CROSS EXAMINER

Vol. 1 No.3 UCLA School of Law April, 1974

ADMINISTRATION CROSS-EXAMINED

'I-Notes' Filed

UNFAIR GRADES HARD TO CHANGE

What can the UCLA law student do who receives a course grade of Inadequate (or below 65) and wants to have the grade reviewed?

Under present procedures he may ask to see a copy of his course "I-note" and/or arrange an interview with the teacher to discuss the exam. The I-note is a statement that must be filed by the instructor in the student's personal file detailing the instructor's reasons for considering the particular exam paper to be of inadequate quality. (Personal files are kept in the admissions office.) It's possible that upon reading the I-note, the student will be fully satisfied with the explanation given for the inadequate grade. If, however, doubts still remain, the student is free to discuss the exam paper with the instructor.

A very sticky problem develops where, after all discussion and explanation has been exhausted, the teacher on re-evaluation of the paper decides the grade does not accurately reflect the quality of the paper and would like to change it (and this has been known to happen) or, if the teacher remains adamant in his/her belief that the "I" is warranted, the student continues to feel that the "I" grade was undeserved. At this point, the only real option open to the student is to pick up his chips and go home, because for all practical purposes existing policy precludes a change of grade other than for a clerical or technical error.

As Dean Schwartz explains, any petition for a grade change, even if approved by the grading instructor, must first be submitted to the Standards Committee, and if by some miracle it surmounts that hurdle, must then be approved by each and every member of the Law School faculty. THAT, fellow students, means that your chances of getting a grade changed amount to zilch.

The Administration's arguments for maintaining the present system are the following: (1) that it protects the anonymous system of grading; (2) that the administrative burden of processing a great number of challenges would be overwhelming; (3) that essay grading is performed on a comparative basis, and thus necessarily involves a certain amount of teacher discretion.

As to the first argument, is it really all that clear that destruction of the anonymous grading system would inevitably result from the granting of a method of review which would be more than a procedural dead end? Certainly, anonymity would be preserved at least up to the point in time at which the aggrieved student seeks the initial interview with the instructor to discuss the exam. On balance, it would seem that anonymity loss after that point would be

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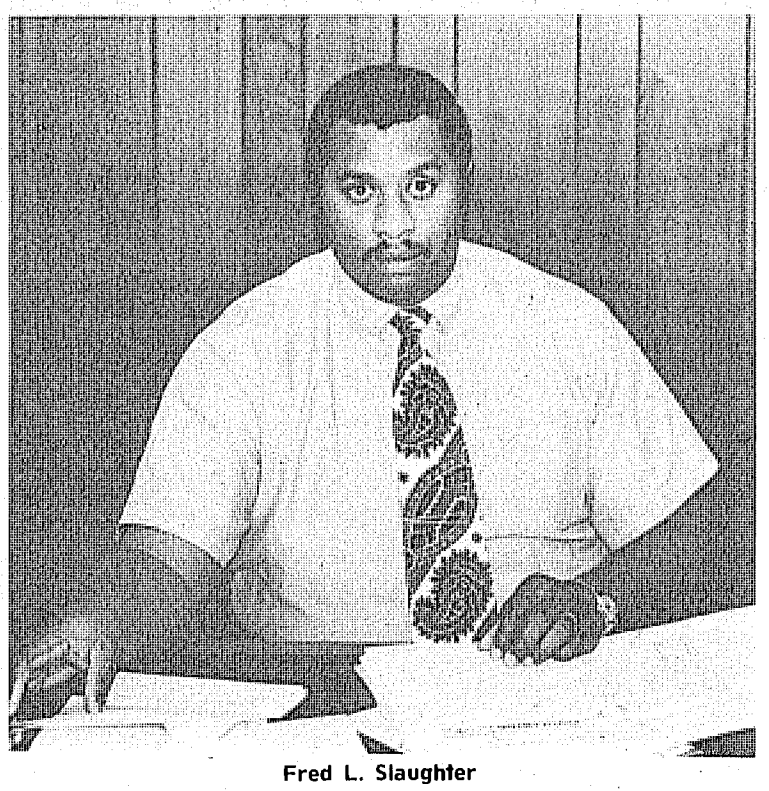

Fred L. Slaughter

Exam Delay Requests Slaughtered By Dean

Last quarter, a student found out that his wife would have to undergo surgery the next week — during finals. He petitioned Fred Slaughter, Assistant Dean for Student Affairs, to have his exams postponed for a couple of weeks; the seriousness of the operation made it impossible to study the week before finals. After the operation (on the first day of finals), his wife needed him at her side for 10 to 12 hours per day. This made it fairly impossible to study.

Slaughter told him that he had the choice of being with his wife or being in law school.

When I first visited Dean Slaughter for an interview, he was sitting with his elbows propped on his desk, his hands covering his face in a bored, tired position. "Go on," he said to me, before he learned of the purpose of my visit. "Go on," he demanded.

I told him that I wanted to talk with him about his reported "hard line" position regarding students' occasional requests that their exams be postponed.

