissions program for disadvantaged students. Admission under the program is based on not only undergraduate grades and law school admission test (LSAT) scores, but also on interviews with minority student panels, letters of recommendation, personal statements, extra-curricular activities, commitment to the minority community, and motivation.

A formula using test scores and grades, which indicates the students' potential for success in law school, is used as an initial screening device. Those getting the highest numbers qualify for a pool which is then submitted to the minority student organizations.

The minority groups interview all applicants in the pool from California to assess motivation, interest in the minority community, and the likelihood that the person will do well in law school and in the profession. The groups then recommend to the admissions committee the students within the pool they favor for admission.

## Questions left

This system leaves several questions unanswered, foremost of which is the relative weights to be given the formula-pool process and the less quantifiable factors such as interview impressions, or recommendations.

Ideally, the minority students would like to disregard test scores and grades once an applicant has made the pool. They do not consider that a realistic goal, though, and did not present it to the faculty among the demands last spring.

"If all the people meet the floor of capability by making the pool, that should be enough to please the faculty. Once people meet the pool the admissions should be controlled absolutely by the minority group. But I know how that argument is going to fly," said Carl Robinson, Black American Law Student Association (BALSA) representative on the task force.

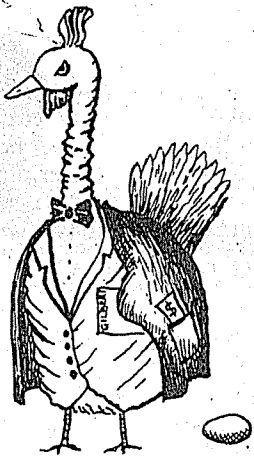
The pool serves the practical purpose of limiting the number of applicants the minority groups must consider, Robinson said. "We get so many applicants to the program we have to draw the line somewhere so we can spend enough time evaluating folders," he said.

Minority students do not accept the formula in principle. "You come up with an absolute bar based on LSAT and grades, and to prevent even looking at a person below that bar we feel is unfair," Robinson said.

## Predictive index

The formula, or predictive index, is a compromise with the faculty. It originated with a 1972-73 LEOP task force that had been established to revamp an LEOP whose students had only a 20 percent bar exam passage rate.

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# The <sup>UCLA</sup> Docket

Most Intelligent  
Readership  
in the West

Volume 24, Number 1

UCLA School of Law

November 19, 1975

## Veal to be first-year President

by Kneave Riggall

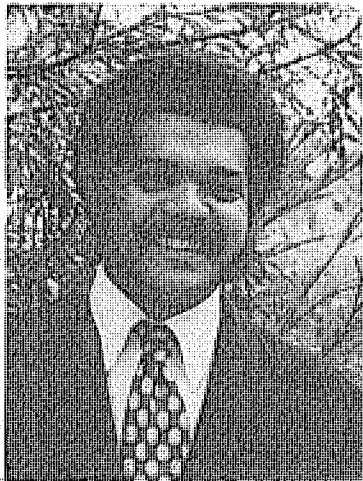
Just as autumn heralds the harvest of the walnut crop, the entrance of a new first-year class signals the emergence of a bushel of proto-politicians. This year was no exception, as more than a score of first-year types nominated themselves and campaigned for either class president or section representative (and, in one case, both).

Gregory A. Veal took the top prize with a runaway victory in the race for first-year class President. Blocked from securing a place on the primary ballot because he had signed up to run for section representative, Veal nevertheless outpolled his nearest of ten opponents by a three-to-one margin as a write-in candidate.

In the run-off, Veal increased his vote-count, trouncing Guadalupe Trelles 133 to 50.

Veal, whose trademark is the only coat and tie in the first-year class, is a graduate of Pasadena City College (A.A., '73) and UCLA (B.A. in Political Science, '75). Prior to that, he spent five years in the U.S. Army, during which he saw combat in Viet Nam, was wounded twice, and rose through the ranks from buck private to captain.

Veal advocates a "three-



Greg Veal

point program: Friendship — Progress — Success", stating that this "guiding light philosophy should be self-evident as a method to cope with the strains of law school."

Veal, a native of New Orleans, is a 29-year old bachelor and lives in Altadena.

Section representatives were also elected, with two races decided in the primary and two requiring run-offs.

Carol Cappy Cagan swamped her opponents in the race for Section One Rep., polling an absolute majority in the first round. Asked for a statement, Cagan declared, "My only commitment is to represent the interests of students in Section One." She followed this with the observation, "Now that I've been a law student for six weeks, I've learned to talk like a lawyer; and since winning my first election, I even sound like a politician!"

Mike Norris did not have such an easy time in the election for Section Two Rep., winning a run-off for the seat by only one vote, 28 to 27 for Karen Holliday. Noting the high level of political activism evident in his section (nearly half of the candidates for first-year office were from Section Two including six of the eleven nominees for class president) and his narrow victory, Norris plans to share Section Rep. responsibilities with his run-off opponent. Among other projects, Norris and Holliday hope to work for "nocturnal section get-togethers", increased pro-

(Continued on Page 11)

## Food stand plan rapped

by Steve Shuman

ASUCLA Food Service has agreed to delay construction of a proposed hot food facility in the law school, after the proposal drew sharp criticism from students and faculty here.

The plans call for a delicatessen specializing in sausages to occupy the covered area where vending machines now stand. In addition, plans call for the grassy area behind the area and the upper patio to be covered with tables and chairs.

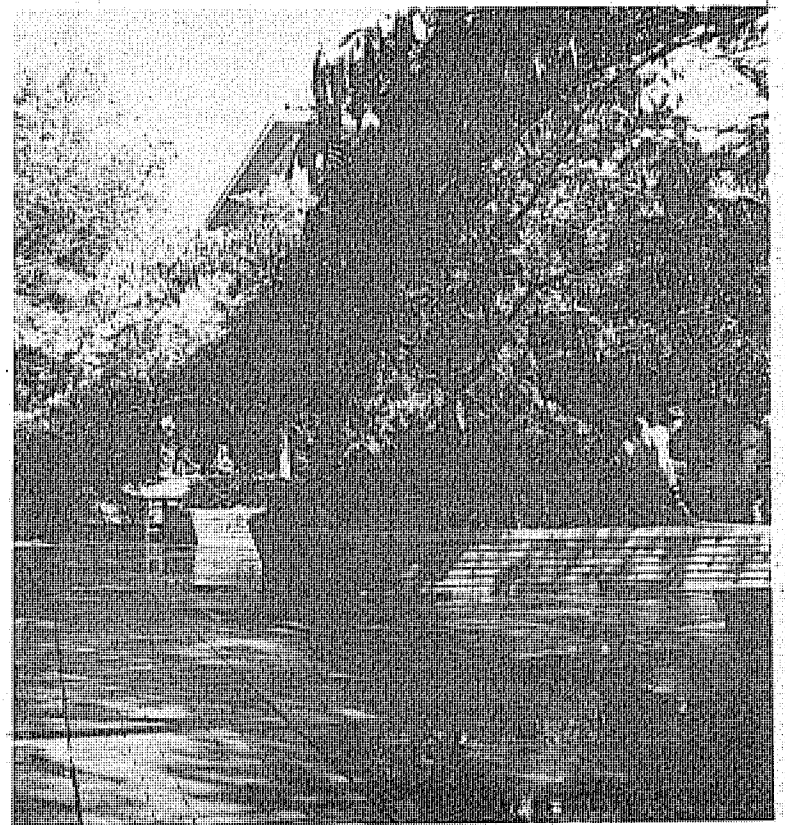
Student Bar Association President Steve Wade fears the deli would attract so many people it would ruin the patio environment for law students. The law faculty feel it would inhibit the academic atmosphere of the patio and hallways.

"They are selling our birthright for a mess of sausage," said Professor Richard Maxwell.

The faculty view the patio and hallways as an extension of the classrooms, designed to encourage discussions that begin in class. The crowds the deli might attract would put a damper on such discussions, especially on cold or rainy days, when students would bring food into the building and create noise problems in the hallways.

The deli would have a maximum serving and seating capacity of 360 per hour, said Don Findlay, ASUCLA executive director, in a meeting with several law students on November 12.

That figure is based on a deli and grill that can each serve two people a minute, and on an estimated two other customers



The law school in its present state. *Issue:* Will it become a hangout for hungry hundreds? *Rule:* "Universities never take anything back."

per minute for drinks and side dishes. Findlay plans seating for 252 on the upper patio and newly paved area, and expects a half-hour turnover based on experiences elsewhere on campus.

## Away from patio

Food Service will route traffic away from the lower patio to the tables, though it cannot rope off the steps to the patio because they are an emergency escape

route. The vending machines will be moved to the wall against the cooling tower, facing the upper patio.

Food Service plans to put no chairs on the lower patio. It may place signs at the steps leading down from the upper patio asking people to confine themselves to the upper patio and seating area.

Findlay believes people with

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## Lottery admissions system proposed

by Clarke Holland

A lottery admissions system has been proposed by Professor Ken Graham to replace the current method for selecting entering law students.

Graham, a member of the Admissions Committee, recommended the change at a committee meeting November 10. He said the current predictive factors, especially the LSAT, are biased against various

groups and do not deserve the total emphasis for admissions.

UCLA now admits students based entirely upon the LSAT, writing score, and the junior and senior year's GPA. The floor figures for the class of 1978 were an LSAT of 620 and a GPA of 3.3.

A pool, said Graham, could be formed by establishing minimum standards, for example a 500 LSAT and 3.0 GPA. From

the group of qualifiers the entering class would be selected at random.

"Can we deny any student a legal education at the taxpayers expense even if they won't be the best lawyer?" asked Graham.

The UCLA law professor said that students here ten years ago were learning and becoming qualified attorneys despite

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## First-year class: more high numbers

by Robert Dawson

"They're very, very serious." That's how Ms. Anne Limbaugh, Law School Admissions Officer, characterized the class of 1978.

If past records are any indication, she can't be far off the mark. Of the three hundred forty-two men and women comprising the first-year class, over seventy-five percent graduated from their respective undergraduate institutions with high honors, and twenty-nine had an upper division GPA of 4.0.

The new class emphasizes a continuing trend in legal education towards mature and ambitious students who have carefully chosen their new profession. The average age of the first year students has slowly risen, and is now over twenty-five. This is due to the present job market, to an increasing interest in pursuing education beyond the bachelor's degree, and to a new visibility of employment opportunities for women in the legal profession.

In fact, 34% of the entering class are women, and Limbaugh points out that this constitutes a dramatic 100% increase over the last six years.

The picture of undergraduate majors seems also to be slowly changing. Though political science is still the favorite pre-law major, with 88 in the first-year class, history is well-represented with 56. Not too far behind are English and economics, 32 each, sociology, 30, and psychology, 29.

### New Stuff

## Course retakes available; Communications Clinical

At its regular meeting on November 3 the faculty approved a program allowing students to retake courses in which they receive grades below 65. Higher grades on retakes will not count for computation of class standing, however, and the former grade will appear on the student's record.

In other actions at the meeting, the faculty approved a new Corrections Law Clinical Program, added a new seminar in Family Law to the curriculum, and expanded the ninth-quarter, ten-unit minimum load rule.

