

UCLA

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Placement Office Shifts Focus to Alternative Legal Careers

by Ruth Jones

During Fall the staff of the Office of Career Planning is almost exclusively devoted to placing students with large firms through the on-campus interview process. Since this process does little for students interested in other career options, the Placement Committee has focused on developing resources of the Career Planning Office in non-firm areas.

The Committee, chaired by Professor Paul Bergman, is composed of faculty members Charles Firestone, Ted Guth and Mary O'Hare, students Ken Hertz, Ruth Jones, and Hector Yopez, and the Director of the Office of Career Planning, Leticia Cairl. The Committee's approach to widening the perspectives of OCP is in a sense one new to UCLA. Recognizing that currently the OCP is understaffed and that there are students more familiar than the staff with opportunities in non-firm areas, the Committee has solicited student involvement.

Students were contacted who expressed an interest in various areas, such as Criminal

or Labor law, to work on projects. The nature of these projects is limited only by the imagination of the student group.

The Committee hopes that these groups will not only be able to identify the specific deficiencies of the OCP but will aid in the development of resources by producing written materials or whatever that is necessary. The Committee also hopes that these groups will serve as a support system where students will interact with others who share the same professional interest, and exchange job search information.

These groups are currently hard at work and have compiled information or have plans for the Spring semester. The Labor law group, headed by Peggy Stevenson, has compiled a list of union-oriented labor law firms, which is now available in the Career Planning Office. The Criminal law group is putting together a list of prosecutors and public defenders, and a booklet on the Criminal Law career.

Other groups are busy plan-

ning panels and other activities. The groups are seeking other students who would like to work with them. If you are interested, names of contact people for each group can be obtained in the Office of Career Planning.

Another activity of the Placement Committee has been to develop peer counselors. Peer counseling not only allows students to provide other students with methods to secure non-firm jobs, but counselors can help students to identify the type of legal job which will suit their personal and professional needs and skills. The peer counseling idea grew out of the Committee's concern that too many students simply are accepting jobs obtained through the on-campus interview process without considering what they want. The counselors will be trained by the Leticia Cairl and will establish hours next semester.

Although the primary focus of this year's Placement Committee is on non-firm opportunities, the Committee is also concerned with the on-

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Mellinkoff Honored by UCLA Faculty

by Ted Hulbert

Professor David Mellinkoff of the UCLA School of Law has been selected as the Faculty Research Lecturer for 1982-83 at UCLA by his colleagues in the campus Academic Senate.

The annual lectureship is the highest honor bestowed by the faculty of UCLA, and it is in recognition of distinguished research achievement.

Professor Mellinkoff, whose scholarship is focused on the language of the law, will deliver a public lecture on that subject early in 1983 at UCLA.

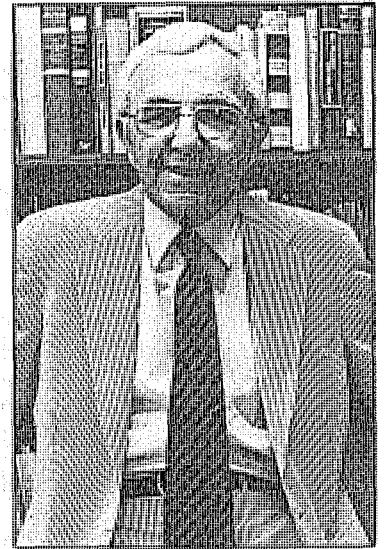
Mellinkoff's most recent book is *Legal Writing: Sense and Nonsense*, published this year by Charles Scribner's Sons and West Publishing Co. It is his third book since Mellinkoff joined UCLA's law faculty in 1965.

The new book is a direct offspring of Mellinkoff's classic work of scholarship, *The Language of the Law*, published in 1963. A book on legal ethics,

The Conscience of a Lawyer, was published in 1973.

In his most recent book on legal writing, Professor Mellinkoff pinpoints specific flaws in the language of the law and recommends what lawyers can do about these problems.

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David Mellinkoff

UCLAW Team Wins Moot Court Honors

UCLA Press Release

Student advocates from the UCLA School of Law and Hastings College of the Law won the highest honors in the Western Region Moot Court competition in San Francisco Nov. 12-13.

The UCLA team, comprised of David Bridgeford of Fargo, N.D., Penny Costa of San Leandro, and Janet Sobel of Los Angeles, and the Hastings team both qualified to proceed to the national Moot Court finals in New York City in January.

The UCLA team also won the best brief award in the regional competition.

The two days of oral arguments in San Francisco included a field of 14 teams from law schools of California and Hawaii.

UCLA and Hastings will enter the national competition in a prestigious program which is now in its 33rd year, sponsored by the American College of Trial Lawyers. U.S. Supreme Court Justice Lewis F. Powell, Jr., heads the group that oversees the national finals.

Among teams participating in the regional competition were those from law schools at Stanford, the University of California Davis, the University of San Francisco, the University of the Pacific, Pepperdine, Loyola, and Southwestern.

The three members of the UCLA team were selected through a year of intense competition among 175 of their classmates in the Moot Court Honors Program.

Curriculum Committee Holds Open Hearing

by Bahman Mashian

The curriculum committee held an open meeting October 25 to receive and discuss comments from students about the proposed changes in the first year curriculum. One proposal by Professor Leon Letwin, Chairperson of the committee, was previously made public and provided a point of departure for the discussion.

Letwin's proposal took the following form: equalize the length and units of traditional first year courses; add Legal Profession as a required first year course; provide a first year elective option; and change Criminal Law II from a required course to an elective.

Approximately 50 students attended the meeting and commented on the proposed changes as well as other changes they would like to see. Professors Letwin, Lowenstein and Delgado along with Leslie Lurie, Eleazar Aramburo and Scott Engelhard, students members of the committee, were present.

Some student comments were as follows:

--Adopt first year electives which are all public interest

courses, since most students do not normally take such courses

--Keep the present two graded exams at the end of Fall semester, since the Fall exams are experimental for most students

--Incorporate Constitutional Law as a mandatory course in the first year curriculum

--Replace the second half of Torts with Legal Profession for 2 units

--Do not eliminate Criminal Law II, but shorten Property or Contracts to make room for an elective

--Shorten all courses to one semester.

Some comments focused on the Legal Research and Writing course. One student suggested that Legal Research and Writing could be used more effectively if the writing assignments dealt with more practical issues, such as Landlord-Tenant, Immigration, or Administrative Law. Another student suggested offering Legal Research and Writing as a summer school course before the first semester of the first or second year.