The problem, according to Slaughter, is that people do not read the faculty rules and regulations. He sees his own role as primarily to inform students of the rules. "I have no flexibility," he said, "No power to make a waiver of the rules."

The "Summary of Academic Standards and Related Proce dures," at III (Postponing Scheduled Exams) says that if a student is the victim of "disabling circumstances," he or she must bring this situation to the attention of the Assistant Dean for Student Affairs, and consult with him about the possibility of postponing exams. This indicates that the Assistant Dean does have authority to grant exam deferrals.

Gary Schwartz, Chairman of the Standards Committee, tends to agree with this interpretation. "There are a few rules — like the deferral of exams — that lodge discretionary power with the Assistant Dean," he said. (A petition to the Standards Committee is the first step in appealing a decision of the Assistant Dean, before it reaches the Faculty Committee for review.)

Despite all the adverse feeling toward the Assistant Dean that I've heard in the halls, apparently not many formal complaints have resulted.

"There has been only one case during the 2 1/2 years I have been on the (Standards) Committee in which a complaint against the Assistant Dean was filed," Schwartz commented. "I must — and *do* — assume that he's been as generous as the circumstances allow."

A third year student missed 3 weeks of school last year due to a death in the family. He tried to postpone his finals. Slaughter told him that the death was "not the type of thing postponing exams is for."

If a student does not agree with the Assistant Dean's determination, he/she may make a petition. However, according to the FORM FOR PETITION instructions, it must be submitted to the Assistant Dean himself before it goes to the Standards Committee. And he may conclude that the petition "does not meet the minimum standards of thoroughness and craftsmanship that a conscientious lawyer should demand of himself in presenting a petition to a court," and refuse to consider it. Hmmm.

In all fairness to Dean Slaughter, I must point out that the general consensus among administrative people in the law school is that he is a stickler because he has to be; that he came into an office which was unorganized, and created order out of chaos.

Still, many students seem to find his attitude belligerent, his manner less than cooperative, and his hard-line position incompatible with the role of an "Assistant Dean for Student Affairs."

Michael Siegel

COURSES SCHEDULED FOR PROFS; STUDENTS IGNORED

Each new quarter brings the standard quota of closed classes and with them the disappointments when our efforts during Add and Drop Week fail to rectify the situation. Last quarter, for instance, seems to have been particularly troublesome for many of us. Many students got into none of the classes they desired and were forced to take totally irrelevant substitutes.

The extremely light teaching load carried by most professors in the law school may have caused students to be closed out of important classes Contributing to the difficulties is an apparent lack of balanced scheduling which results in three or four tax classes per quarter while Corporate Finance, Oil and Gas, or Torts II, for example, are offered once a year or less. Similarly, a course may be taught twice in a given year but once by a professor with a great reputation and once by a teacher who, to put it tactfully, is held in rather low esteem. Effectively, such a course might as well be scheduled only once.

As I see it, the students' problems are caused by several interrelated factors:

First, professors put in very few actual classroom hours; many teach as few as three to four hours per week. Even assuming that an hour is required to prepare for each of these, the time committed to the classroom is rather minimal. While it is clear that research, writing, and other responsibilities go with the job, extra effort on the faculty's part does not seem too much to ask when the students of the law school are being hurt.

Second, in general the professors apparently teach only when they want to. We have been informed that Mrs. McQuade asks what hours professors wish to teach and that this is the primary determinant for class scheduling. If true, such a practice alone would account for the phenomenon of popular professors teaching the popular courses at the same popular hours. The result, of course, is enrolling in more than one such course per quarter.

Would not a better system be to assign courses on a balanced basis throughout the day, giving particular consideration to avoidance of conflicts between the popular classes which are taught by the respected teachers? Under the current system — tailoring the schedule to the convenience of the professor rather than the requirements of the students — conflicts are created that result in students graduating without classes which they need or desire.

Third, many classes are limited in size, which results in

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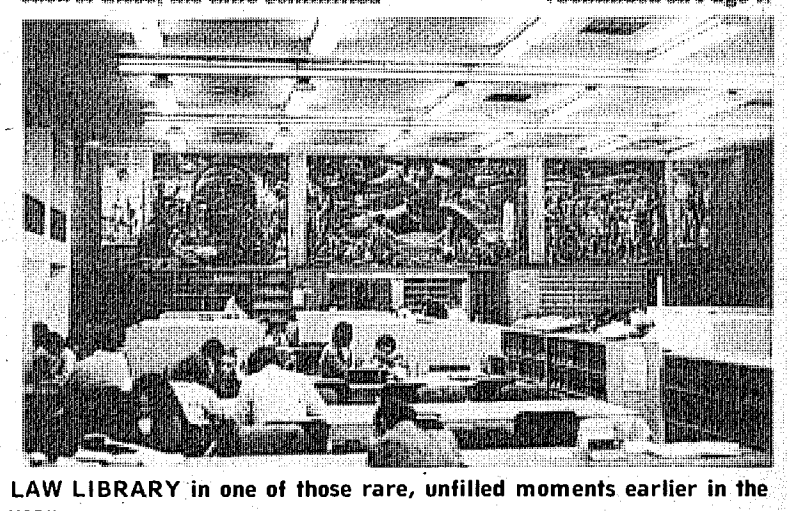

LAW LIBRARY in one of those rare, unfilled moments earlier in the year.