The course retake proposal was recommended by the faculty-student Standards Committee. The new rule permits students to retake three or fewer courses (not including seminars) in which they received grades of 50-54 (no credit) or 55-64.

If a student receives a grade of 65 or better upon retaking a course, both grades will appear on his/her record. Although the new grade cannot count in computing class standing, it will count exclusively for purposes of the termination rule.

Students will receive credit on the retake only if the original grade was 50-54 (no credit) and the grade on retaking is 55 or above. In all other cases unit credit will already have been awarded for the course. Students may count the unit value of a course they retake for purposes of meeting

Predictably, the new class conforms to the statistics that spell life and death for those seeking entrance to the better law schools. The average GPA is 3.79 and the average LSAT score is 660/64. For the first time in four years no student in the entering class had an 800 LSAT score, but for the first time ever one did score 80 on the writing ability test.

Many members of the class expressed pleasant surprise at the diversity and openness of their fellow students. In an atmosphere that is inherently competitive and tense, they seem to find one another friendly, communicative, and interesting. A number of social activities involving both students and faculty have been organized.

There is also a feeling of serious academic co-operation, and many have joined study groups, either to prepare for exams or to review class material week by week. With first quarter finals less than a month away, fewer than one percent of the entering students have dropped out of school.

Because of the University of California's general admissions policy, the solid majority of entering students are from California. Seventy-five were undergraduates at UCLA, twenty-six at Berkeley, twenty-one at USC, and eighteen at Stanford, to name the major contributors.

The seventeen percent from out of state come from everywhere, with a slight increase in admissions from the east coast. A surprising eight are from Yale.

the twelve-unit minimum quarterly course load, however.

Where grades of 50-54 have adversely affected a student's residence credit, grades of 55 or better on the retake will not cure the residence defect.

First-year courses may be retaken only in the second year. An election to retake a course must be made by filing an application in the Records Office within the first five week days of the quarter.

The new Corrections Clinical, adopted on a one-year trial basis, will offer two to three units over two quarters. Students will represent indigent prisoners, review requests from prisoners with legal problems, and counsel prisoners. The program will be directed by Professor Rowan Klein. There will be ten openings, and the course on Conviction and Commitment will be a prerequisite.

The Family Law Seminar, to be offered in the winter quarter for two units, is designed to supplement the courses in Family Law and Community Property. This year's initial offering will focus on constitutional issues.

Finally, although in the past it has been possible for students with 117 units going into their final quarter to take a minimum load of ten units, students with 116 units had to take the normal minimum of twelve units. The faculty rectified this anomaly by voting to permit such students to take eleven units.

## Student-faculty committees

by Denise Dumon

Students with a complaint about life at law school will have a place to go this year as the Student-Faculty Committee assumes the role of law school ombudsman.

Professor Paul Boland, chairman of the historically inactive committee, and Eric Ratner, third-year student member, both want students to bring their concerns to the committee.

"When students have a complaint, their usual reaction is 'I can't do anything about it,' but hopefully our committee will play the role of ombudsman to relay student grievances with respect to the faculty and administration to those bodies and help alleviate the situation," said Ratner.

Students with a gripe should either contact one of the four student members of the committee (Ratner, Howard King, Suzanne Harris, Walter Coppentrath) through the SBA office, or submit a written proposal to the committee for consideration.

The Student-Faculty Committee is one of five faculty committees to which the Student Bar Association (SBA) can appoint student members. The other four are the Standards Committee, Quarter Away Committee, Admissions Committee, and the Curriculum Committee.

Students can vote on all committees. The voting power is limited on the Admissions Committee to policy decisions. Students there cannot vote on individual applications because the committee's decisions are final in those cases. All other decisions of the committees are recommendations.

In addition to the ombudsman service, the committee will undertake an evaluation of the Faculty-First-Year Student Advisory program, and will examine class scheduling at the law school.

The advisory program is in its second year, and seems somewhat successful. At this point, however, there are no guidelines for the advisor's role.

Throughout the year the committee will be looking at the roles advisors assume and soliciting feedback from students and faculty.

The committee's efforts are not designed to adopt a rigid formula to be followed by each group, Boland said, but are primarily aimed to show faculty advisors what kinds of roles their colleagues have played and which roles are preferred by students.

Several students have complained about the current class scheduling policy. Some of the complaints are that many courses are offered only once a year; third-year students do not have enrollment priority for bar courses; sequencing of classes is too restrictive — e.g., four sections of Tax I offered in the fall, but only one section of Tax II in the winter and one section of Tax III in the spring.

In addition, Boland said, there is some sentiment that the first-year program is designed to prevent the students from taking jobs, and that if, in reality, many students work anyway, their programs should be planned with that in mind.

### Standards

While students may seek contact with the Student-Faculty Committee, they hope never to have contact with Standards Committee. It serves as a forum for students to petition for an exception to the faculty rules.

Each year students receive an updated

version of the rules, called the "Summary of Academic Standards and Related Procedures". This summary represents the major rules people are concerned with, including graduation requirements, procedures for postponing exams and papers, course incompletes, termination and readmission policies, and the anonymous grading system.

Fred Slaughter, Assistant Dean for Student Affairs, refers to this summary as "the law of the realm." Each year about three to five percent of the students break "the law" and have to take their cases to the committee. The committee does not have final authority on student petitions; it can only recommend action to the Faculty Senate.

When asked why so many students run afoul of the rules, Slaughter said, "We hear the sometimes innocent, but also convenient defense that they didn't know about the rules. . . Some students don't read the summary, which is laziness in a certain sense, or they read and didn't recall the particular rule."

Students must know the rules as they are, regardless of whether they make sense, because a serious infraction could result in termination from law school.

The rules should get more publicity than they do now, argues SBA President Steve Wade.

Wade suggests that Slaughter conduct hour-long workshops to review the procedures for postponing exams and the standards for readmission. "Everyone says 'No, not me,' but the standards for readmission are really tough. You ask if we should spoon-feed them? If that's what it takes, yes," he said.

Slaughter is willing to hold workshops, but wonders who would come. "Usually students who run afoul of the rules, who out of a false sense of pride or a need not to indicate they are having difficulty, wouldn't come to my office, and certainly not the workshops. But I am perfectly willing to field questions (students) have about the rules, either individually or in groups. Other than that, I don't know what effectively can be done."

Slaughter feels students are negligent in not becoming acquainted with the rules. "For future lawyers not to become acquainted with a codification that affects their law school career, then run afoul of it and claim they didn't know the rule, bothers me about what kind of lawyers they will become. If there is anywhere where you can't spoon-feed students it is particularly at the graduate and professional level where they must have the initiative to become aware of those items that affect what they want to do," he said.

Slaughter emphasized that he only administers the procedures and rules finalized by the faculty, rules that ostensibly had representative students input in their formulation. But he "can only counsel the students where the rules are express and sane; where the rules are either insane or silent on a matter, the student must petition the Standards Committee for an exception."

In a sense, he views himself as the man in the middle — caught between students who become aggravated with the bizarre set of rules and procedures that have no counterpart in most graduate programs, and the faculty, which formulates the rules but would rather have a third party bear the stigma of administering them.

Students with questions about the rules, or with personal difficulties that may affect their

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# Right On!

## Join

### Law Revue

by Lisa Greer

Law students will have a rare chance to appreciate each other for talents other than studying at the upcoming Law Revue, sponsored by SBA.

The Revue, planned for February 7, will be a continuous show, party, and carnival.

There are numerous opportunities available now for aspiring Ziegfelds. Soliciting and/or providing talent, coordinating and publicizing the Revue, organizing food, drink, and game concessions, selling tickets, and cooking are just a few of them.

Participating organizations will be able to raise funds, and extra money raised will go into a special fund for the law school. This fund can be used for renovating the lounge, sponsoring informal get-togethers, or other student projects.

Interested students, staff, and faculty should leave a note — including name, phone number, and any special interests — for Gloria Roa or Pete Paterno in the SBA office.

Those more comfortable on the other side of the footlights will have their chance. The Revue needs singers, dancers, musicians, sound technicians, jugglers, comedians, emcees, public relations people, and magicians.

An organizational meeting is scheduled for next Monday, November 24, at noon. Check the SBA bulletin board for location and details.

# Fletcher tries new approach

## Forsakes "bramblebush" method; feeds students black letters

by Chris Wells

Everybody knows the Gilbert Outline series is beneath the dignity of a great institution like the UCLA School of Law. Everybody also knows those lowly publications are worth their weight in blue books about the time exams roll around.

Such a magnificent system could hardly survive undisturbed, and it hasn't. This quarter the Gilbert Outline for torts was elevated to the status of Textbook.

Gilbert's windfall support from faculty ranks came from Professor George P. Fletcher, who is teaching torts to Section I of the first-year class. It is part of an innovative technique he sprang on his students this fall.

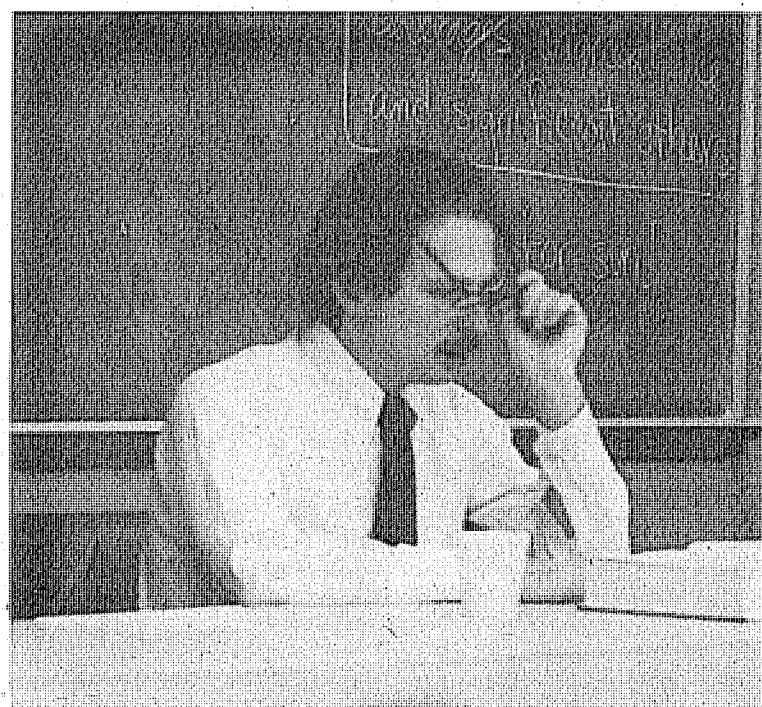
It must be pointed out that Fletcher plans to abandon Gilbert's next year. But the principle that motivated him to use it will remain, and he

plans to assign another summary or hornbook again next time.

Fletcher's principle is simple and innovative. He decided to "harness the strong potential energy with which first-year students approach law school" by disdaining the traditional "bramblebush" method that so confuses students. In its place he instituted the familiar (to undergraduates) teach-and-absorb lecture format.

For the first four weeks of classes, while his students struggled to commit the whole of Gilbert on torts to memory, Fletcher delivered twelve lectures outlining the major theoretical underpinnings of tort law throughout history.