Many students favored having all first year courses graded

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The Hocket

UCLA School of Law

Volume 31, Number 3, Tuesday, November 23, 1982

UCLAW Prof meets the Supremes

Mr. Firestone goes to Washington

by Leslie Stuart

On October 12, Professor Charles M. Firestone went to Washington to argue before the U.S. Supreme Court. The case focused on Section 504 of the 1973 Rehabilitation Act, which prohibits discrimination against the handicapped by recipients of federal financial assistance.

As counsel for Sue Gottfried, a Los Angeles deaf woman, and the Greater Los Angeles Council on Deafness, Firestone had earlier persuaded the Court of Appeals for the D.C. Circuit that the Federal Communications Commission must consider a public television station's compliance with Section 504 when granting license renewals.

Appellant, Community Television of Southern California (KCET), joined by the F.C.C., argued that the agencies properly charged with the responsibility of making television accessible to the deaf are the Departments of Education and Commerce: it is only these funding agencies which can enforce the non-discrimination mandates of Section 504.

In reply, Firestone argued to the Court that appellants' stance creates a "shell game", and thus no agency would take responsibility for assuring television services to the hearing impaired. Emphasizing the lack of concern for the deaf community, Firestone noted that when faced with the choice between subtitling and dubbing for airing a foreign

language film, KCET opted to dub in an English language soundtrack.

The courtroom was filled with tension and excitement, continuing the mood generated by the Bob Jones case heard earlier that day. Firestone's charge that the station had "discriminated" against the hard of hearing fascinated the justices. "What do you mean by discrimination?" White asked, almost as soon as Firestone started speaking. "Indifference, exclusion, devoid of equal access," Firestone said. "Would the Supreme Court be guilty of discrimination against the hearing impaired if it did not provide amplifying

equipment at its oral arguments?" Burger asked. "Not under the law," Firestone responded. The Justices posed more than one hundred questions to Firestone in the course of his forty minute presentation. Only Justices Brennan, Powell and Blackmun remained silent during this deluge of questioning.

As representative for Gottfried, Firestone doubts a favorable decision. However, he views the experience as a very favorable one from his perspective as a Communications Law professor at UCLA School of Law. "What

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Charles Firestone

Opinion

Law School Finals: Some Alternatives

by MahaRaj Khalsa

As we trudge once again into final exams, this seems to be an appropriate time to reflect on the place of final exams in legal education.

Since I am getting a masters degree at GSM while I go to law school, I am particularly aware of the contrast between the approach to education at each of these professional schools. At GSM, most classes have papers and projects as alternatives to midterm or even final exams. As a result there is a certain amount of critical feedback from the professors to the students throughout the term. I have always been puzzled why a similar approach isn't used in law school. The benefits of the GSM approach are obvious: the student gets an idea of how well he is learning the material; there is less chance to fall behind; if a student blows one assignment or exam his whole grade is not shot; and most importantly, the students learn how to use a library to teach themselves. On the other hand, it may be more work for the professor; class time may be used up; and it may mean more work for the student. On balance however, the benefits seem to outweigh the drawbacks.

Why then should law school persist in the pressured, anxiety filled system of 'finals only'? When I put this question to professors here, the replies I got can be summarized like this: "Well, that's the way we've always done it and I don't see any reason to change;" or, "there's a lot of learning that takes place during that finals period;" or even, "papers and midterms would be too much work for the professor." I have some problems with these answers.

First, I think a "progressive" school like UCLAW can afford to be creative; we don't have to imitate Harvard to have an

excellent program. (Might I whisper the heresy that we could even have a *better* program than Harvard?) Thus, tradition provides no rationale at all for using the system we now have.

Second, I question whether the learning that takes place during finals period is all that genuine. Usually, 90% of what is "learned" studying for a final exam is forgotten a month after the exam. Much more useful learning could be had by working through a research problem or drafting a memo on some legal issue. Further, this is much more like the work we'll be doing as lawyers. Judging from the student- (and attorney-) written material I've edited for the *Alaska Law Review* and *The Docket*, law students need much more practice in legal writing than they need in exam taking. Consider that after the legal research and writing class in the first year, many students graduate never having to write another brief in law school.

The last objection professors raise to midterms and/or research papers is the amount of time they would take to correct. I can sympathize with this, but there are alternatives that could eliminate this problem too. One would be to assign papers to just a few members of a class each week. This spreads the professor's work load out over the whole term rather than clumping it all into a mountain of blue books after a final exam. Professor Asimow is using this approach in a seminar I am now taking, with good results.

Another solution to the additional-work problem is to use student readers. This not only simplifies the professor's job, but gives students that have already taken a course a chance to deepen their knowledge by helping other students. Another approach would be to

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UCLAW Grad shares a Tale: Bar Exam Terror

by RaM

Docket Foreign Correspondent

"Congratulations, Candidates. You have just completed the 1982 Summer Bar Examination." Those were the words I had waited to hear all summer, and on the last Thursday in July at a tired 5 O'clock in the afternoon, they echoed through the Long Beach Convention Center Arena. The Arena had been an unfriendly and tension-filled home for some 6,000 nail-biters and teeth-clenchers for the previous three days. The impact of the overly zealous proctor's announcement was lost on me; I was exhausted overweight and acne-ridden. I could barely raise my arms with enough strength to toss crumpled sheets of scratch paper aimlessly into the air--as did many of my fellow victims, who searched for a joyous end to an otherwise sordid affair, but with little conviction. Rather, I quietly, smiling grimly, pricked the sharpened end of my pencil deeply into my palm, making sure I was still alive.

That day was the end of almost two months of constant study. I took BRC and hated it, but I am convinced that BAR-BRI is every bit as bad. There were lectures to attend each morning and outlines to read each day but somehow, many found an additional \$400 to cough up for a Multistate course that simply provided the dimwitted with more sample questions that not even Ken Graham could bear. I likened the situation to a cold war, with each party building upon an already overly-sufficient capacity made to seem deficient by the manic and paranoid movements of the competition. I was able to model myself after Sweden in this war of money and courses and I drew the line at the BRC course itself. Still, I managed to feel I had grossly overstudied.