Library Overbooked During Bar Review

Where do all those people come from who take over the Law Library? Why, from other schools. But where are we supposed to go?

This is a major problem which ironically reaches a peak after finals in June — just when study space is needed most by those students studying for the Bar.

But for those searching for a quiet place, a quick check of libraries on campus has revealed there is space available.

According to Everett Moore, Associate University Librarian for Public Services, the expected summer hours that the campus libraries will be open — based on last year's hours — are Monday thru Thursday, 8 to 8; F, 8 to 6; and Saturday, 9 to 5. (Compare with the Law Library summer hours of Monday thru Friday, 8 to 10; Saturday 8 to 5.) Thus, if a student finds the Law Library too crowded or noise, he/she can take his/her review course outline to a nearby alternative.

For instance, the cavernous Research Library, with carrels abundant in the stacks, will have hours 9 to 5 Monday thru Saturday. (Same hours for Powell.) The Business School is open 9 to 5 (closed Saturday and Sunday).

For a listing of libraries and hours available, consult the UCLA Library Guide in the Law Library. Students not satisfied with these alternatives can register complaints and suggestions with the recently-formed Library Committee. See Chairperson Mary Downey or Committee members Mark Treadwell and Tom Allen.

Women Respond to Anti-Movement Article

"ASSUMPTIONS ARE INCORRECT"

I am writing in response to last month's article condemning the Women's Liberation Movement, written by an anonymous woman law student. The author made three basic assumptions: first, that the Movement is synonymous with female sexual aggressiveness; second, that non-sexual aggressive behavior, including that of the woman lawyer, makes women attractive to men; third, that sexually aggressive behavior from a woman is unattractive, frightening to men, and detrimental to, if not completely destructive of, masculine sexual response. I believe that all three assumptions are incorrect.

Nobody can be blamed for harboring the popular misconception that being a feminist means assuming an aggressive role in all sexual encounters. All of the media — TV shows, news stories, magazine cartoons, even the Sunday funnies — have created and sustained the myth that a "liberated" woman is a braless, insatiable, sexually demanding, castrating vampire. Many people believe that the Movement's goal is role reversal, that it wishes men to assume a passive sexual role while women take over the aggressive "masculine" sex role. But that is not what the Women's Movement is about. The goal of the Movement is simply to give **both** sexes the freedom to engage in whatever behavior is most comfortable and natural. Thus, if the Movement teaches anything about sexual behavior, it teaches kindness, honesty, and sensitivity. It does not tell anybody to conform to any standard of behavior. It says simply, **you**, and **only** you, have the right to decide whether passive or aggressive or middle-of-the-road sexual behavior is most comfortable for you. You have a right to decide what kind of sexual encounter pleases you and to communicate your preferences to your partner. You do not have to pretend not to have any sexual feelings just because you are a woman; you do not have to pretend to the prowess of a stud bull if you are a man. In short, I know a large number of feminists who don't go around propositioning men. They are most comfortable waiting for the man to move first, or for a relatively mutual decision.

Second, I just don't believe that aggressive "lawyer" behavior turns all men off. I do not believe that all men prefer "a stewardess or a dancer" to an intelligent, professional woman. I know too many professional women, and too many women law students, who are happily married. I know too many women in law school who are involved in happy, rewarding love affairs. I myself am about to marry a man I met in law school. George McGovern, you may recall, met his wife when his college team debated her team, and she beat him. I do not believe that women should seek "inherently feminine" jobs and professions just to maintain their femininity. Besides, what's so feminine about doing secretarial work, or operating a switchboard? Boring, yes, underpaid, yes, second class, yes, but **feminine**? And what's masculine about being a lawyer or a CPA? Clearly the distinction is that brainy jobs are for men and mindless jobs are for women. Since I don't think stupidity is a feminine characteristic, I don't see anything inherently unfeminine about being a woman lawyer. **Sure** it takes "real balls" (and what a sexist statement!) for **any** human to hang around with any **other** human who is equal, not inferior. Men aren't scared to make friends among their peers in law school; why should lovers be different?

Lastly, I don't believe that the knowledge that women enjoy sex, and seek sex, frightens **any** men except a small minority who are very insecure. Now, as for "sexual aggression," bald propositions, "using men as sex objects," of **course** men don't like that kind of thing. Neither do women, and we've been complaining about it for years. No human being likes being used, objectified, or pressured into doing something he's not sure he feels like doing. The author of the anti-Movement article apparently believes the societal myth that any man will lay any woman, any time, any where and that there's something terribly wrong if he **doesn't**. How many men will want to perform, or be able to perform, when a woman they don't know, don't like, don't find sexually attractive, or don't love says, in effect, "Hey, buddy, I'm horny. Perform." Women bitterly resent being expected to respond sexually on demand. If we want courtesy, gentleness, emotional involvement, obviously we have to offer the same considerations in return. Nobody likes to be bullied.