After those four weeks the students faced another innovation — an exam "covering the major material needed to pass the tort sections of the bar exam," according



Professor George P. Fletcher

to Fletcher.

The 30-question objective test will compose one-fourth of the students' final grade.

Fletcher considers the virtue of this novel method to be that it equips students with analytical skills, and

basic terminology before they face cases which are not only highly complex but also fundamental in tort theory. He believes this enhanced perspective will enable students to more easily

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## Melville Nimmer appointed to commission

Professor Melville Nimmer has been appointed to the National Commission on New Technological Uses of Copyrighted Works. Nimmer will serve as Vice Chairman of the Commission.

The Commission consists of the Librarian of Congress and twelve members appointed by the President of the United States. It will make recommendations to the President and to Congress for changes in copyright law or procedures that may be necessary to assure access to copyrighted works, and to provide recognition of the rights of copyright owners.

Nimmer is a noted expert on copyright law. He has taught at UCLA since 1961. His case-

book, *Nimmer on Copyright*, is widely used.

Nimmer is also Chairman of the Lawyer's Executive Committee of the American Civil Liberties Union of Southern California. He has served as Chief U.S. Delegate to the International Conference on Photocopying (1968), and as UNESCO Advisor to the government of Ghana (1972).

He has been a consultant to the Center for the Study of Democratic Institutions in Santa Barbara, the United International Bureau for the Protection of Intellectual Property in Geneva, and to the Israeli Ministry of Justice in Jerusalem.

## Addison Mueller retires

Professor Addison Mueller announced his retirement from the faculty last spring. He had been teaching at UCLA since 1958.

Among Mueller's subjects were contracts, sales, copyright, and remedies. He was the author, along with Professor Arthur Rosett, of *Contract Law and its Application*. Earlier in his career he wrote *Contract in Context*, of which Dean William Warren wrote, "When they get around to the casebook hall of fame, my candidate for the oldtimer's section is *Contract in Context*."

Mueller started out to be an anthropologist, but after re-

ceiving his B.A. from the University of Wisconsin, the combined pressures of the depression and his father's illness forced him to take over the family's lumber business in Milwaukee.

When he returned to school ten years later, it was to Zale Law School. After receiving his L.L.B. he remained at Yale on the faculty for twelve years, then came to UCLA.

Mueller became known for representing the faculty in its relations with the administration. He was a member of the powerful Budget Committee on campus, as well as several emergency committees that were created in the late 1960s.

Within the University-wide system, he was Chairman of the Academic Counsel and of the Academic Assembly. He also served as Chairman of the UCLA Senate's Faculty Charges Committee last year.

In 1962 Mueller was Fulbright Lecturer at Waseda University in Tokyo. Three years later he was Visiting Professor at the Institute of Comparative Law at the National University in Mexico City. He spent a 1969 sabbatical lecturing at various universities in emerging African nations.

Mueller also served as Acting Associate Dean last year while John Bauman took his sabbatical. During that time he completed arrangements for concurrent degree programs between the law school and the Schools of Architecture and Urban Planning, Economics, and the Graduate School of Management.

Mueller will maintain his office at the law school. He is presently working on a revision of the *Contract Law and its Application* casebook. He has been invited to teach at several other law schools, but for now plans only to enjoy his retirement.

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# Editorials

## What Price Knackwurst?

Picture yourself walking out of class with a few friends, trying to make sense out of a hopelessly confused lecture. You stroll out to the patio. The smell of sausage lingers over a sea of chattering picnickers as newcomers search the crowded tables for an empty seat. You turn away. "Well, where can we go?"

The serenity of the patio is one of the real attractions of this law school. It serves as a safety valve, a refuge from the classroom. It is where we can find a few moments of beauty and friendship. It also functions as an integral part of the school's academic environment, an immediate extension of the classroom. It is where law students have gathered for 20 years to share their learning, breathe real air, and relax for a few moments.

ASUCLA proposes to construct a hot food facility next to the law school patio. Tempting us with a hot meal, it appeals also to our sense of altruism in providing this area of campus with a place to eat. We are told that the effect on our environment will be slight, and that to oppose the plan would be a selfish attempt to protect our "little wildlife preserve" at the expense of the rest of the University.

We fear the harm done to the animus revertendi may be a bit more than anticipated.

In providing a feeding ground for a community of some five thousand people, the law school would bear a burden few could envy. Despite construction of the north campus facility, this proposal will obviously create a convenient hangout for hundreds of our neighbors. That encroachment can only detract from the law school's atmosphere. We will lose the upper patio irretrievably. The few seats on the lower patio will become very public territory.

We understand the need for another food facility, and we realize that this would be of some benefit to law students, as it would to anyone. We also sympathize with the Food Service's desire to find a location where such a facility can be constructed easily and inexpensively. We cannot agree, however, that this means the "World's Worst" must come here.

Somehow this law school seems hardly the appropriate location. Our neighbors may clamor for construction of this facility, but then they have little to lose. Some will surely argue that they tire of rubber bagels and stale hotdogs. So do we. But there is no such thing as a free hot lunch facility. There is a price to be paid, and from our perspective that price is far too high.

As the song goes, you don't know what you've got till it's gone.

## LEOP Task Force

Since the 1972-73 LEOP task force an annual ritual of negotiations between minority students and admissions committee members has developed over how to run LEOP admissions. That task force set up the predictive index formula and the pool system, but gave little indication of what anybody was supposed to do with the pool.

Last spring the students decided to call for the current task force to end the yearly admissions run-around. We consider this request the smartest move by either side so far.

The problems facing the task force are difficult and pressing. How to weigh subjective and objective factors has plagued admissions programs for years; how to accommodate those minorities that fall somewhere between the LEOP, which essentially recognizes only four groups, and the general admissions program, which does not allow for deprived backgrounds, will require extraordinary ingenuity.

We heartily endorse the task force's efforts to face these issues squarely, and to provide admissions guidelines, not only for this year, but for future years as well.

## Reflections on William O. Douglas

by Kenneth L. Karst

When Justice Louis Brandeis retired from the Supreme Court early in 1939, he let President Roosevelt know that he would be happy to be succeeded by William O. Douglas, the young chairman of the Securities Exchange Commission. In the past two years, Roosevelt had appointed three other new Justices, all of them solid "liberals" in the perspective of the economic-regulation issues that mattered to the President. Douglas' New Deal credentials were equally sound. His nomination was approved by the Senate with only four Nays — two conservative Republicans and two Farmer-Labor populists who were skeptical about his posture on civil liberties.

Justice Douglas' retirement closes the book on the Roosevelt Court, leaving Justice Brennan as the senior Associate Justice. When Justice Brennan was appointed to the Court in 1956, Justice Douglas had been there for seventeen years. Brandeis and Douglas, together, bridge the great gulf between Woodrow Wilson and Gerald Ford.

These data reflect one of the Supreme Court's most important modern functions: to symbolize and preserve historical continuity in times of unsettling change.

Accommodating continuity and change requires adaptation in both directions. The Supreme Court's chief tool for making the accommodation is, of course, constitutional doctrine. Justice Douglas has played an important role in this process as any member of the Court in his lifetime. While doctrinal continuity has not been his trademark, he has shaped doctrine, adapting it to new uses. Like Roosevelt,

Douglas has pressed the nation toward egalitarian goals; if Roosevelt personified the idea of positive government, Douglas has personified judicial activism in the causes of equality and individualism.

There is irony in recognizing Douglas' doctrinal contributions. He is supposed to be so "result-oriented" as to miss the importance of doctrine. (When I was in law school, a "result-oriented" judge was roughly equivalent to a servant of the Devil.) But Justice Douglas has always known that doctrine matters; his purpose has been to establish doctrine that serves his sense of the Constitution's commands.

Together with Justice Black, he led the struggles within the Court to expand the guarantees of the First Amendment, and to bring the Bill of Rights to bear on state criminal procedure. Both these constitutional revolutions have been carried out largely in protection of the oppressed and the weak. And in the one area where the Constitution speaks explicitly to the question of equality, Justice Douglas stands alone as the leader of doctrinal development. It takes

nothing away from the greatness of Chief Justice Warren to identify Douglas as the central figure in the most significant constitutional development of our time.

Energy — of the raw, physical kind — surely is one explanation for Justice Douglas' inclination to press the Court and the nation to be up and doing in the causes of equality and freedom. In most of the Court's recent terms, Douglas wrote nearly twice as many opinions as any other Justice. Like Brandeis, he had a way of making clerks work an eight-day week. He was sometimes abrupt and impatient, sometimes not easy to love. Yet the newspapers tell us that when his colleagues heard he had retired, some of them wept. Conrad cartooned him the other day as a giant redwood. But Douglas was a human being — talented, complicated, proud — and it is important to remember that.

The next person to sit in the seat of Brandeis and Douglas will follow two tough acts, but the job is not beyond mortal capacities. Much depends on caring about doing the job right.

## Letters to the Editor

X Swami X

*Ed. note: The Swami of Bruin Walk needs no introduction to UCLA veterans. For those neophytes who know him not, a visit on any sunny afternoon to that area of campus is in order. We asked him for any thoughts he might find appropriate on the historic occasion of the Docket's rebirth.*

*We found the following to be a worthwhile expression of some things we law students tend to forget.*

To write a satirical piece about the law today is redundant. The Law has become a charade, a masquerade, and lay with no one being allayed. To young law students who must necessarily and inevitably enter, assuming passing grades and passing ass-kissing, the sodden halls of Sock It To Em, I would counsel in this wise, "Never a thief or liar be, within the bounds of possibility be fair to all creatures; judge not, lest ye get an appointment; dramatize, but never bend the truth; serve the people in all just causes; recognize and realize the law that we shall all reap what we have sown, and that if we don't all of man's strivings for justice are but the babblings of a politician or a 1:00 a.m. sermonette. Man has made codes of law as far back as Manu the Law Giver and Georgie Jessel the Cradle Robber, which suggests, as sense of justice, instinctive in man. In the last analysis, the Law is reduced to values, and values imply considerations sensory. Conscience raises its nebulous but insistent head at this point. Phrases like the letter, or the spirit of the law, do unto others but not too quickly, and Ed Davis' immortal words, "I never met a man I couldn't give a parking ticket to," ring through the halls and living room of "just us." Obviously, there are no perfect men, so surely there consequently we can not expect a perfect legal system, but the LAPD is rather much, don't you think? You know me to be a reasonable man but I

The Docket will forthwith be published at least once each quarter-century, in the quarter-century year, by students of the UCLA School of Law. Tentative plans also call for issues to appear ever quarter in the fourth and eighth weeks of class, and such will be the case if we can milk some funding out of the bureaucratic hierarchy on campus. Students, faculty, and staff who would like to see the Docket survive its first issue are encouraged to browbeat members of the Graduate Students Association about funding the Docket; or, alternatively, to dedicate every waking moment to procuring money for the Docket from every (legal) source imaginable.

Our readers are urged to write letters-to-the-editor and deposit them in the soon-to-appear Docket box whenever they wish to speak out an issue raised herein. Letters should be confined to 200 words. They may be published anonymously, but must include the author's true name — we will not publish a letter unless we can honestly say we know who wrote it.