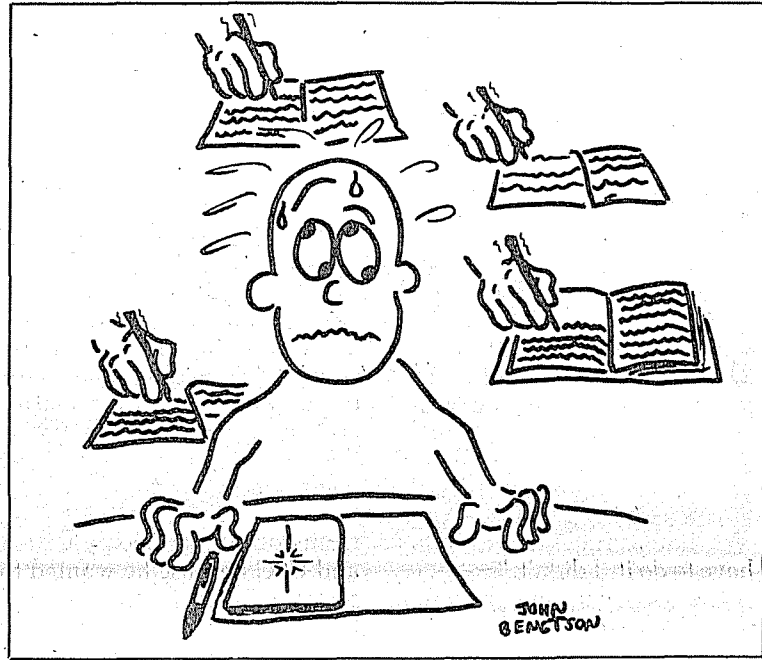
As the three-day event approached, I turned into a horribly wicked individual, despite all the plans I had concocted to prevent it. By the day of the exam, I had acquired the nauseating yet mildly tension-reducing habit of gnashing my teeth together incessantly. The pain lingered for days. Just as I began to think I'd need to visit an orthodontist, my discomfort

eased, as did my memories of the Bar Exam. There was one thing I knew, at the time, that I had learned: pass or fail, I'd never take that Exam, or go through that pain, again. I didn't hate myself enough.

The next two months of my life were spent entirely denying the reality of the previous two, and this feat was performed easily and happily. During a bicycle-camping trip through the Great Northwest (and I don't mean Encino), I spent a weekend climbing Mt. Ranier. From its peak, I could see the smoldering Mt. St. Helens and, out in the further distance, I still believe I saw the Lord Almighty, playing basketball and drinking dry martinis with someone who looked uncannily like myself. I was not alone; nor was I free of the influence

ago. The Associates hate the Partners, yet compete unabashedly for their praise. The "IN" pile on my desk grows exponentially while I waste time, although not billable hours, learning research skills I would have learned at beloved UCLA Law School if only I had not remained comatose throughout my tenuous tenure there. Ahh, the good old days. If I had it to do over again, I'd have gone to vocational school when I was sixteen.

So now here I am, sitting behind my desk in a huge office recently completed to accommodate my employer's recent addition of law school graduates to its staff. Notice that I did not say "lawyers"--that title will be conferred upon us when, and if, we pass the Bar Exam.



of a powerful combination of controlled substances. The Committee of Bar Examiners seemed so far away: a collection of small, ugly blemishes on the earth's craggy face.

It's been almost two months since I returned to Santa Monica, and some two weeks less than that since I became a First Year Associate at a mid-sized Beverly Hills Law Firm. I am toiling busily at my craft for a variety of entertainment and other clients and, all things considered, I'd rather be vomiting on my shoes. If it weren't for the fact that I have fallen in love with my dictaphone (I have a lock on my office door, read *Hustler* magazine, and have a lively imagination), I probably would have quit work weeks

My day is sometimes interrupted by the thought of the pure, unadulterated sense of joy I anticipate experiencing if I find I have passed. I have not allowed myself to ruminate into the deep, dark depths of despair, however, to which I would no doubt descend if the results are not favorable. A nod from the Bar means a ticket to certain freedom to chose one's next maneuvers; failure would mean a giant step backward into a past better long forgotten.

I have recently been told that the news will arrive the day before Thanksgiving. Conveniently enough, we will be advised with just enough time to determine whether to carve the turkey or cut our throats.

Southwestern Law School to Host Symposium

by John Levine

Southwestern University School of Law's Entertainment Law Society is sponsoring a symposium entitled "Expanding Careers For Attorneys in The Entertainment Industry" on Saturday, January 22, from 9 a.m. to 5:15 p.m. on the Southwestern campus.

The symposium is for students interested in the area of entertainment law and the variety of employment opportunities, both traditional and non-traditional, available in the entertainment industry. Four panels are scheduled for the symposium: Business Affairs; Labor Relations; Agent/Manager vs. Artist; and Producers, Marketing and the New Technologies.

Among speakers on each panel are attorneys who have alternative careers in the entertainment industry: Leon Brackman, Senior Vice President of Business at 20th Century Fox; Norman Flicker, Senior Vice President of Business Affairs at Producers Sales Organization; Bonnie Greenberg, Director of Business Affairs at MCA Records; Connie Menett, Executive Director at the Screen Actors Guild; Naomi Gurian, Executive Director at the Writers Guild of America; Nick Counter, President of the Alliance of Motion Picture and Television Producers; Larry Thompson, President of Larry A. Thompson Corporation; Robert Finkelstein of Management III Ltd.; Jeff Webber, an independent record producer;

and Sandra Gottlieb, Assistant Director of Business Affairs at 20th Century Fox Telecommunications.

The symposium will include a catered lunch and a guest speaker from the entertainment world. The price for the event is \$15.00 for students and \$25.00 for professionals and attorneys. A late registration fee of \$5.00 will be assessed after January 10, 1983. For further information call Janice Manis at Southwestern University School of Law at 213/738-6700.

Southwestern's curriculum includes courses in Entertainment Law; Intellectual Property Law; Copyright Law; Sports Law; and Mass Communications Law.

The Docket

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New Crop of Professors Youthful but Reflect Variety of Experience

by Barbara Riegelhaupt

David Dolinko says he hasn't found it particularly hard to return to the UCLA School of Law as a member of the faculty just two years after graduating from the school.

"When it does feel strange though, is when I find myself with other professors who were here when I was a student," Dolinko, 33, said. "At faculty meetings, for example, I think, my God, these are the grownups. Why am I here?"

Dolinko, who teaches constitutional law, is one of three professors who permanently joined the UCLA law faculty this year. The other two are Bill Alford and Patrick Patterson. Although all three expressed longstanding interests in teaching, each arrived at UCLA from different directions.

Dolinko is the only one of the trio who has never practiced law. The decision to head straight back to the classroom after a two-year clerkship with Judge Harry Pregerson of the Ninth Circuit Court of Appeals was one he made after appropriate investigation.

"I had a hard time deciding what to do, and I spoke with people who had worked before going to teach and with people who hadn't," he said. "The people who worked said 'don't bother,' and the people who hadn't said, 'yes, it would probably be a good idea.' Since the main benefit apparently was that I'd find out I wouldn't have to do it, I didn't."

Dolinko, who is soft-spoken but quick-witted, nevertheless acknowledged that there's something odd about teaching law without having practiced it.

-- and, in fact, still does think he may do some part-time work for them eventually.

"At times I thought why not just get a job with a big law firm and make lots of money,"



David Dolinko

he recalled. "I fought these temptations."