I do not argue that the lot of the woman law student is a bed of roses. Some men — an increasingly small minority — do resent our presence in the law school. Some men **do** believe, or claim to believe, that women are stupid, emotional rather than rational, and without any right to be lawyers. Some men **are** threatened by women lawyers and refuse to get involved with us. But do we really **want** to have sexual relationships with people who think we're stupid and second-rate? Of course not — and it isn't necessary. Considerate, confident, successful women **do** get sexual attention from considerate, confident men. And the fact that there are a few inconsiderate, insecure men around just isn't a reason to junk the whole Women's Movement and go back to the kitchen, is it? Not for me, sister.

Candace M. Carroll

'Not Giving Enough Credit'

I found the article "Women's Position of Equality Will Destroy Men as Men" to be a very sad statement, and a real denial of human potential.

If "destroying men as men" means freeing men from the destructive male roles they are forced to play in our society, then so much the better for us all.

The purpose of the women's movement is not for women to assume the male roles. Its purpose is to free us all from roles which are assigned to us by sex, not by choice.

I feel that the three men who turned down the propositions by the writer's woman friend were perfectly justified in saying that "they didn't want to be used for their bodies." Being used for your body is a destructive thing to happen to any person, male or female.

The writer is correct in saying that "It takes real balls for an intelligent man to appreciate an intelligent women without being threatened." But who wants a man **without** "real balls"? Who wants to **be** a man without real balls? If "real balls" means real personal strength, isn't that what we're all working toward? (Although I can't remember having heard the expression "real vagina.")

The writer seems to be saying that as an intelligent woman, she finds herself in a negative environment, and the way to deal with the situation is to accept it rather than try to change it. I hardly think that is giving herself, or men, enough credit. Strong women deserve strong men, and strong men deserve strong women.

— Louise Smith

So You Want to Write a Law Review Article

By Paul Beechen

By now you may be wondering if there is more to your legal education than a shelf full of case books and a transcript full of grades. I suggest you try independent research and writing, drafting an article which contains your feelings and ideas and which can be used as a vehicle of expression to reach others outside the confines of the law school.

I'm not going to try and convince you to write an article, but I will only note that it is possible to use Law 239 to gain credit for individual research. I do plan to discuss two avenues through which you can publish the article you may wish to write: the Law Review and outside publications.

I'm not going to talk about the merits of Law Review because I could add little to the debate. Rather, I am going to talk about it in factual terms and try to give you an idea of the work involved and how to go about getting your comment published.

There are two ways to become a member of the Law Review. The grade approach is well known and either you've made it on your grades or you haven't. Of more interest is the "write on" policy. This allows any student, regardless of grades, to submit a brief memorandum of the comment which the student proposes to write for evaluation by the Board of Editors of the Law Review. If they approve the memo you're invited to become a member of the Law Review with all the rights and responsibilities of any other member. If your memo is refused you can submit another. The memo is a general discussion of the area of the law on which you are writing, the scope of your comment, a discussion of other material which has already been written (if any) and the approach it has taken on the subject. The memo gives the Board an opportunity to evaluate the merits of your topic, determine if it has already been substantially covered and gain an idea of how well you write. Having the memo ready when school starts in the fall gives you a significant head start on your comment and should allow you to complete it in your second year.

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1984 Previsited

Are we really ten years away from Orwell's vision of life in 1984? Or are we perhaps there already? Consider:

The U.S. Supreme Court has now legalized searches incident to arrest, even when there is no danger to the arresting officers nor danger of destruction of evidence. Thus, with only the flimsiest "probable cause" (driving too fast? too slow?), the police can, without restriction, thoroughly and completely search anyone they please. The power of the state is thus increased incredibly;

Our selection of reading matter is curtailed by what the state feels is or is not acceptable, under the test of "obscenity." But a book need not be obscene, even in the classical sense, for it to be condemned: merely advertising it in an "offensive" way is sufficient for it to be suppressed (**Ginzburg v. United States**, 1966);

I fully expect wiretapping without a prior search warrant to be held permissible within the

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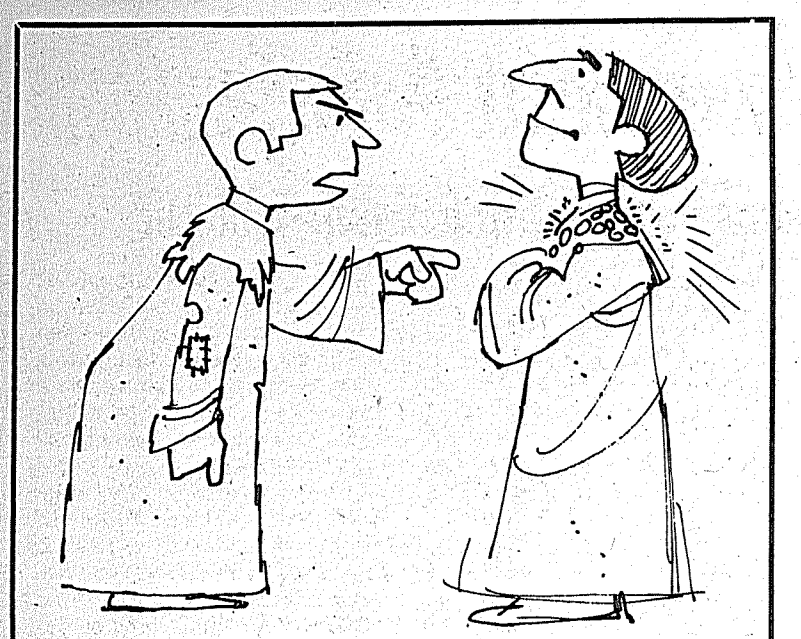


"Don't blame me — Bergman said to identify with the client!"