More ambitious readers may avail themselves of our unsolicited-material-solicitation policy. We accept all unsolicited material — articles, comments, poems, humor — gladly. We ask only that writers recognize that our space is limited, and we cannot promise to publish what is submitted. All unsolicited material will be subjected to a 100-percent-objective "worth using analysis." This test uses a complex formula of highly objective criteria to assign all materials a numerical value, which is measured against a scale to determine whether the submission is "worth using." This innovation is certain to sweep the publishing world soon, thus making obsolete all the nagging subjective judgments editors have always had to make.

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(Continued on Page 8)



# LEOP admissions: Who should decide?

by Steve Shuman

While using test scores and grade point averages to admit minority students may quell misgivings of faculty about the fairness of subjective factors, it would convert some basic concepts underlying the minority admissions program, according to LEOP students.

At the students' request, the faculty has established a task force to study the issue in light of minorities' feeling that test scores and grades have very limited value as success indicators for people with deprived backgrounds.

The task force will also explore how to best improve both minority representation at the law school and service to the minority communities by LEOP graduates. It will examine interviews, personal statements, and recommendations — all currently parts of the admissions process — with these goals in mind as well.

LEOP students are sensitive to the uselessness of numbers, said Carl Robinson, black students' representative

on the task force.

"The faculty needs the numbers. It gives them a sense of false security that they are doing the right thing," said Richard Llata, task force member representing chicano law students. They could interview them but I am not sure they could interpret the things applicants would tell them because of cultural factors. Since they can't jump into our shoes, they must rely on numbers."

Minority students disdain use of the LSAT as a success indicator for disadvantaged persons because of a cultural bias inherent in the test. Language barriers reduce scores of LEOP applicants, and the test measures the level of assimilation into the dominant culture, not necessarily abilities, charged Llata.

According to this argument, the admissions committee should balance standardized test scores that reflect a middle-class socio-economic bias against such background factors as whether the student held a job or par-

ticipated in extra-curricular activities, said Professor Joel Rabinovitz, another task force member.

According to the program's guidelines, the LEOP should improve the representation of minorities in the law school and help the communities from which the students come. The office of the Assistant Dean for Special Programs is presently trying to gather data on whether minority students are working in the community after they graduate.

Such data may tell little about the program's success, though, because market conditions do not always give people a choice of employment and because LEOP students have not always been selected with that goal in mind.

Helping the community would be difficult to measure in any event, because it does not necessarily correlate with physically returning to the community. For example, a person may want to work for a firm or the

government to get the skills to serve the community, or a person may open an office in the community with hopes of working into a firm. Which of these people helps the community, asked Bruce Iwasaka, Asian students' representative on the task force.

Community is not necessarily a geographical concept either. A person could benefit the community by working into a public policymaking position. Also, a minority lawyer working for a firm or corporation could benefit the community by proving that barriers to advancement are falling, said Llata.

"The program shouldn't be just to get colored faces into the law school," said Iwasaka, but it should admit those who are competent to serve the needs of the community, broadly defined, and who demonstrate an interest in the community.

Such an interest would appear not in grades or test scores, but in interviews, personal statements, letters of recommendation, and prior activities.

## LEOP . . .

(Continued from page 1)

Students contest use of the formula because it tells little if anything about applicants to a program like LEOP.

Students therefore are questioning the validity of the predictive index. "It's not something that just because you label it 'predictive', it's predictive," said Bruce Iwasaka, Asian students' representative to the task force.

Faculty seem more inclined to use the formula because of its alleged predictive value and because of the dangers of more impressionistic factors.

William McGovern, a former admissions committee member who was heavily involved in LEOP admissions, and Joel Rabinowitz, a task force member, both cite statistics showing the formula's predictive value. Since the LEOP began in 1967, predictive scores have increased 150-200 points on a scale of 2400 possible points, according to data obtained by a retroactive application of the formula.

In the same period, the bar passage rate among LEOP students has jumped from 20 percent to 70 percent.

### Apples and oranges

Faculty are also wary of less standardized criteria. "One of the problems with subjective factors is you're always comparing apples and oranges," said McGovern. For example, one applicant may be an athlete, another musician, and another a student body president.

"I am not as persuaded as some students in the LEOP are as to the weight of subjective factors because of the apples and oranges problem," McGovern added.

Students counter predictive value claims with figures of their own. Based on his own research, Robinson says the LSAT correlates with first-year grades about 0.33 and with bar scores even less, but "faculty seem greatly wedded to . . . some sort of traditional indicator of academic success."

The groups go to considerable lengths to standardize interview grading. BALSAs, for example, includes at least one experienced interviewer on its three-person panels and gives a score for general reaction to the applicant so as to isolate that factor from interviewers' grading on particular characteristics.

BALSAs send written questions to out-of-state candidates and has several interviewing teams grade each questionnaire to make sure the grading is standardized, explained Robinson. Chicano Law Students also meet regularly to resolve grading differences, said their task force representative Richard Llata.

Even though the interview process has become more refined and systematized, and seems more fair, "I still come in with a bias toward giving much weight to [subjective] factors," Rabinovitz said.

### Index arbitrary

The predictive index itself is somewhat arbitrary. Applicants can qualify by totalling a combined 1500 points in a calculation that adds together LSAT score, ten times the LSAT writing ability score, and two hundred times the grade point average; or by totalling 1550 points in a calculation adding together one-and-one-half times the LSAT score and three hundred times the GPA.

The idea of the original formula was to put all three scores on the same scale of 800. "That formula was derived on the spur of the moment . . . without anyone who was working with it saying it was rational to put LSAT and grade point on the same scale," noted Rabinovitz.

Placing most of the weight on test score and GPA puts a considerable burden of proof on minority groups. They must argue away applicants ranked higher and justify the lower-ranked candidates they favor.

Minorities oppose the presumption that test score and grade point rankings should decide unless they show strong arguments to the contrary, because applicants in the pool are all capable of succeeding at law school. The value of the LSAT is to eliminate those who would fail in school, and beyond that less quantifiable factors should get more weight, said Iwasaka.

The LEOP admissions goal is 73-75 students a year. Participants want more slots, not only for members of their own groups but also for deprived minorities not included in the program.

### Four groups

Designed to deal with discrimination occurring in California, LEOP allocates slots among only four groups: blacks, chicanos, Asians, and Indians. The faculty never thought in terms of other groups, although it could, explained Assistant Dean for Special Programs Mickey Rappaport, a task force member.

Blacks and chicanos have 32 slots each, Asians have six, and Indians have two. Though

no designated wildcard slots exist, the admissions committee sometimes admits people who do not fit into one of the four groups but otherwise qualify for LEOP, Rappaport explained.

Rappaport submits 40-50 applications a year to the admissions committee for such special consideration. Applications have come from Puerto Ricans, Portuguese, Indians (from the Far East), and Ecuadorians.

Established minority groups do not want to give up slots. For the 32 BALSAs slots, 115 made the pool last year and twice that many applied, Robinson reported. Other groups do not want to take existing slots away, said Gloria Roa, a Puerto Rican student who presented this issue to the committee at its October 31 meeting.

"I don't think the faculty would expand slots significantly," said Kenneth Karst, a task force member. Chairman Ben Aaron said he opposed adding slots for subgroups of minority groups because once that started it would never end.

### No decisions

The task force has made no decisions on this issue or on any issues relating to the pool system. It is starting with a fact-finding stage, after which it will analyze the data it collects and make its recommendations to the faculty, said Aaron.

He hopes to finish by the end of the quarter. The task force meets weekly on Friday at 4 p.m. in the conference room next to the dean's office. Meetings are public.

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# Docket Interview . . .

## Dean William D. Warren

William D. Warren assumed the Deanship on July 1, 1975. He returns to UCLA, where he taught from 1959 through 1972, from the law faculty at Stanford.

As he points out in the interview, Warren considers himself foremost a teacher. His students have apparently found him quite a teacher; he was named Professor of the Year by UCLA students three times in his thirteen years on the faculty. He also received the Hurlbut Award for teaching excellence last year at Stanford.

Warren graduated from the University of Illinois in 1948 and went on to earn his J.D. there in 1950. He added a J.S.D. at Yale in 1951. In the next eight years he taught at Vanderbilt, Ohio State, and Illinois.

He has coauthored five books and published numerous articles, all generally in the field of commercial law. He was also co-reporter and draftsman of the Uniform Consumer Credit Code, and has been a consultant to the Federal Reserve Board, the National Commission on Consumer Finance, and the California Law Revision Commission.

The following is an excerpted transcript of an interview conducted on November 6 by staff members Clarke Holland and Tom Martin.

**Q: First, what exactly does a Dean's job entail?**

A: You are the chief administrator of the school which means that you have the ultimate responsibility for the educational program of the school, which is perhaps one of the heaviest jobs a Dean has. You have really very little to do with what goes on in the classroom, and a great deal to do with what goes on outside the classroom.

**Q: Do you enjoy it?**

A: I've only been at it since July, and it's been so busy recently it's hard for me to stop long enough to decide whether I enjoy it or not . . .

**Q: Exactly what changes have you witnessed since you've come back to the school?**

A: Several new programs were begun — the Communications Program, the Corrections Program that we have. Perhaps one of the biggest changes was the development of the clinical programs. As a matter of fact, I think a good case can be made for saying we perhaps have one of the very top clinical programs in the country. And there were developments in the LEOP program, in which there was the introduction of something called the predictive index and a tightening of standards in that program. I think that program is a strong program now, the Bar passage rate's stronger. This is a very innovative school.

**Q: What changes will you make in the future?**

A: There are some things that I am interested in seeing developed. I think we have a very good nucleus for a Law and Economics Program here. We're having a J.D.-M.B.A. program with the Graduate School of Management. We actually have a joint program now with the Department of Economics — you get a Master's Degree in Economics and a law degree here in four years — which is a good program. I am interested in working more with our alumnae, and getting some more alumnae support for this law school. And on the student level, I am very interested in promoting what I call a sense of community around this school. I have some other plans with respect to placement service. I think one of the big problems we're going to have over the next ten years is going to be a job placement.

**Q: What about that?**

A: Well, we now have 56 law schools in California . . . Quite frankly, we're seeing it coming, we're seeing an oversupply of lawyers.

**Q: Does this mean that the quality of legal education is going down and that at the same time the quality of legal representation is going to drop, too?**

A: I hope not. The quality of legal education at the top schools is going up, in my opinion, not down. The schools with very high standards are the schools that are



not going to be deleteriously affected by the job market. Good graduates of good law schools get good jobs. I think you have to be absolutely sure you're doing a quality job with quality products. We must take in good people, we must teach them well . . . and when we do that, then people know when they come here to interview, even though they're not interviewing somebody in the upper 15% of the class, that they're getting very competent people. I see the top drawer schools doing very well whether placement is good or bad. I see the second level schools as having some difficulty, and I quite frankly see the third-level schools as folding up. We won't have 56 law schools in California ten years from now.