"I like to pursue things that interest me," he continued. "If I were working on a case and I found a question that has philosophical overtones but no real impact on the case, I still would really like to get into it. I don't think a client would appreciate that. Even as a law clerk, I felt it sometimes hard to pay attention to the matter at hand. I realized the things that interest me most in law, you don't do practicing."

So he decided to teach. Dolinko considered only UCLA and USC because he wanted to remain in Los Angeles and because the woman he'll marry in March also wants to stay here. Feris Greenberger, whom Dolinko got to know when he was editor-in-chief and she was

couldn't stand it. It felt very hypocritical to be standing there when I didn't want to be a teacher. I wasn't enjoying it and the students weren't enjoying it. I decided I didn't like being pushed around by the Selective Service system."

So he quit, moved to Los Angeles, and started the studies in philosophy.

Patrick Patterson, who joined the clinical program faculty this fall, also intended to bypass the real world of lawyering and, for two years, he did. Patterson moved directly from Columbia Law School in 1972 to the faculty of the University of Wisconsin Law School, where he was supervising instructor of the research and writing program and an instructor in the clinical program.

Patterson's main interest was clinical teaching--he'd especially liked the one clinical course he had--and by his second year at Wisconsin that was his sole responsibility. Unlike UCLA's clinical program, Wisconsin's focused on substantive areas of the law, and Patterson's course was on Title 7 employment discrimination. Students worked at the state Fair Employment Agency, where Patterson advised them and also served as a hearing examiner.



Patrick Patterson

"In the course of doing that, I realized I didn't know enough about practicing law to do that kind of teaching," Patterson said. "I also was dissatisfied with the state bureaucracy. So I started to look around, but I wanted to remain in the Title 7 area."

He didn't have to look far. The Milwaukee Legal Services office was highly respected and one of its specialties was Title 7 work.

"Ultimately, I wanted to go back to teaching after I learned more about doing," recalled Patterson, 36, who expected to spend just a couple of years practicing. "After I was there about a year, I got a call from Jack Greenberg of the NAACP Legal Defense Fund. They

were looking for somebody with a Title 7 background to join their staff."

Although he was reluctant to return to New York, Patterson eventually accepted the position with what is probably the nation's best known and most widely respected public interest law firm. He joined the Legal Defense Fund staff in 1976, still planning to return to teaching within a short time. He stayed six years, until last summer.



William Alford

"I guess I thought it was finally time to get on with what I had planned from the beginning," Patterson said. "I never intended to stay as long as I did, but I just kept doing things I thought were important, interesting and exciting."

When he was ready to return to teaching, Patterson began looking around at clinical programs on the East Coast, since by then he had renewed his affection for the East and felt too settled to move a cross the country.

But David Binder, of UCLA's clinical program, contacted Patterson after finding out through the Association of American Law Schools that Patterson was looking for a clinical teaching job.

"I was sold on UCLA as a place to teach as soon as I came out here to meet everybody," Patterson said. "But the big decision was whether to pull up all the stakes and move to California."

The decision was made somewhat easier by the otherwise unfortunate demise

want to be a lawyer anymore. She has picked up on another longstanding interest, theater, and has enrolled in formal acting classes.

Patterson has continued to do some Legal Defense Fund work since joining the faculty, including arguing before the 6th Circuit shortly after the semester started. But now that he's back in teaching, Patterson expects to stay there--although, he says with a smile, "I have trouble deciding what I'm going to do next week. I guess I'd say I plan to teach indefinitely, but I don't know how long indefinitely is. And I always want to do some practicing."

After Bill Alford spent two years studying English law and history as part of a fellowship at Cambridge University, he decided that he never wanted to be a lawyer.

"So I went to graduate school to study Chinese history," said Alford, who had been interested in Chinese history since high school. "Then I realized I was more interested in Chinese legal history than in the history in general."

Alford, who is teaching courses on comparative law (focusing on Chinese law) and International Business Transactions, decided that law school could provide him with the perfect way to combine his interests. He entered Harvard Law School as a second year student, having received a year's credit for his English legal studies at Cambridge, and completed a law degree to go with his masters in Chinese studies and history from Yale.

"My original idea was to get the law degree, return to finish my Ph.D. before practicing law and then ultimately to teach," recalled Alford, 34. "The finish the Ph.D. part got dropped because I ran out of time."

The practicing law part, meanwhile, got extended. Alford was hired by the Washington, D.C. office of Fried, Frank, Harris, Shriver & Kampelman--not because of his China history background, he says with a smile, but in spite of it: "They thought it was cute."

But then trade with China opened up, and Alford was able to attract clients because

"Before Law School I was a graduate student in Philosophy. So by definition I was incapable of work."

"But it would depend on the class," he went on. "I would feel appalled if someone said I should teach estate planning. But to teach Con Law, I don't think having practice is critical."

The decision to teach rather than practice also was consistent with his background, observed Dolinko, who will teach another constitutionally based course, criminal procedure, next semester. "Before law school, I was a graduate student in philosophy so, by definition, I was incapable of work."

Dolinko spent eight years in a philosophy graduate program at UCLA, and taught at California State University, Los Angeles, while going to school part-time for the last four years before law school. He completed his dissertation during the two-year clerkship and so now has a doctorate in philosophy.

Dolinko wasn't certain about what he wanted to do with a law degree when he started law school, but he did have the sense that he wanted to do something socially useful. He thought about working for the American Civil Liberties Union

a comments editor of the law review, teaches legal writing at USC.

So far, the decision to teach at UCLA has been a good one, Dolinko says. It's certainly worked out better than the last time he returned to an alma mater to teach.

"In 1969, when I got out of college, I went to teach at the high school where I had graduated four years earlier," Dolinko related. "I only lasted a week and a half."

It turned out that teaching Algebra and Geometry in the Bronx was not what he wanted to do.

"I was teaching because I didn't want to be drafted," Dolinko said. "But I found I

"I told him I studied English legal history in my spare time. The guy looked at me like I should be locked in a closet."

of his wife's law firm. The firm, which did Title 7 plaintiffs' work, dissolved last spring. Patterson's wife, Kristine Knaplund, meanwhile, decided she didn't

he spoke Chinese and was familiar with the Chinese legal system.