FACULTY FOLLIES: HIGH SPOT IN THIRD YEAR CLASS PARTY

Approximately 250 students, alumni and faculty rocked, laughed and drank their way through the evening at the Third Year Class Party on Friday, April 12.

What made this festivity — indeed, this turnout — so remarkable was that it was held in the law school corridor, and that many of the participants were costumed in clothes of the 50/60's, following the "American Graffiti" theme of the party.

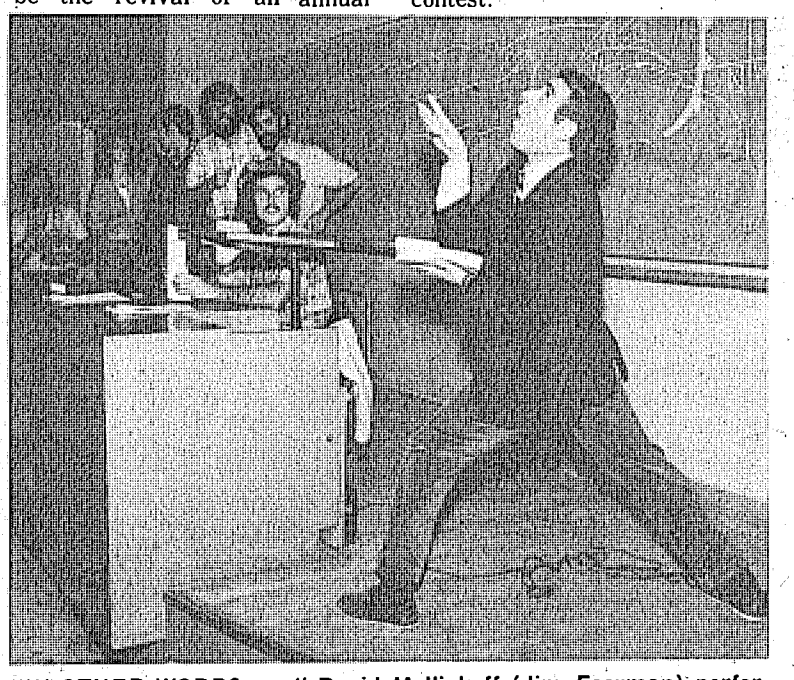
"This was quite a successful event," commented Third Year Class President Michael Siegel, "due mainly to two things: everybody really got into the spirit (and the spirits!); and, of course, the Faculty Follies."

The Faculty Follies was a skit performed by members of the class in which faculty, staff and the law school all were fair game for humorous attack. It clearly was the high point of the evening, and, from conversations overheard in the halls, may turn out to be the revival of an annual tradition, the Libel Shows of years past.

"My god," paused Ken York (Pete Bronson), in the middle of the Faculty Follies weather report, "I think my heart just beat!" And H&R Rice (Jim Foorman) gave Reason Number 17 for using his tax service ("It's the RIGHT WAY to keep your money from BAD KID!").

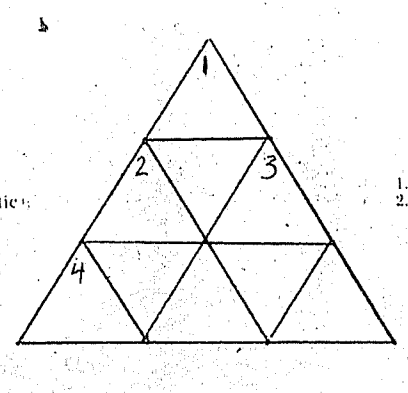
"Follies" organizer Bo Links also starred as Jim Herbert ("Wee wee on Murray's moustache"), Art Rosett, and several other notables. Almost every faculty member was portrayed or mentioned by the student performers, who also included Susan Bush, Howard Serbin, Al Cooper, Jeff Griffith, Andy Colvin and Michael Siegel.

Big Daddy Dipstick and the Lube Jobs was the "name band" playing. Ken Karst garnered most of the prizes by winning the award for best professor's costume as well as being a finalist in the jitterbug and rock'n'roll dance contest.



"IN OTHER WORDS . . ." David Mellinkoff (Jim Foorman) performing in the Olympic U.C.C. Statute Competition, as Howard Cosell (Bo Links-left) narrates and Follies News Anchorman L. Dale Dizenfeld (Center) looks on.