**Q: Is it promoting elitism to let the Bar Association force people to pass the bar exam, and to give it control over accreditation of the schools?**

A: I would say that rather than having an elitist system, we have the most egalitarian system in California imaginable. Anyone can go to law school in California — I suppose you have to have a high school education, perhaps not even that. The only safeguard the public has is the bar exam. This is one reason we have a very tough bar exam, and you people suffer from that. I don't think it's a good system. I think the Legislature has been somewhat remiss in not tightening up requirements for legal education in this state. I don't see anything on the horizon at all that'll be likely to remedy it. I would say the economic conditions will do more to remedy it than anything else.

**Q: You were speaking earlier about schools with reputations not being hurt. There's a funny mystique that's built up about law schools and about particular law schools. Does UCLA have one of these top reputations? And what is it — the requirements, the things that make up a reputation like that?**

A: There are a lot of things that go into making up a reputation. Having been in operation for quite a few years is a great help. We are the newest of the major law schools in this country — the only major postwar law school. I think a lot of people would put UCLA in the top ten law schools in the United States, and we're certainly the only one that's gotten there since the war — World War II, I'm sorry, that's what I talk about as "the war." We

are only now getting graduates that are in their 50s. That's how new we are, and yet you will find that certainly among the younger partners in firms all over the West, you will find good UCLA people. We got off to some difficulties at the origin of the UCLA law school, but most of those difficulties were dissipated during the Deanship of Dick Maxwell, and I would say by the middle '60s UCLA came on the national scene . . .

**Q: What can we do [for the future]?**

A: I'd like to make some very strong appointments to the faculty. I'd like to cut down on the size of classes. One of my dreams is to have each member of the first-year class have a small section, in which he could sit with maybe only 25 people. I would like to see our clinical program better financed. Right now it's run on a shoestring — good program, but it's run on a shoestring. I would like to see us extend our placement efforts to more areas than we are now doing. I would like to see more of the Eastern firms coming in. I'd like to see us do a still better job on our clerkships. I'd like to see us get some more Supreme Court clerkships.

**Q: A lot of people who don't go to law school see legal education as being very formalized — a very structured type of curriculum, for one thing, the form of the classroom. And yet there's always the joke that a law student who graduates from law school doesn't know his way to the courtrooms. But medical school doesn't teach that way. Should law school be more practical-oriented?**

A: I think it's very difficult in the three years we have you to turn you out as a finished product. For many years law schools took the position that all we could do was teach you legal analysis. For one thing, we couldn't teach you how to do things very well, and for another reason, there were plenty of people outside — when you go to work for a law firm — who will teach you the way to the courthouse, as the saying goes. There's been a major revision in that thinking the last few years, although faculties are still split very much on this issue. The revision has culminated in the move toward clinical education. It's funny, when I was in law school, 25 years ago, a very famous person, Judge Jerome Frank, was going around the country writing books and making speeches, about, "Don't join the law review, join moot court. The less you listen to law teachers the better. Go down and sit and listen to some judges, see some trials." Well, he was looked upon as a pariah in those days, and now virtually everything he said has come home to roost. I think we desperately need another dimension in law school. I think three years of abstract analysis is probably too much. The first class I had in law school, we briefed cases, talked about the facts, the issue, the decision, the reasons for the decision. And the last class I had in law school, we briefed cases, we talked about the facts, the issue, the reasons, and so fourth. I didn't learn anything about how to interrogate a witness. I learned absolutely nothing about how you gather facts, how you marshal facts. I learned nothing about lawyering . . .

**Q: Can a law school become more like a teaching hospital — become a center for providing legal services, like a hospital provides medical services?**

A: Well, there're all sorts of different views on how clinical education should be run. We theorize that in the future, when we get more developed group legal services . . . the same way Kaiser is a prepaid medical service, there we'd find something pretty close to a "legal hospital." And we could anticipate hooking into that. I would have to concede to you that there are very different viewpoints on this amongst law teachers . . .

**Q: Would you ever consider allowing part-time legal education at UCLA, which some schools offer?**

A: We've debated that off and on over the years, and I — the general answer, the broad answer the faculty has come to is, I think that the majority of our faculty is not interested in part time legal education. You just have an entirely different institution when you have part time

(Continued on Page 7)



(Continued from Page 6)

students. The kinds of students you get are not the kinds that you have always opted to get. The pressures in recent years have been, what about some special groups? What about women with children, for instance? What about men that have a large number of children to support? They have very extensive work loads. The response from the top law schools in the country, so far, has been fairly uniform. They have been extremely reluctant to go down the part-time-student road. And we have been, I suppose, characteristic of that.

**Q: Since you have come back I suppose the grading system has been changed. It used to be a three-tiered**

started, for one thing we did not have a lot of applicants, and some of the applicants were not particularly well-qualified. Now that we have a lot more applications, which we do, now that we have applications with pretty good records, which we do, your point is we could now simply take them on the basis of the numbers. Well, one reason is this: the basis of the program is to take in disadvantaged students.

**Q: What do you mean by "disadvantaged"? What groups does that include?**

A: That does not include groups. It includes disadvantaged students. This is not a racial program. Now, the

rather clear indication that the taxpayers of California are not going to support education at the level at which they've been supporting it in the past. We're getting enough support to be a good institution, but not an excellent one. I would like to try to make life a little more bearable for students around here. It can be pretty grim around here at times . . . [and] when I was in law school it was exactly the same boat you're in — violent competition. We've done a lot toward getting away from the old, sadistic humiliating type of classroom harassment from teachers. I don't think we have any sadistic teachers anymore — or not many, at least.

**Q: I have them all.**



**system of [Honors, High Pass, Pass]. Are we providing a grading system solely for the interests of the corporate law firms who come here and want to be able to distinguish one student from another, or do you think that any grading system here really helps the student?**

A: Well, that's hard to say. We are now back to the grading system that we had when I first came here. Do we provide that solely for employers? No, I don't think so. We had a lot of complaints about our last grading system. A lot of students thought our previous system was simply too gross. Fifty or sixty percent of the class got "Pass." And the people who were at the very top of that "Pass" group were very aggrieved people, because they were closer to a "High" than they were to the bottom of the class. I've heard the argument made that if we are going to allow for social mobility, we must allow people who come into law school to prove their worth. How helpful are these grades to law firms? It's interesting how each year more and more hiring done by law firms is done from the people that they've had clerking with the law firm during the summer . . .

**Q: But they usually pick those people on the basis of their grades.**

A: Well, partially. They certainly pick them partially on the basis of their grades, and normally the first-year grades are the ones that are so important to a law student. Yes, that's true. We've certainly got people who are very successful lawyers in this town, and I'm thinking of some right now, who did not get absolutely top grades. But when you look at the quality of students we get . . . I should think an employer would feel very comfortable with the upper half of that class —

**Q: What happens to the lower half?**

A: Oh, well, we — the lower half probably is not placed as readily through, with major law firms. People in the lower half of the class certainly get jobs, and they do well. You cannot get away from grades unless you move to the Santa Cruz system of just no grades at all, and I know of no law school that does that. I would say that shrewd employers are very careful about what grades mean.

**Q: Then why does UCLA have almost a unique system of considering only grades and LSAT?**

A: You mean admissions? I don't think that system's unique at all. I think virtually all law schools do almost that. I personally would like to see a little more subjectivity in our admissions program. I think our present system, being advertised as one that does not have letters of recommendation, gets exactly the same response that I got from you. You say, "Why is your system different?" Our system really isn't that different. I think 95% of admissions is done on the numbers.

**Q: One of the groups that isn't admitted solely on that basis is through the LEOP program. How do you see the future of the LEOP, and what are the factors in it that make the LEOP people special? Specifically, should we admit LEOP people strictly on their numbers?**

A: I think that's a question that's being considered with interest now by law school. When the LEOP program

interviewing process is justified on the basis of attempting to determine whether someone is disadvantaged or not. You can't do that by the numbers. There have been whites in this program. That is to say, there have been other than blacks, chicanos, Asians, and native Americans. There have been Appalachians. It is criticized on the basis that sometimes, perhaps, the reasons for the interviewing are allegedly political. You want to know whether this person is going to be a person that has the same views about a movement that you have. Actually, I think our regulations prohibit the interviewers from asking political questions in those interviews. The interviewers, the people in the LEOP program, are extremely interested in trying to find people who have some interest in going back to the ethnic group from which they came, and representing those people. And it's been very difficult to get people to do that. Again, I think we will not allow admission to that program to be determined on the basis of what you're going to do after you get out of law school. Our feeling is LEOP graduates ought to have the same choice anybody else does. I do believe our people are entitled — our people at least talk to candidates about what their aims in life are, what they want to do with their education. So to that extent we will always have more subjectivity in that program. Whether we should take all the people on that basis, or whether we shouldn't take some people that just have high numbers . . . these are all matters that are under study right now by LEOP Task Force.

**Q: The other thing you mentioned was the sense of community here. ASUCLA is now talking about, as I understand it, putting in a hot dog stand or some such thing, in our courtyard . . .**

A: I'm concerned about the matter. The law school is concerned on two bases. One, that we have not been consulted during the planning process, and our noses are all out of joint because of that. Let's put that aside and talk about the merits of the thing. I really don't think they understood what kind of community we have here. I don't think the food in that vending machine room is admirable, and I confess I would like to see some better food. But I'm very concerned first about the timing of this. The original plan was to start work this month and have the thing finished very shortly . . . and then to provide very attractive food, like the food at the Bomb Shelter . . . for the whole north campus [at] the north campus eating facility which should be finished about next May. That is a four-minute walk over here. Pending completion of that, we will have, I would assume, hundreds of people milling around, eating at our place down here. I think it'll completely change the character of this place. I love that patio out there. It's the only pretty thing about this building. Why they do not build the north campus facility first, and then see what our needs are over here, is hard for me to understand. The trouble is, Universities never take anything back. Once that food service goes in, it's going to be there forever.

**Q: In summary, what are the major goals, issues, and problems that you see before the school right now?**

A: I think anyone in public education in California right now would have to say one of the major problems is the

A: Well, this is an objective of mine. It may be fantasyland, but it's something I'm going to work on for the next five years. You understand, of course, that the rewards of having gone through this can be considerable. In a way, law school is a fairly good reflection of the law profession — it's part of the same competition for excellence.

**Q I think one area that we'd like to get into is you, personally. What do you do when you're not sitting behind this desk?**

A: Well, I'm sort of a professional teacher. I've been one for a long time, and I thought I was going to be one for the rest of my life. I enjoy teaching. What do I do? Some of my friends in the student body are astonished to find me running around the track at the gym with Joel Ravinovitz at noon. It's funny to see the look on their faces, as though somebody my age could possibly negotiate that track. I have a wife and two children — a son in college and, despite my advanced years, a little girl. And I spend most of my time at home when I'm out here. I suppose my particular passion in life is music. I like music very much. But I was never much of a performer. And I like to read. It always amuses me to hear law teachers describe their outside activities, because I once heard somebody say, "Asking a law teacher what he does in his spare time is like asking a hockey player in the after-the-game show what the last book was he read." You will find that most law teachers spend most of their time working. This is a process of self-selection. This is a collection of people — I won't say over-achievers,

(Continued on Page 11)

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### LATE BULLETIN . . .