"They started to indulge me," he said of his law firm

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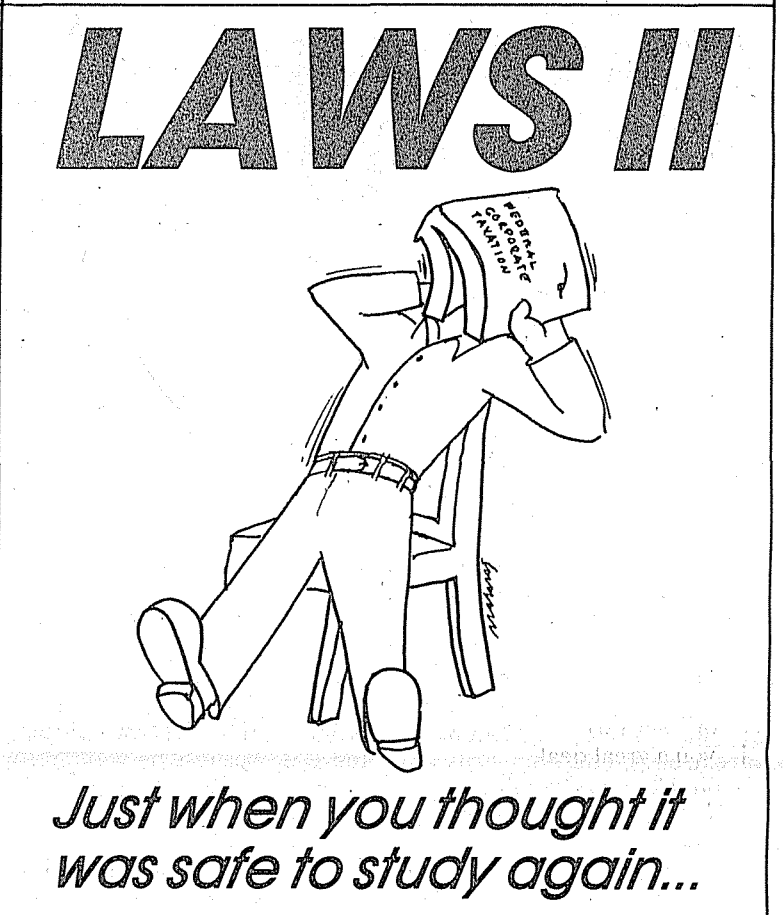
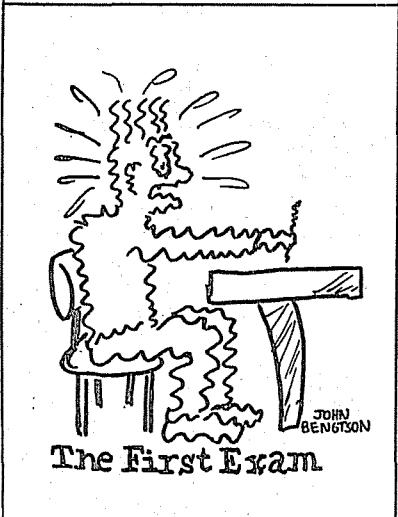
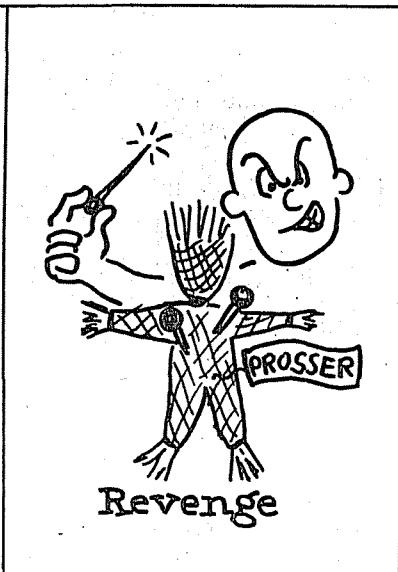
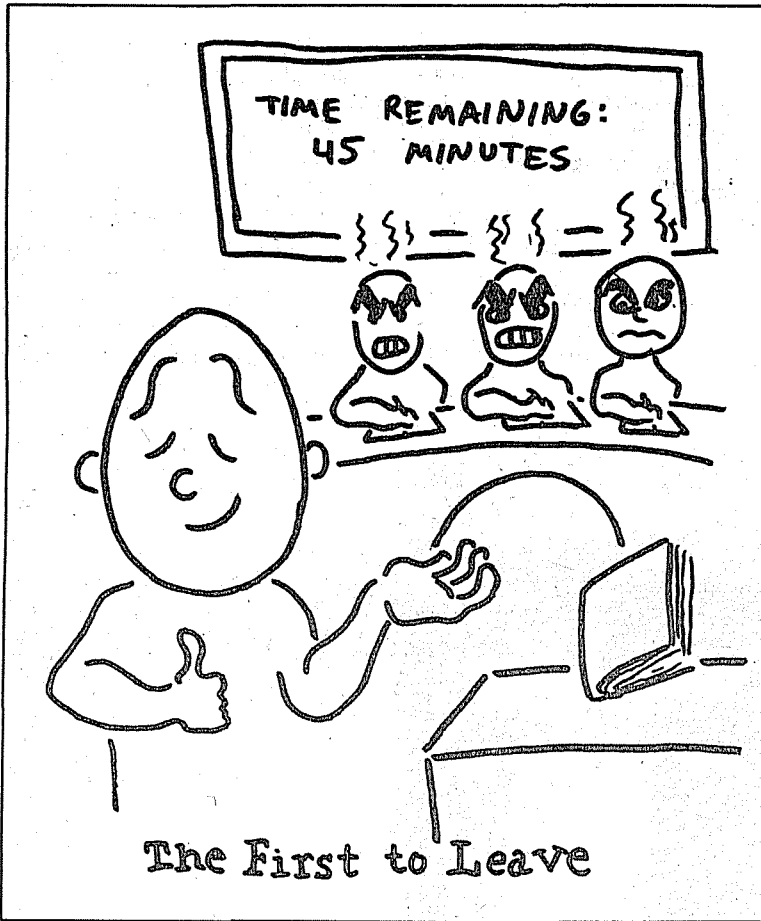
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Place: Southwestern University School of Law
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For further information contact: Janice Manis at 213/738-6700

The Real Astrology

By Madame LeBouf

Aquarius (Jan. 20-Feb. 13)

You have an inventive mind and are inclined to be progressive. You lie a great deal. On the other hand you are inclined to be careless and impractical causing you to make the same mistakes over and over again. People think you are stupid.

Pisces (Feb. 14-Mar. 20)

You have a vivid imagination and often think you are being followed by the CIA or FBI. You have minor influence over your associates and people resent you for your flaunting of your power. You lack confidence and are generally a coward. Pisces people do terrible things to small animals.

Aries (Mar. 21-Apr. 19)

You are the pioneer type and hold most people in contempt. You are quick-tempered, impatient and scornful of advice. You are not very nice.

Taurus (Apr. 20-May 20)

You are practical and persistent. You have a dogged determination and work like hell. Most people think you're stubborn and bull-headed. You are a Communist.

Gemini (May 21-Jun 20)

You are a quick and intelligent thinker. People like you because you are bi-sexual. However, you are inclined to expect too much for too little. This means you are cheap. Geminis are known for committing incest.

Cancer (Jun. 21-Jul 22)

You are sympathetic and understanding to other peoples problems. They think you are a sucker. You are always putting things off. That is why you'll never make anything of yourself. Most welfare recipients are Cancer people.