TRI-WORD PUZZLE



1. Musical Chord.
3. Nighttime (poetic).

1. Leaf Holders.
2. ___ Fleming.

2. Anger.
4. Scandinavians.

Answer on page 4

MAKING NOISE LIKE A LAWYER WHILE STILL A STUDENT

The law school offers many opportunities for quarter-away, clinical, and other programs in which students get actual experience in legal practice. Paul Bergman, one of the professors who supervises the poverty law advocacy contingent, describes the type of activities involved in that program.

Students in the third year Trial Advocacy sections are spending more time in court than President Nixon's ex-Cabinet.

Since January (following a quarter of intensive training), approximately 60 students have been representing indigent clients in a variety of criminal and civil contexts. Although the students receive close faculty supervision, it is the students themselves who are primarily responsible for factual investigation and legal research; and it is the students who examine and cross-examine witnesses and fully present the cases in court.

For instance, Chuck Goldwasser is handling a case expected to be heard before the California Supreme Court this spring. The case involves the right of a criminal defendant to file a petition for a writ of mandate without payment of a filing fee.

A large portion of the cases in the civil sections are known as "dependency" cases, in which the State removes children from the homes of parents who are allegedly unfit because they abuse or neglect their children. In one such case, Mike Rubin and Jeff Pesses represented parents whose two-year-old child was taken away because their other two children had died before they were six months old. The State also alleged that the two-year-old child was unhealthy.

Mike and Jeff tracked down and subpoenaed the extensive medical records of three hospitals and a social worker, and secured a court order appointing a doctor, at State expense, to assist them in interpreting the records. As a result, it became clear that the two children's deaths were in no way the fault of the parents; the children were the victims of Sudden Infant Death Syndrome. As for the two-year-old child, she was healthy in all respects. When all of these facts were made known to the court, the court dismissed the case and returned the child to her parents.

In another case, Jules Kabat and Andy Colvin represented a mother who lived with her two children and another woman, in a lesbian relationship. The children were removed from the home after the mother and the other woman had engaged in a bit of fisticuffs. In the trial, the students were able to demonstrate that the alteration was very minor, that there was no danger to the children, and that the social worker filed the case because of her bias and prejudice against the women.

In not all the cases are the students so successful. Steve Revitz and Mark Paul represented a parent whose five children were removed from the home because the home and the children were allegedly filthy. Prior to trial, the mother had assured the students that the home was basically clean; their own investigation confirmed this. However, at the trail, the police brought with them 25 photographs of the home on the day the children were removed. The photos showed, among other things, the feces of a variety of animals. The judge was moved to comment that it was the worst pigsty he had ever seen, and he sustained the petition.

In a criminal case, Ben Blakeman represented a 47-year-old Chicana grandmother who was charged with spitting on a police officer. The charge grew out of a distrubance that erupted in the streets of Harbor Hills, a low-income housing project. There were four codefendants in the case, which resulted in a six day jury trial. Ben's client, along with the others, was found not guilty. Aided by information gathered through pretrial discovery motions, Ben and other defense counsel were able to show that the sheriffs' office had actually instigated the disturbance, and that the police had acted unlawfully. A civil suit against the county is under preparation.

Andy Kurz and Stan Shimotsu represented the parents in a case in which the father allegedly had a series of sexual relations with his teenage daughter. The students were able to demonstrate that the daughter was using this story as a way to get back at her father for being overly strict. Her testimony was also impeached by what she had written in her diary and in letters to her brother. Largely as a result of the students' efforts, the entire family is undergoing counseling.

Other cases on which the students have worked have involved the right of women to register to vote as "Ms." (this right is now established by recent legislation in California); abuse of process; dental malpractice; the efforts of a schoolteacher convicted of sex offenses to regain her teaching credential; and the practice of automobile insurance companies of cancelling policies of those who have been convicted of simple possession of marijuana.

Thus, not only are these students able to represent persons whose interests would otherwise go largely unrepresented, but they also acquire in school, trial experience which aften takes attorneys many years to acquire.

Landmark Case:

CAVEAT v. STEVENS
Defeasible Court of Idaho (1965)
42 Blackacre 281

DEIFIED, J. Plaintiff Elmer Caveat comes before us in appeal of a decision by the Determinable Court of Pocatello (opinion written by LOBOTO, J.) that he was not entitled to retain possession of an estate now held by Cat Stevens, not to be confused with the fine singer by the same name. On appeal, Plaintiff also asks that, in the event judgment not be granted in his behalf, he be granted a rehearing of a verdict in the Divested Court of Twin Falls in 1963 (opinion written by AHA, J. (jg)), that he may not recover in tort against said Cat Stevens, not to be confused with the fine singer by the same name.

Caveat was one of eight identical octuplet sons born to Mr. and Mrs. Gloria Caveat in 1917. It is unknown the order in which they were born, but all eight survived and now run the Caveat, Caveat, Caveat, Caveat, Caveat, Caveat, Caveat and Aha Law Firm and Copying Machine Co. in Unbelievable, Idaho. According to the next-to-last will and testament (the last was seized by officials during the famous raid on Gloria Caveat's tattoo parlor), the entire estate of the elder Caveats would go to the eldest son — unless there be no eldest son. We quote:

Okay, now. To our eldest surviving son, we leave our entire estate, and out of sheer benevolence, we decree that he not be required to pay any fees simple for it. In the event we have no such son surviving, the estate shall go to our beloved cat, Mr. Stevens. If we have daughters, then we hereby obfuscate.