The originally scheduled date for the Law Revue (February 7) has been changed. The Revue is now slated to take place on February 6. The organizational meeting next Monday at noon will be in Room 1411.



# food stand . . .

(Continued from page 1)

hot food and drinks would prefer the tables over the patio. He also expects an increase of about 270 people at peak lunchtime hours, many of whom may be law students.

The food service volume will go from around 800 now using the machines to 1,120 total, 400 of whom will still be using the machines. Eight hundred now use the vending machines between 11:30 and 1:30, according to food service counts taken November 3 and 5. Findley estimates 200 brown-baggers during those hours now, or 150 if hot food were available.

### Master plan

The delicatessen has been part of the Food Service master plan since 1971-72, said Findley. That plan divides the campus into sectors.

The north half of campus, served now only by the Gypsy Wagon, includes two sectors, one of 10,000 people and one of 5,000. The deli here would serve the smaller sector, which includes the law school, Murphy Hall, Dodd Hall, the Graduate School of Management, and the Architecture building.

For the larger sector, Food Service plans a north campus facility to open next May. It will have a capacity of about 1,000 and will be located behind Rolfe, near Campbell Hall and the research library.

Construction of the deli would have started this month and taken two or three months. Jackhammering would take only two days, and Findley said it could be done in off hours.

Many at the law school fear that this deli would attract people from all over north campus at least until the other facility opens, even though the Gypsy Wagon will stay open until shortly before the north campus facility opens.

Wade suggested to the faculty delaying the project until the north campus facility opens, because it will be close enough to serve the law school. If this still needs a hot food service after that, the school and Food Service could take a fresh look at the

deli idea.

Once the law school approves the deli, though, food service here would be irrevocable. "If there were any way to be sure that area would be protected, I would say go ahead," Wade added.

### Depriving campus

Neither students in other disciplines nor Food Service received Wade's suggested delay warmly. "If you are concerned about your own little wildlife preserve you are depriving the rest of the campus," said Martin Nishi, Graduate Student Association President.

Students in the whole sector would benefit, but only the law students would bear the environmental cost, answered Pete Paterno, Student Bar Association Vice-President.

Food Service has some strong economic incentives for moving ahead. ASUCLA has already set aside the money, and if Food Service cannot use it for this project, ASUCLA may use it for something else, Findley said.

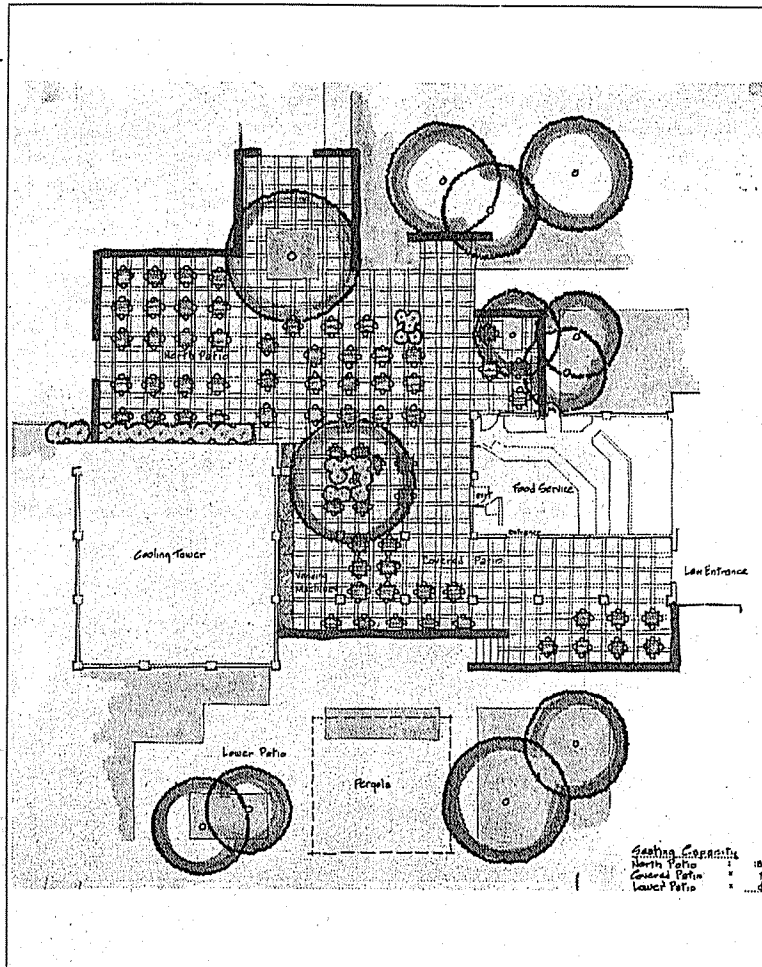
Even if the money waits for project approval, costs increase by an annual rate of 18 percent, which means a \$12,000 increase for a one year delay.

The Food Service budget already includes the revenue expected from the deli, which will total \$120-200,000 a year.

An added element is that the deli would not require the usual approval by several boards, among them the Regents, because it is an improvement rather than a new building. If it does not go into the vending machine area, it would require another building, which would mean further delay.

However, Wade still does not want to rush into the project "just because it fits into a timetable. Why need the schedule take precedence over the quality of the facility?"

Findley originally discussed the plan with former Dean Murray Schwartz, but Schwartz never passed on the information to incoming Dean William Warren. The faculty were taken by surprise when Assistant Dean John



An artist's conception of the proposed food facility. All of the area north and west of the facility, as well as the entire upper patio, will serve as seating space. Entrance and exit will be on the west side.

Bauman accidentally found out from the facility from a campus architect last September.

Meanwhile, Findley said, his understanding was that "all systems were go" until he talked to Warren.

Law school faculty were angry about not being consulted. "If John Bauman hadn't had that conversation with the architect we would have found out about this when the jackhammer came in," said Kenneth Karst.

Now, "we have stopped planning, stopped the project," said Findley. Food Service apparently wants the support of the law school. It has revised the plans considerably to meet student and faculty demands for protection of the patio.

### World's Wurst

The original plan called for a facility just selling many varieties of sausage, to be called World's Wurst. There would have been 84 seats on the newly-paved area, 75 under the covered

upper patio, and 84 on the lower patio.

Despite the changes in menu and seating arrangements, Wade feels the deli would still do more damage to the environment than the food would be worth. He views the patio as both an extension of the classroom and an escape from an intense academic experience.

Wade and Findley agreed the major question is whether there would be so many people spilling over to the lower patio that the costs of the food would exceed its benefits.

Wade promised to find out how law students feel about the proposal. He believes that if at least three-quarters of the SBA executive board can agree, there would be no need to put the matter to a vote of the student body.

Food Service would prefer to send out questionnaires to the law students, but promised not to do so until the SBA executive board reaches its decision.



This grassy area will become the main seating area for the food stand. The entrance and exit will be on the west side of the structure where the wall (showing) now stands.

# X Swami X . . .

(Continued from Page 2)

must declare their impression of the SS is awesomely realistic. We must always remember that we are the heirs of a Puritan Ethic and an Anglo Sexless Legal System, which could be dramatically symbolized by a scissors snapping briskly at your balls or melons.

Someone Unamerican has suggested that we are technologically in the 21st Century and emotionally in the 7th Century. That gulf could be our burial ground. Needless to say, a lawyer or judge, without humanity and compassion is as useless as a Harvey Krishman belly dancer, without tits, and should be quickly replaced by an up to date computer.

An educational system that doesn't cultivate and inspire the higher faculties and expressions of the human spirit is not worthy of the title

University.

To be taught how to "make a living" and not "how to live" is to have been deceived and betrayed. The greatest law is Love and its manifestation is in service to one's brothers, sisters, and surrounding environment.

Law students who feel they have encountered discrimination with regard to sex, race, age, national origin, or religion during interviews with prospective employers may actively combat such discrimination by registering their complaints on forms available at the placement office, the Law Women's Union office, and at the placement office bulletin board.

Students are urged to write their complaints as soon as possible after the particular interview takes place in order to accurately reflect the statements of the individuals involved. If

# LEOP tutorials explained

by Marc Weber

The LEOP program currently includes special tutorials for its students, but both faculty and students insist the sessions give the recipients no unfair advantage over other students.

To prevent any misunderstanding on this point, Assistant Dean for Special Programs Mickey Rappaport related the history and purpose of these tutorials.

Previous programs tried several approaches, such as having outside lawyers or third-year students act as tutors. About three years ago a student-faculty committee here decided that faculty professors should assume that role. The committee felt professors had a duty to meet regularly with LEOP students.

The program is completely voluntary. Formats vary with professors and are generally informal discussions of class material.

The tutorials are limited to LEOP students, Rappaport explained, because some feel less inhibited and freer to speak under those conditions. If tutorials were open to all, he feels the students least likely to benefit would attend and dominate the meetings.

The Assistant Dean emphasized that tutorial students do not enjoy any unfair advantage. They are not given upcoming test questions or answers.

Any student has the right to go and meet his professor to discuss class material.

Student John Tate, having attended several tutorials this year, found the meetings no more helpful than asking questions after class. "It's exactly the same thing," he commented.

Tate added that some students who could attend tutorials declined, satisfied with class discussion.

Professor Stephen Yeazell, who leads one tutorial, sees the meetings as simply clearing up problems and questions and not as classes to be taught.

He views them in terms of the law school's commitment to LEOP students: "If we're going to be morally and educationally responsible, we have to recognize the necessity of having a supplemental program kept open.

a serious complaint surfaces against a certain employer or firm, it can be denied the privilege of interviewing on UCLA campus.

To make this program fully effective, students who are met with discriminatory remarks about other people or groups are urged to file a complaint form after the incident.

A public record of the complaints against firms, agencies, and individuals will be compiled by placing anonymous copies of the complaints in the placement office for the review of all students.

FREE BEER TODAY . . . 12:30 in the patio

# Cheap Eats

by Ron Clary

Unless you've been endowed by your creator with rich parents, an oil well, or a grant from the Ford Foundation, money is a problem — as it is with every law student. Eating out is out of the question, except for Big Mack's and Jumbo Jock's. So why bother?

If such has been your thinking, say thank you to your **Docket**. Over years of conscientious eating, we've compiled a list of places to go where the food is cheap but the taste is better than the average franchised food factory. This is just the beginning.

## Westwood/West L.A./ Culver City

The trouble with this end of town is that it's too close to Bel-Air. Most places can charge what they want and get it. Nevertheless, there are a few bright spots.

The **Substation**, which opened up only recently, puts out the best sub in the Village for the best price. For sit-down diners, the **Bratskellar** provides decent food in really choice surroundings at a price on a par with Denny's.

Moving south, rumor has it that a mean pastrami dip sandwich can be obtained at a little place at Pico and Lincoln.

But the most awesome establishment in the entire area is just south of the corner of Washington Place and Sepulveda in Culver City. **Tito's Tacos** has been an unsung and until now unpublished tradition in L.A. for years. True believers make pilgrimages of over twenty miles both ways to sample Tito's authentic burritos and chile con carne laced with huge pieces of flank steak, as well as the

## groups . . .

(Continued from Page 10) known and respected national program, Moot Court should rank high in the planning of resume freaks. Involvement also can establish valuable contacts for future jobs.