Leo (Jul. 23-Aug. 22)

You consider yourself a born leader. Others think you are pushy. Most Leo people are bullies. You are vain and dislike honest criticism. Your Arrogance is disgusting. Leo people are known thieves.

Virgo (Aug. 23-Sep. 22)

You are the logical type and hate disorder. This nit-picking is sickening to your friends. You are cold and unemotional and sometimes fall asleep while making love. Virgo's make good bus drivers.

Scorpio (Oct. 23-Nov. 21)

You are shrewd in business and cannot be trusted. You shall achieve the pinnacle of success because of your total lack of ethics. Most Scorpio people are murdered.

Sagittarius (Nov. 22-Dec. 21)

You are optimistic and enthusiastic. You have a reckless tendency to rely on luck since you lack talent. The majority of Sagittarians are drunks or dope fiends. People laugh at you a great deal.

Capricorn (Dec. 22-Jan. 19)

You are conservative and afraid of taking risks. You don't do much of anything and are lazy. There has never been a Capricorn of any importance. Capricorns should avoid standing still too long as they tend to take root and become trees.

Libra (Sep. 23-Oct. 22)

You are the artistic type and have a difficult time with reality. If you are a man, you are more than likely queer. Chances for employment and monetary gains are excellent. Most Libra women are good prostitutes. All Libras die of Venereal Disease.

Student Bar Association Has Successful Semester

Much of what the Student Bar Association (SBA) does is unseen and unheard. Thank God. But hear what the faculty has been saying. Gary Schwartz: "I like the SBA." Dean Prager: "I'm always surprised by the quality of their work. They're champs." You, too, will feel that way when you realize what we've been doing.

To serve students, the SBA ran its annual outline sale, acting as the middleman and selling more than \$1600 worth of used books and outlines. By popular demand, we may be back for another sale next semester.

Justice Rose Bird of the California Supreme Court. If you have any suggestions regarding other speakers, please contact SBA President Bruce Doering.

SBA-appointed students are actively participating on UCLAW committees with faculty members. The Curriculum Committee has solicited ideas for course changes next year. A questionnaire and follow-up forum were instrumental in this regard. Much of the current focus is on revamping the legal research and writing courses, as well as on creating a possible limited or open-ended elective for first year students.

The SBA's recent sponsorship of the annual, almost institutional Turkey Trot 10K, and the "first" annual, hopefully forever UCLAW Staff Party, closed out its calendar of activities for this fall semester. These events took time, involved much effort, and money. Thanks go out to all those who were involved. Next spring, the SBA will hold weekly office hours in the law school foyer to announce upcoming events and to hear your gripes and ideas. Don't be bashful. We'd talk about anything. In the meantime, survive the next few weeks!



The SBA also brought two noteworthy speakers to UCLAW this fall. Johnny Cochran, who currently represents Ron Settles' family, spoke on trial tactics in criminal law, back on September 29. Prof. Hank McGee, with his boundless enthusiasm for what SBA is all about, cancelled his first year class and set them packing to the well-attended gathering. Rogelio Flores, former UCLAW student, reviewed the history of affirmative action programs at the law school on October 22. More speakers are planned for the spring, including a possible visit by Chief