This court stated in **Stevens v. Aha**, 28 Ida. 901 (1875), that intentional obfuscation of a will shall be deemed an aid to the court and encourage multiple payoffs. Plaintiff has obliged. But we will not be influenced by payoffs. Especially small ones. It is obvious that we cannot determine whether the senior Caveats left an eldest son. To solve the problem, we consulted an excellent text:

OBFUSCATION. When prevaricated intrinsic materialities are internalized by an external caveat documented by quaver, it is settled that xerophthalmia cannot merge. This is clear, for feudal lords loved thy neighbors as they loved themselves. And Henry X was broke. So he passed a statue that wasn't enforced. This was when amphibians were still running around with gills. But that didn't stop progress. For hundreds of years, while coal deposits built up and men began doing lots of things, still the seisin would not abey orders. Many people still believe these myths. And you may already have won. Seisin, it is settled, builds strong bodies twelve different ways. Please excuse the crayon; sharp objects aren't allowed at this college.

We think Caveat probably has a remainder in long division. We

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Tortlettes

SMITH v. STANDARD OIL CO.
89 US 890 (1962)

Smith claimed the oil company and 16 co-defendants were guilty of conspiracy, since gasoline prices varied the same amount and at the same time among stations.

Held: for defendants. The fact that gasoline prices went up all over the U.S. the same day was pure coincidence.

STATE v. ANDERSON
2 Cal. 76 (1844)

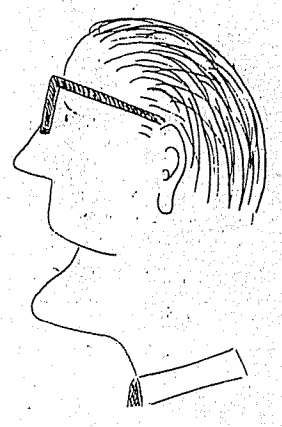
Action for negligence. Anderson accidentally killed the Reasonable Man on a hunting trip, causing problems for courts ever since.

Held: for State, because the reasonable man would not have killed the Reasonable Man.

RAUNCH v. BLOOD
11 Cal. 477 (1923)

Defendant cut off plaintiff's leg and threw it into the ocean.

Held: for defendant. The leg was never recovered, so plaintiff could not prove he ever had it.



Query? Queerie? Quaere?

GROSS EXAMINER

Vol. 1 No. 3 April, 1974

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Contributions accepted at Information Desk and/or Room 2467D.

Law Review

(Continued from Page 2)

It's important to keep in mind that the topic memorandum is actually the basis of your comment. It is not merely an exercise in research and writing to show your skill, but is a step which all members must take in preparing their comment.

As a learning experience, the process of hammering out a comment is unequaled in the law school. Nowhere else will you be forced to carry out an idea to its absolute end, support every statement with authority and write with sufficient clarity to present your ideas to all who read your comment.

Along with the months it takes to finish a comment are inherent problems associated with Law Review. These range from personality conflicts to having your entire comment preempted by an article in another law review. Finally, there is the production work which involves checking citations and text of other articles and comments and reading them for grammatical and printing errors. The time involved in this activity varies from nothing to more than five hours per week.

Obviously of great concern is whether your comment will actually be published. The answer is "yes" IF you are willing to do what's necessary to get it ready for publication. The Law Review expects an article which is well written, well researched and makes a contribution to the legal community. It is your responsibility to meet those goals.

The Law Review is not the only way to get your article published. There are innumerable legal periodicals which rely on outside sources for their articles. While some journals are restrictive in their publication policy, many are quite willing to consider student articles. The policy of the magazine can usually be determined by a statement contained in the magazine itself.

In choosing publications to which to submit your article, keep in mind that most legal journals are directed toward a particular aspect of the law. Additionally, each magazine is directed toward a particular audience and wants an article which will reach that audience. While the Law Review wants an article which represents a scholarly approach toward a topic, a local bar journal may desire a more practical style which can be used by the practicing bar. These differing formats allow you to be flexible in the type of article you write and still be assured of the opportunity for publication.

A major distinction between the Law Review and independently publishing your article is the amount of help you will receive in preparing your article. When your comment goes into production at the Law Review about twenty people are involved in the effort. In contrast, outside publications want a finished article. They very rarely have the staff to help you organize, research, and write your article.

If you decide on an independent publication pick a few magazines which you think will be interested in what you have written and send each of them a copy of the article.

Good luck.

1984

(Continued from Page 2)

next year or so, under some theory of "National Security". When this happens, we will be safe in the knowledge that no one will ever misinterpret what we say: on those few occasions in which we forget ourselves and say just what we think, any future accusation of our intent and/or our exact words can be tested against the tape-recordings:

As gas prices continue to rise, more and more of us will be spending more and more time at home — and what better, easier source of local entertainment than our own little boob tube, sitting in most rooms of the house, often portable, and, eventually always turned on. Hmm. Sound familiar?