Activities include numerous competitions annually on the local, statewide, and national levels.

Chief Justice: Patricia Anderson. Office: Room 2138. Phone: 51128.

## Law Women's Union

The LWU is an active and visible organization that has sprung up in recent years to serve the needs of the law school's rapidly-growing female population (there are close to 300 women law students here this year). The group is more oriented to service than political action. Current activities include speakers, social gatherings, and recruitment of undergraduate applicants. Long-term projects include the Women's Law Journal and a drive to institute a part-time-student program at the law school.

## Free wallpaper

# "Dear Mr. Taylor . . ."

by Randy Taylor

Two more envelopes in the mail. "Can I open one?" Sure, Mark, catch. "Hey, you got the thicker one!" Too bad. "Hey, this one is pretty good!" I glance his way. "A reject, of course." Of course. But that firm wasn't much anyway. I thought I was interviewing the partner, not the other way around. Nervous guy. A lousy interview, but all the rest went well.

Now for mine. These guys are pretty good, love to work for them. And I know one of the partners, that helps. But they wrote back so soon — must be another turn-down.

"Dear Mr. Taylor . . ." Yep. Oh, well, let's get out the scotch tape. There. It's on the wall with the others. Let's see, ten interviews, six rejects so far. No work from the others. Only two actual possibilities, one because the guy wants a volleyball player. Rumor says call-backs

are at Malibu. I should feel like a chattel. Surprised? No, not now, though I'll admit I went into all this rather naively. Disappointed? Sure.

What's wrong? Nobody wants me? No, that's not fair, I haven't heard from everyone yet. But it's possible.

Am I no good? I don't think so. Not Law Review maybe, but my rades are pretty good, top 20 percent or so. And Alaska Review, they've liked that. My resume looks nice. And I got a haricut. Coat and tie (can't afford an actual suit yet).

Personality? Okay, I hope. Honest. Definitely honest — one guy said so after my answer to "What else have you done the best in?" (I told him it depends on what you mean, the class where I knew everything produced the worst grade; then again, my 89 was a fluke.) I don't usually answer so controversially,

but the guy was cool so it was okay.

Oh, and enthusiastic!! No problem here, I only talk to firms I really like. And . . . "Hey turkey, I hear you got two more!" Ya heard right. "They up in the bathroom yet?" Nod yes. Next door neighbor loves to read them. Oh oh, here comes his roommate. "Say, I've heard that only one-third of the persons who go through interviews get job offers." Expletive deleted.

Should I get desperate? I know one or two places that should hire me. It's just that I don't like them. On the other hand, I'm broke. Maybe I should take what I can get. Still don't know why God put me here in the first place.

Oops. Time for Family Wealth. Afraid I'll have to table this for now.

I'll get back to it as soon as the postman shows up tomorrow.

## Fletcher . . .

(Continued from Page 3) identify the important elements of a case, and to consider each case against the wider background of social policy.

Although a full four weeks are spent on the experiment, Fletcher feels that excessive time is allotted to torts at UCLA anyway, so the benefits of his system will not foreclose any important elements of the traditional course.

Fletcher additionally hopes that the skills developed in this period will help

tacos made with chunks of real roast beef.

It is, without qualification, the best Mexican food stand in Los Angeles, and it indeed rivals most of the Mexican restaurants in the quality of its fare. It's not fancy, it's not expensive, it's just good.

(More next issue.)

The LWU office is Room 2467D. It is open from 10:00 a.m. until at least 3:00 p.m. Telephone is 5-5506.

## Other Groups

Other organizations in which students may participate include:

**Alaska Law Review:** The Alaska review offers an opportunity for students without top grades to obtain the academic benefits (and some of the status benefits) of being "law review." It is also a natural for students with designs of practicing law in Alaska.

**Corrections Program:** A program similar in design and organization to Advocates for the Arts or the Communications Law Program, the Corrections Program focuses on the criminal law and prison systems.

**Pi Alpha Delta:** PAD is the national fraternity for law students. Present activities include police-ride-alongs and a shadow-your-favorite-lawyer program, both to take place during Christmas break.

his students deal with what he sees as three conflicting objectives of law school instruction: communicating subject matter, developing analytical skills, and understanding the academic component of the law — that is, "to reach beyond conventional doctrine in order to perceive the basic political, ideological, and philosophical issues in the law."

Fletcher has reserved final judgment on the method until the end of the year, when passage of time will permit a better evaluation. He will dump Gilbert, though, because his students put too much faith in the outline, which he considers to be, at best, imperfect and incomplete. Indeed, one of his hopes for the experience was that students might learn not to expect to find easy answers to legal problems from some "man on horseback — not even Gilbert."

Several students expressed the opinion that this approach could be usefully applied in other courses, especially criminal law. Fletcher disagrees. He thinks tort law breaks down easily into simple conceptual units, and is thus peculiarly suited to this technique. To learn criminal law, says Fletcher, requires a thorough appreciation of doctrinal development as reflected in case law.

Student reaction to the exam was varied. Many students felt that several of the questions were ambiguous or "tricky." Virtually all agreed, however, that the exam as a whole was a challenge and a fair test of their understanding.

Despite the strain of memorizing tort doctrine for four weeks, most of them believed the exercise was useful, and think that it has increased their understanding of the cases. The unanimous gut reaction of the class was, however, most traditional.

They were glad the whole ordeal was over.

## lottery . . .

(Continued from page 1)

receiving objective test scores lower than those of students currently enrolled.

Other committee members mentioned the possible drawbacks of such an admissions policy. Lower bar passage rate, fewer placement opportunities, and a less distinguished faculty were all cited as possible effects of a lottery.

Committee Chairman Michael Asimow said the proposed lottery system poses a fundamental question for future admissions policy. "Should the law school serve an elite student body, or be available to those in some minimally qualified group?"

Asimow said he would not be opposed to a lottery which expanded the current pool by one hundred, but said the policy question would have to be faced if the pool were a large one.

"The students will have to decide if they want a student body equal in quality to a school like Southwestern, with the quality and status of the degree also on that level," said Asimow.

The controversy will center on two issues. One, do the GPA and LSAT predict the "best-qualified" student? Two, assuming the numbers are positive predictors, should a public-supported school admit only from the top or be made available to anyone who can learn and graduate?

The lottery proposal will have to be presented to the faculty, and can not be implemented until the class of 1980 is selected.

Several problems face the Admissions Committee that must be solved before next year's class is admitted. The current system, using the

LSAT and the GPA, has certain flaws even assuming the predictive value of the numbers.

Comparative GPAs from various undergraduate schools and grade inflation are additional factors that can affect the calculation.

A study done by UCLA political scientist Carl Hensler showed that there is a correlation between law school grades and the selectivity of the undergraduate school attended. The schools fit into two groups.

Undergraduate schools are distinguished as to selectivity by their mean SAT scores. A 3.5 GPA at a school with a mean SAT of 600 cannot be compared with a 3.5 GPA at a school with an SAT mean of 400.

The study showed that GPA's from group one schools should be increased by at least 0.4 to compare with the other schools.

Hensler designed the computer program that ranks applicants so that .2 is added to group one GPAs.

A large number of schools are in group two, but what the committee found embarrassing is that California State Colleges are in group two, while U.C. campuses are in the top group.

At the request of the committee, Asimow will collect the available statistics on school comparisons and the validity of the predictive factors. He will present the information and bring before the committee testing experts to discuss the relevance of the data.

The committee must also decide whether to include subjective factors, such as recommendations and extracurricular activities, into the selection process.

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# Calendar

## November

- 19: Benjamin Hooks, first black commissioner ever to sit on the Federal Communications Commission, to speak on equal employment in broadcasting. Faculty Conference Room, 2423, 2:00 p.m.
- 20: Richard E. Wiley, Chairman of the Federal Communications Commission, to speak on recent FCC actions. Faculty Conference Room, 2423, 10:30 a.m.
- 21: Pi Alpha Delta party at the home of Judge DiGiuseppi. All students and faculty invited.
- 24: Richard Lindheim, Director of Research at KNBC-TV (Channel 4), to speak.
- Question-answer session for students interested in UCLA Clinical Programs.
- Advocates for the Arts Noon Concert Series presents Mark Taugher, classical guitarist. Student lounge or patio.
- Monthly Law Women's Union feminist literature study group. Topic: **Yonnondio, From The Thirties**, by Tillie Olsen. Time and location to be arranged.
- Professor William McGovern to speak on "The Medieval Law of Landlord and Tenant." Faculty Lounge, 2423, 3:00 p.m.
- through Nov. 25: Moot Court second-year arguments in the Courtroom, Room 1327, and Room 1337, 6:00 and 8:00 p.m. All invited, subject to participants' right to ask visitors to leave.

## December

- 1: Monty Hall (America's Big Dealer) to speak.
- 10: DEADLINE for winter quarter tentative study lists.
- 15: DEADLINE for Graduate Division Fellowship and Assistantship Award applications. Applications available at Room 1228, Murphy Hall.
- 20: DEADLINE for first-year Bar registration forms. Check at Record Office.

## January

- 7-9: In-person registration for winter quarter.
- 11: Pi Alpha Delta brunch, open to all students and faculty. Price \$1.75. Speaker and location to be arranged.
- 15: DEADLINE for UCLA financial aids applications for 1976-1977. Applications are available at Room A129 Murphy Hall.
- 19: DEADLINE for first-year permanent study lists.
- 26: Advocates for the Arts Noon Concert. Student Lounge or patio.
- 30: Hon. Shirley Hufstedtler (9th Circuit Court of Appeals) to speak.
- 31: DEADLINE for State Graduate Fellowship applications. Applications available from Michi Yamamoto, Room 1106.

## Groups Services

for you to join . . . for you to use . . .

### Advocates for the Arts

A program established in 1974, Advocates provides free legal assistance to artists and art organizations, promotes research into art-related legal issues, offers seminar courses, and has scheduled a regular series of noon concerts at the law school that began successfully with a well-attended guitar performance by law student Stuart Sobel. All students and faculty interested in either performing at a concert or doing art-related legal work are encouraged to contact the organization.

Director: Professor Monroe E. Price. Office: Room 2467C. Phone: 53309.

### Communications Law

The program was founded in 1972 as an effort to train law students to deal with the gathering set of problems involving the media, including FCC regulations, charges of monopoly control of the media, obscenity rules, and an overriding First Amendment issue. Activities include clinical education, seminars, quarter away programs, summer jobs, and speakers.

Director: Professor Tracy Western. Office: Room 2467.

### Moot Court

The Moot Court program presents an opportunity for students to sharpen public-speaking / advocacy skills through simulated appellate arguments before panels of lawyers and judges. A well-

(Continued on Page 9)

### Clinical Programs

The clinical education programs at UCLA allow students the opportunity to get unit-credit for doing legal work part-time. The programs are: Trial Advocacy; Immigration Law; Welfare Law; Securities Regulation Process; Pre-Trial Lawyering; Consumer Protection; Federal Criminal Justice; and Criminal Prosecution.

Only the last four are available (second- and third-year students only) in the winter and spring. Applications are available now through November 21 at the Clinical Programs office.