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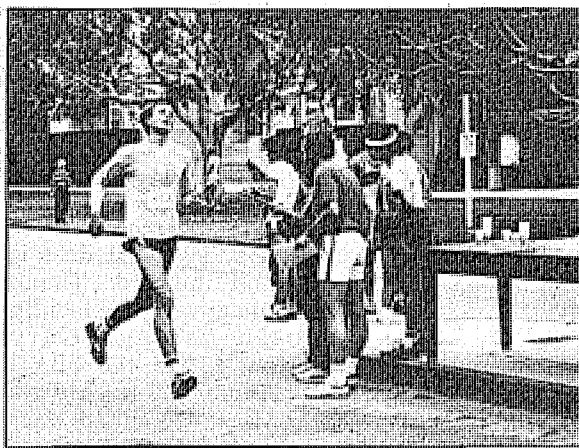
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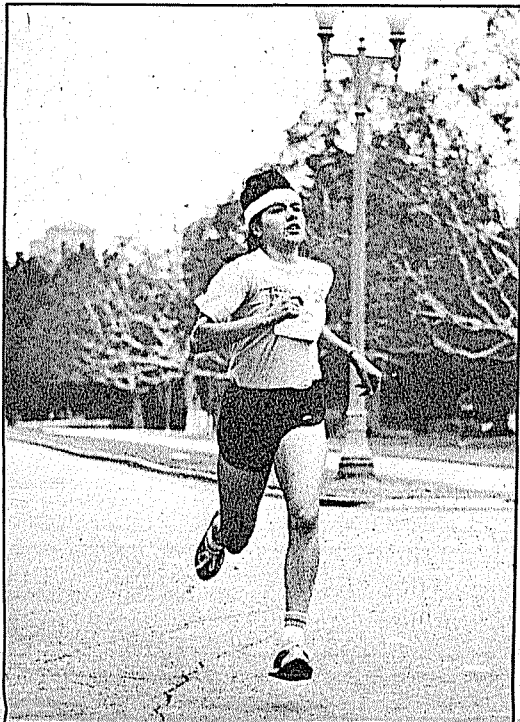
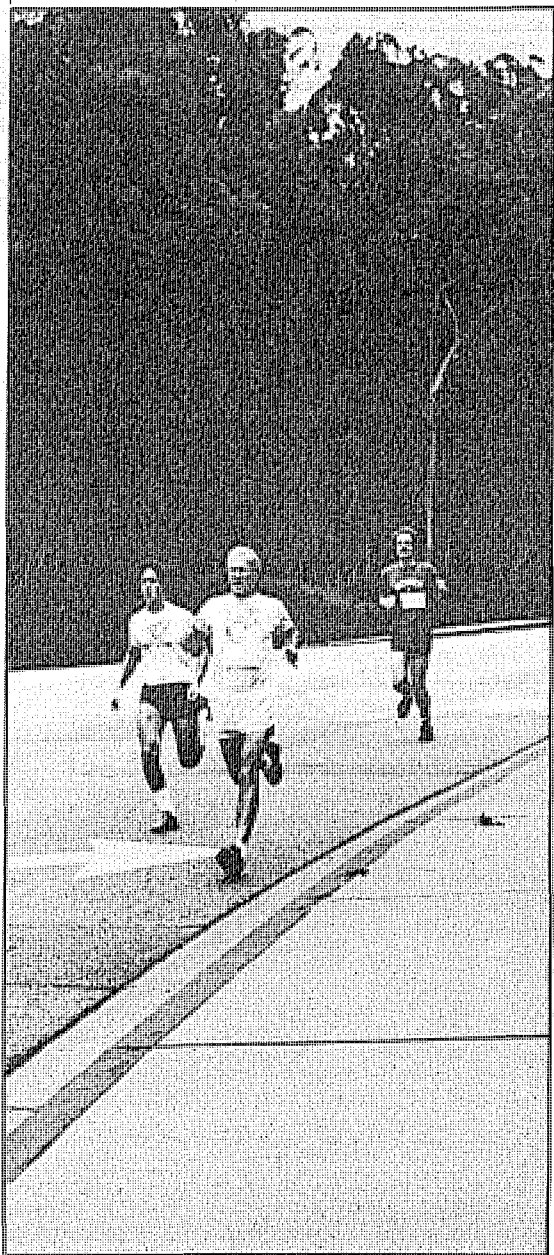
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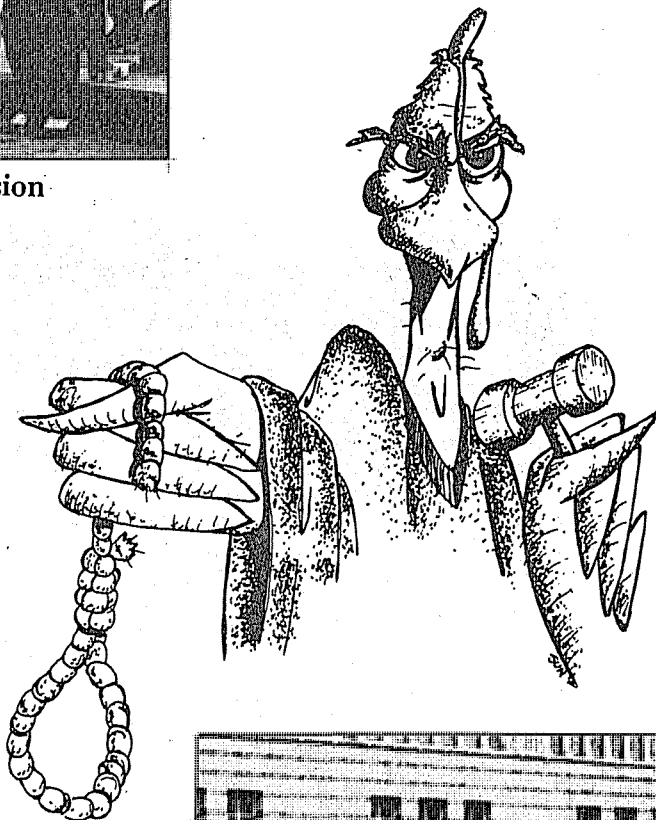
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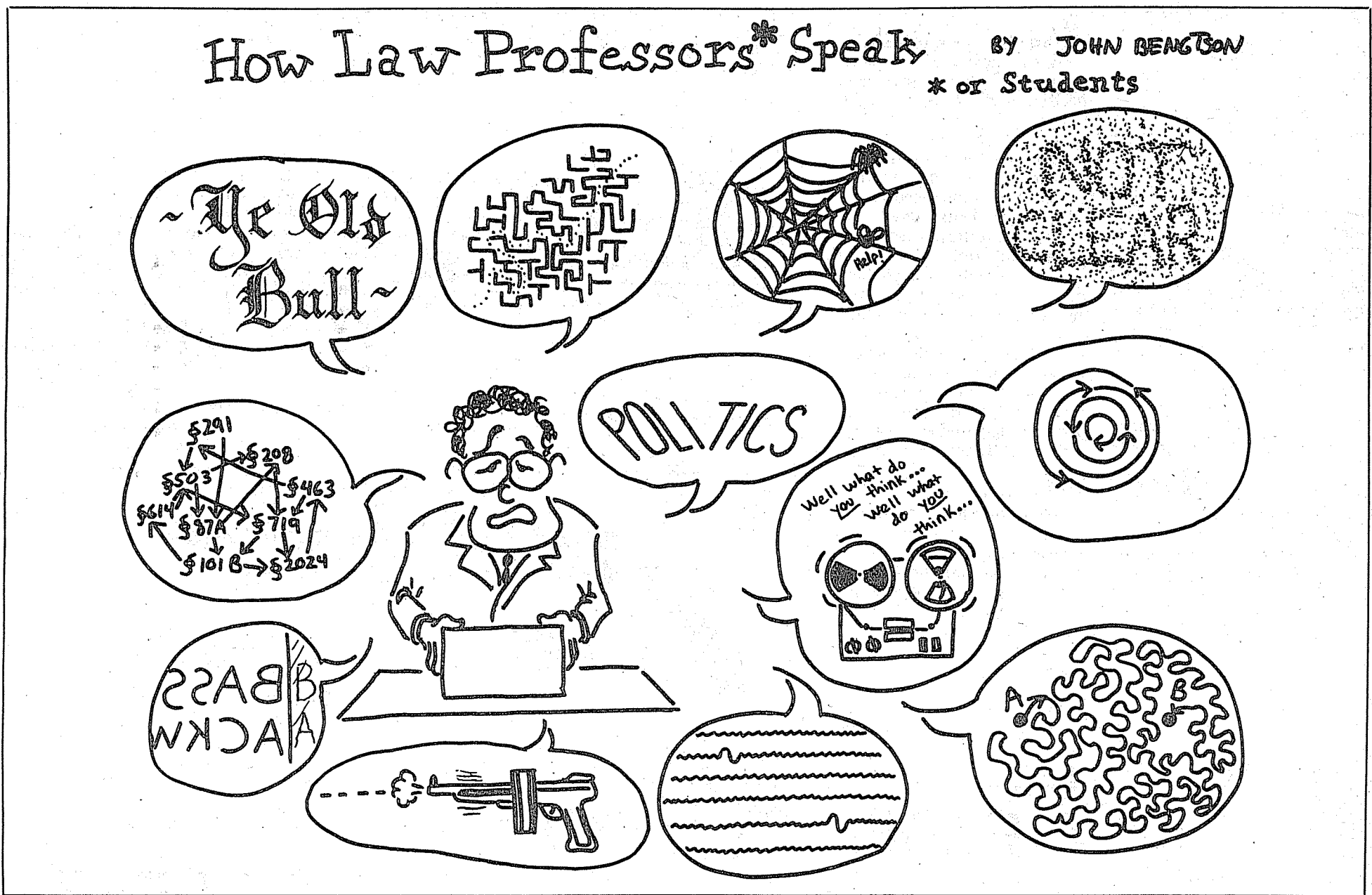
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How Law Professors* Speak

BY JOHN BENGTON
* or Students



New Professors...

Continued from Page 3

bosses. "They let me open up that area of practice. I was able to travel to China with clients, and I enjoyed the work."