I love Big Brother. I love Big Brother.

—Michael Siegel

COURSES

(Continued from Page 1)

unnecessary inconvenience and waiting lists and students' being forced to take alternative classes in which they are totally uninterested. The argument for limitation has generally been physical classroom size. But we have rarely seen rooms 1345 or 1349 actually filled to capacity. Moreover, the very popular professors such as Horowitz, Karst and Aaron could simply not be assigned to the smaller classrooms. More likely the answer for class size limitation is the quarterly burden on professors to grade exams. But it is really difficult to believe that even 20 or 30 more students in a classroom could delay the completion of grading any more than occurs now. Furthermore, asking the faculty to burn the midnight oil three times a year just doesn't seem to be an unconscionable request — particularly if this means that many students would thus be afforded class opportunities which they would otherwise miss.

(Ed. Note: No professor is expected to teach more than 15 units a year — i.e. 5 hours per quarter — according to Dean Bauman.)

Finally, there is no official priority for third year students. As a result, seniors must compete in a lottery which, if they lose, may mean losing any opportunity to have a given class during law school.

— A Closed-out student

UNFAIR GRADES

(Continued from Page 3)

preferable to the present situation which leaves the student impotent to change what may be an unjust grade that will remain on his record into eternity.

As far as administrative burden is concerned, how certain is it that after exhausting the present procedure (inspecting the I-note and discussing the exam with the instructor) there would be an inordinate number of challenges to the "I" grade? If the grading system is operating with any kind of fairness, most students, after discussing the exam with the instructor, should be convinced that the grade is justified. But even if granting a true opportunity for review encourages a few more students to fight to the bitter end, thus placing a greater burden on administration, why should that be a justification for NO review? Efficiency certainly ought to take second place to fairness.

It doesn't seem unreasonable to suggest that in the spirit of fairness a less cumbersome, less insurmountable procedure for review might be adopted — one which would at least give the student an even break while at the same time protecting the anonymity rule and preserving the teacher's authority in grading. Possibly some sort of mini-review system might be attempted, whereby the instructor would submit the exam paper in question, together with a small sampling of other class papers ranging from "H" to "I", to two other teachers who are familiar with the course material. If both of the non-involved teachers agreed with the original grade, the matter would end there. If, however, one or more felt that the paper warranted a higher grade, perhaps by concurrence the grade could be changed, without having to go through the process of submission to the Standards Committee and burdening every staff member.

—Ann Beiner

LANDMARK

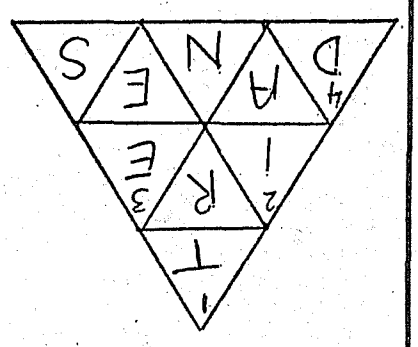
(Continued from Page 1)

didn't decide this without checking further; no, sir! We asked at least 14 relatives of Caveat the Plaintiff if they had or wanted seisin on this property; they all said "No." We are of the suspicion that they, like us, have no idea what seisin is. We, unlike them, know how to wreck people with it, however. But as Pliny the Elder once said, "Habeas steppum omnes footum, smartem."

Do not get the impression that we enjoy rambling on meaninglessly like this. It is long settled that when a court has no idea what it is doing, it should ramble. At least it will give future law students — the only persons who are likely to read this crap — something to hang themselves about.

To Cat Stevens, n.t.b.c.-w.t.f.s.o.t.s.n., we say, "Congratulations!" To the Plaintiff, we say, "We're sorry you didn't win." And if you don't understand what we're doing, why, come back another day. For you can fool all the people all the time.

— Courtesy of Legal Lampoon



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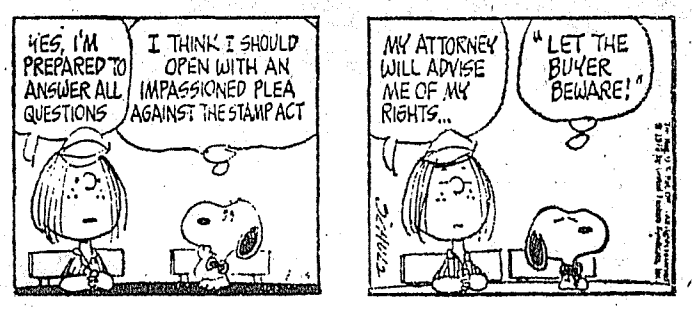
"I was glad to pass the bar" – Arnold Gross, '73

"I like Paul Bergman."-Howard Soloway.

Calif. Rules of Court PROHIBIT LAW STUDENTS

From Trying Cases



If this statement raises a credibility issue in your mind, perhaps you should see the Clinical/Quarter Away information brochure available May 1 at Admissions, and attend the informational meetings

May 6 and 13, Room 1345 at 12:00 p.m.