### Quarter Away

Quarter away is another form of clinical education, in which second- and third-year students may obtain 12 units for working full-time in various legal jobs. Approximately 130 spots are available each year; some offer stipends. Currently-available openings are always posted on the quarter away bulletin board opposite the Records Office.

Many students are surprised to learn that some quarter away positions go begging. Questions should be addressed to Sherry Taylor in Room 1106.

### Financial Aid

In general, the law school is not involved in financial aid, although some scholarships are available through the Assistant Dean's Office. Inquiries about them should be addressed to

(Continued on Page 12)

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# Women-in-law conference at Southwestern

by Raenele Cote

The Women and Law Conference expanded its scope this year to include the roles of women within the legal profession and the effect of law on all women in society. Previous conferences had focused solely on issues of concern to women law students.

The conference, hosted by the Southwestern University Law School Women's Association on November 1-2, attracted 650 people. Newspaper and radio advertising publicized the conference to the general public, and one-third of the participants were not directly connected with the profession, according to the Women's Association.

It was the fifth annual Women and Law Conference held in Los Angeles. The gathering took place at the Ambassador Hotel.

The conference opened with a panel discussion on "Sex Discrimination Litigation." Wendy Williams of San Francisco's Equal Rights advocates began with a historical summary of the struggle women in American society have had in their fight to attain equal legal status with men.

Karen Kaplowitz of the all-woman Los Angeles firm of Bardeen, Bersch, and Kaplowitz discussed sex dis-

crimination in regard to the Federal employment discrimination laws under Title VII of the Civil Rights Act of 1964.

Kathleen Peratis delineated the pregnancy discrimination issue by reference to her work with the Women's Rights Project of the ACLU. She spoke on the progress of attempts to bring this issue under the protection of Title VII of the 1964 Civil Rights Act.

The remainder of the conference consisted of small group meetings. Each participant could attend five of the 32 panels offered. The topics fell into two general categories — those concerned with women's roles in the legal profession and those concerned with legal matters of interest to all women.

Panelists included defense attorney Charles Garry; Rebecca Gould, President of the Los Angeles chapter of National Organization of Women (NOW); Ann Pressman, of the California Attorney General's office; Gail Christian, KNBC TV News; and Carole Goldberg of the UCLA School of Law faculty. Judge Joan Dempsey Klein also spoke — in her inimitable style — on two of the panels.

UCLA will host the conference next year.

by Clarke Holland

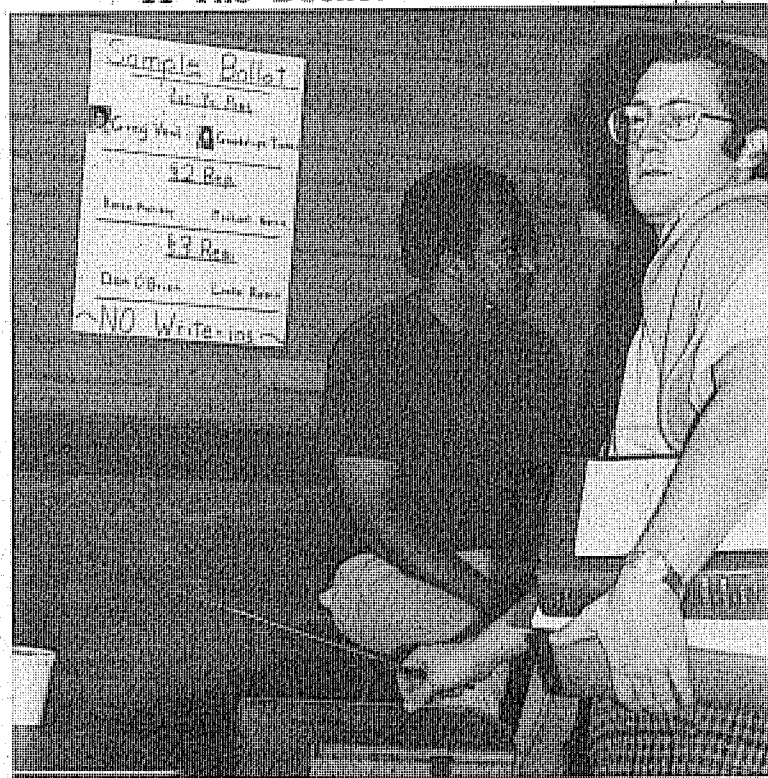
The fairness doctrine, which requires television and radio broadcasters to provide balanced coverage of public issues, undermines the goal of diverse expression and should be abolished, according to Federal Trade Commission Chairman Lewis Engman.

Engman spoke at a UCLA Communications Law Program October 29. He said the FCC-created policy has caused bland news and analysis because broadcasters fear the high cost of airing opposing views on controversial subjects.

"There have been instances in which broadcasters have elected to ignore an event or even a whole issue rather than assume the obligations its broadcast might impose," said Engman.

The speech by the FTC Chairman was promoted as a major address by his press office, though the FTC has no direct responsibility for broadcasting regulation. Television cameras were set up in the Faculty Lounge and a half dozen reporters covered the noon meeting.

The fairness doctrine, said Engman, prevents an unrestricted media market from producing controversial programs which the networks could turn into profit.



One of several embarrassed students who were caught engaging in the quaint practice of "voting."

## elections . . .

(Continued from page 1)

fessor-student encounters, and future inter-section events for the entire first-year class.

Section Three's election was highlighted by the successful write-in campaign of Linda Rabin. Adopting the Orwellian slogan "Small is Tall", Rabin outpolled the three males on the ballot in the primary and then went on to victory in the run-off, beating Dan O'Brien 27 to 21.

Rabin issued the following statement upon learning of her triumph: "My main concerns are to register the consensus of my section on general issues, to support the perspective of the (National Lawyers') Guild on specific issues, and to encourage greater use by the SBA of the mechanism of binding referenda." Asked what she would do if the "consensus" of her section and the "perspective" of the Guild conflict, Rabin replied, "I will vote the

way the spirit moves and pray for forgiveness."

Finally, the race for Section Four Representative was a cake-walk, with Cindy Podren garnering 36 votes and defeating both Steve Burkow and Gregory A. Veal. Podren, a '71 graduate of Cornell, has worked as a carpenter in the State of Washington, and as an Administrative Assistant for the California State Bar Association. In addition, she spent the past year traveling in East Africa.

Podren has the following objectives: 1) To work on a program presenting alternatives to current corporate practices; 2) to attempt to change faculty-student relations, and 3) to explore the possibility of basing first-year grades on more than three-hour exams.

"Clearly, UCLA is better than Paper Chase; however, this school still has some medieval qualities," Podren says.

## Warren . . .

(Continued from Page 7)

but every law faculty, every good law faculty, is a collection of achievers. And we spend probably rather more of our time working than you'd realize. If you're going to do anything in law, it's going to take you a long time. That's why you'll find that people practicing law work at night, they work weekends. Sometimes I don't think lawyers are very careful about the way they allocate their time at all. But I lead a very quite life. . . I've done a lot of work in consumer legislation, legislation involved in the UCC area, writing legislation, being on committees that prepare legislation. This has been, I suppose, my biggest professional effort in the last few years. Although I must say I've always considered myself principally a teacher, foremost a teacher. I think I've had more success there than other areas. It's a shame you don't get to know some of our teachers better. Some of them have some real dimensions, do some very interesting things. You might never realize that Ken Graham plays the trombone, if you didn't know him better. . . I think our young women are interesting people on our faculty — a high powered lawyer like Allison Anderson. . . I think lawyers are the salt of the earth, and that law students are — they have a lot of interests, a lot of activities, they do things, they've been to places, they are going places.

## committees . . .

(Continued from Page 2)

performances on exams, should speak to him about it *before* they get into serious trouble. He invites written suggestions about what can be done to make students more aware of the rules and how to deal with them. Slaughter's office is Room 1224.

### Quarter Away

Top priority for the Quarter Away Committee is simply filling all the spots for full-time, on-the-job learning experiences. Although the quarter away program is very active (136 students went on quarters away last year), with a wide variety of areas from which students can pick, it has been plagued with a shortage of students to fill available openings.

The problem is particularly acute during the winter quarter, says Mickey Rappoport, Assistant Dean for Special Programs. There are immediate openings in a number of areas, including three judicial clerkships with the California Supreme Court. Students interested in participating in quarter away this winter are advised to contact the Special Programs Office, Room 1106, immediately.

The committee is trying to develop new methods of evaluating the programs. Historically it has relied solely on feedback from students who returned from a quarter away. But students have been reluctant to criticize the program for fear of hurting the students who follow them, so this year, in addition to the student de-briefings, the committee will solicit feedback from the agencies at which the students are placed.

Rappoport stresses that students considering participating in quarter away should attempt to make it an integral part of their education, rather than "just an isolated adventure". One real value of the program is to help the student develop a specialization, according to Rappoport.

Although it isn't required, the student who puts together his/her own package of seminars, independent studies, clinical, and quarter away programs in a particular specialty is developing a set of very marketable skills in addition to honing his/her legal talent.

### Admissions

Admissions Committee reviews all regular applications to the law school. One subcommittee reviews the Legal Education Opportunity Program (LEOP) applications. Basically the general policy is to offer admission to the most qualified applicants, using a formula based almost exclusively on GPA and LSAT scores.

This policy has met with some student criticism. SBA President Wade commented, "I want to see the committee address the problem of admissions all by numbers without looking to . . . how well-rounded the individuals accepted are. . . I think they are looking a lot more at people who are going to pass the bar and do well in law school than who will be good attorneys."

### Curriculum

The Curriculum Committee oversees the entire curriculum and passes on any proposed changes. It reviews proposals for any new courses, and then makes recommendations to the Faculty Senate, which can affirm or deny the committee decision.

The committee could review the first-year program to see if it makes any sense at all, but it hasn't chosen to do so.

Rick Abel, a faculty member of the committee, suggested it might look at the policy of limiting seminars to two units of credit. He feels this low unit-credit devalues a seminar, making it only one-eighth of the normal work load. Students consequently devote less time to them, and often nothing very serious goes on in class.

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## services . . .

**Placement Office**

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Michi Yamamoto in Room 1106.

Otherwise, students interested in financial aid must consult the campus-wide office at Room AI29, Murphy Hall. Applications for 1976-77 are available now, and the deadline for completed applications is January 15.

**Academic Problems**

Academic rules and standards are posted permanently outside the office of Assistant Dean for Student Affairs Fred Slaughter. Students all receive copies of the rules with their first-year registration materials.

The Records Office personnel can answer many questions about academic rules and standards.

The Placement Office, in addition to serving as Mission Control for the fall onslaught of interviews, offers numerous services to job seekers. These include the Martindale-Hubbell Law Directory, a five-volume publication listing the name and addresses of every lawyer and most larger law firms in the United States; the "Job Books," which carry names of firms which lack the resources to interview on-campus, but nevertheless are interested in UCLA law students (the books are categorized under headings such as "part-time and summer," "government," "third-year only," "bar not required"); scores of various publications on kinds of jobs, how to get jobs, and so on; plus a faculty advisory program and a series of career forums.

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