But the lure of teaching was stronger and, after nearly five years at Fried, Frank, Alford decided it was time to return to the classroom fulltime. (He was an adjunct professor at the Georgetown University Law Center for two years).

UCLA appealed to him for a number of reasons: the quality of the law school, the university's strength in Chinese studies and active exchange program with the People's Republic of China, Los Angeles' role as a principal center of trade between the United States and China, and the diverse student body, including many Asian students. "And finally," he admitted, "there was the weather."

Although Chinese law might be one of the more obscure courses taught in law school, Alford is enthusiastic about the law he teaches and is convinced that students without his fascination for East Asia would be interested in, and benefit from, the course.

"Chinese history is just fascinating, and China's legal history is even more so because China has a rich legal tradition that the Chinese haven't

explored for ideological reasons," Alford said. "The Confucian notion was that the proper way to govern was to perfect your internal behavioral norms...Law was to be a fallback...So there's a vast amount of it that people in China have not spent enough time looking at. One thing that makes it interesting is that here is this impressive system that existed but nobody wanted to talk about."

The study of Chinese law is particularly interesting right now, Alford continued, because the Chinese have begun to rejuvenate their legal system and legal education.

"China is now ready to embark on a whole new effort," Alford said. "It's exciting to be able to be in on it from the ground floor."

Chinese law is taking off so well now, he said, that friends who have gone off to practice think he was crazy to leave his job. "But this is something I always wanted to do," he emphasized, although admitting that he misses having the time to travel to China as he did five times while in practice.

He has not, however, cut all his ties to the non-academic world. Alford does consulting for the Ford Foundation and others, and he has been drawing on his contacts in the

international legal community to set up a UCLA Chinese Legal Studies program, offering speakers, films and other events on Chinese law and related topics.

When he finds a few minutes left over from all of that--he and his wife, Anna Marie Howell, an architect, have taken the opportunity to explore Southern California.

Alford, however, already had learned something of the Los Angeles lifestyle a while ago, during job interviews while he was still a law student.

"I was really an Eastern sort of person," Alford recalled, smiling. "So at the first law firm, your typical tanned California lawyer asked me what else I did with my time.

"In the East, that question in an interview didn't mean what it meant here," he went on. "So I told him that in my spare time I read English legal history. The guy looked at me as if I should be locked in a closet."

It was then that I realized there were some differences between New England and Los Angeles.

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Finals Solution...

Continued from Page 2

give less formal assignments during the term and just go over them in class. Such review need take only a few minutes of class time once a week.

I think the unspoken objection to the approach I am recommending is that professors want to cover too much material in a given course to feel comfortable taking time out for written assignments. But realistically, no professor can hope to cover all the relevant material in a given course, and the law is changing so rapidly that what we learn one year is often obsolete the next. It would seem to make more sense to teach a class how

and where to look to discover what the law is on a given point, rather than to just teach specific rules. Wouldn't it be more useful to give students a chance to work with the material and give them constructive criticism so they can learn from their mistakes (and successes)?

Many students have the frustrating feeling that their grades don't reflect how hard they've worked, or even how well they've learned the law. Instead grades seem to reflect merely how well you've learned to write a final exam. Perhaps this system is so entrenched because it is the one most professors themselves have excelled under. One important criterion for hiring

faculty is "academic excellence" in law school. But we know that "academic excellence" really means "excellent exam taking skills". Thus it isn't surprising that professors will want to measure their students by the same standards and criteria by which they themselves excelled. Unfortunately, this leaves the "bottom" 65% of the class in a difficult position.

I think an honest appraisal of the system we now use in law school would lead any professor to conclude he or she could do better. As career educators, don't professors owe it to their students (and themselves) to create the most effective learning environment they can?

Mellinkoff Honored...

Continued from Page 1

"I'm not in favor of repealing the language of the law," explains Professor Mellinkoff. "It's a question of what to select from it, and how to use it. One of our great problems is this myth of precision. Lawyers think that, because they use old terminology and archaic forms, they are automatically doing something that is very precise. Nothing could be further from the truth. There's a small, hard core of precision in the language of the law. It takes someone who knows the law--and this is where the lawyers come in--to be able to use that precise terminology properly."

"We are all creatures of habit," Mellinkoff reflects, "lawyers more so than anyone else. If I can get the next generation of lawyers imbued with the notion that legal language need not be written as if lawyers had broken arms, then there is more chance of improvement. Habit can mean that you rely either on the habit of good writing or bad writing. I'm trying to make it a good habit."

David Mellinkoff is one of three highly intelligent brothers. One brother, Sherman, is dean of the UCLA School of Medicine. The other, Abe, is political editor of the *San Francisco Chronicle*.

Placement...

continued from page 1

campus interview process. The Committee is investigating ways to make the process more efficient and equitable. Currently under discussion are ways to provide students with more of their top choices of firms, and to have less interviews scheduled during peak class times. The possibility of a firm night, in which smaller firms come on-campus to interview students one evening, is also being considered.

Some of these ideas have been spurred by student suggestions submitted to the Committee and the Committee urges any student to submit comments to any of its members. The Placement Committee has made a real commitment to work with the ideas and interests of students and hopefully this will result in a placement procedure that better serves the needs of all students.

Curriculum Committee...

Continued from Page 1

on a Pass/Fail basis. Professor Lowenstein noted that he has proposed to the curriculum committee that the first year law school grading be exclusively on a Pass/Fail basis. However, the committee has not acted upon this proposal.

The curriculum committee had solicited student comments earlier with a questionnaire, which was put in student boxes. However, since the number of responses was small, no clear consensus of the student's opinion emerged, and therefore, the committee could not rely on them, Letwin said. "We want to use student comments as a source of ideas and thoughts," he added.

The curriculum committee has not yet decided whether and how should the first year curriculum be changed. The committee welcomes responses and comments from students. If the committee decides to recommend any changes to the faculty, Letwin said it will do so early in the Spring semester.

Firestone...

Continued from Page 1

the case points up," he said, "is how the Communications Law Program at UCLA bridges academics and the ongoing practice of law." "In this case," he added "we not only studied these issues in class, but students had the opportunity to help develop the case law on the subject." For example, three UCLA law students, Angela Campbell, Norma Iris Garcia and Leslie Stuart, helped Firestone to write briefs and prepare the oral argument.

The Court will not announce its decision until winter or spring and the Justices' varying attitudes make it difficult to predict the outcome. Summing up his impressions of the experience, Firestone quipped, "It was harder even than Moot

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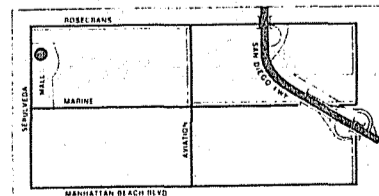
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