THE DOCKET

UCLA SCHOOL OF LAW

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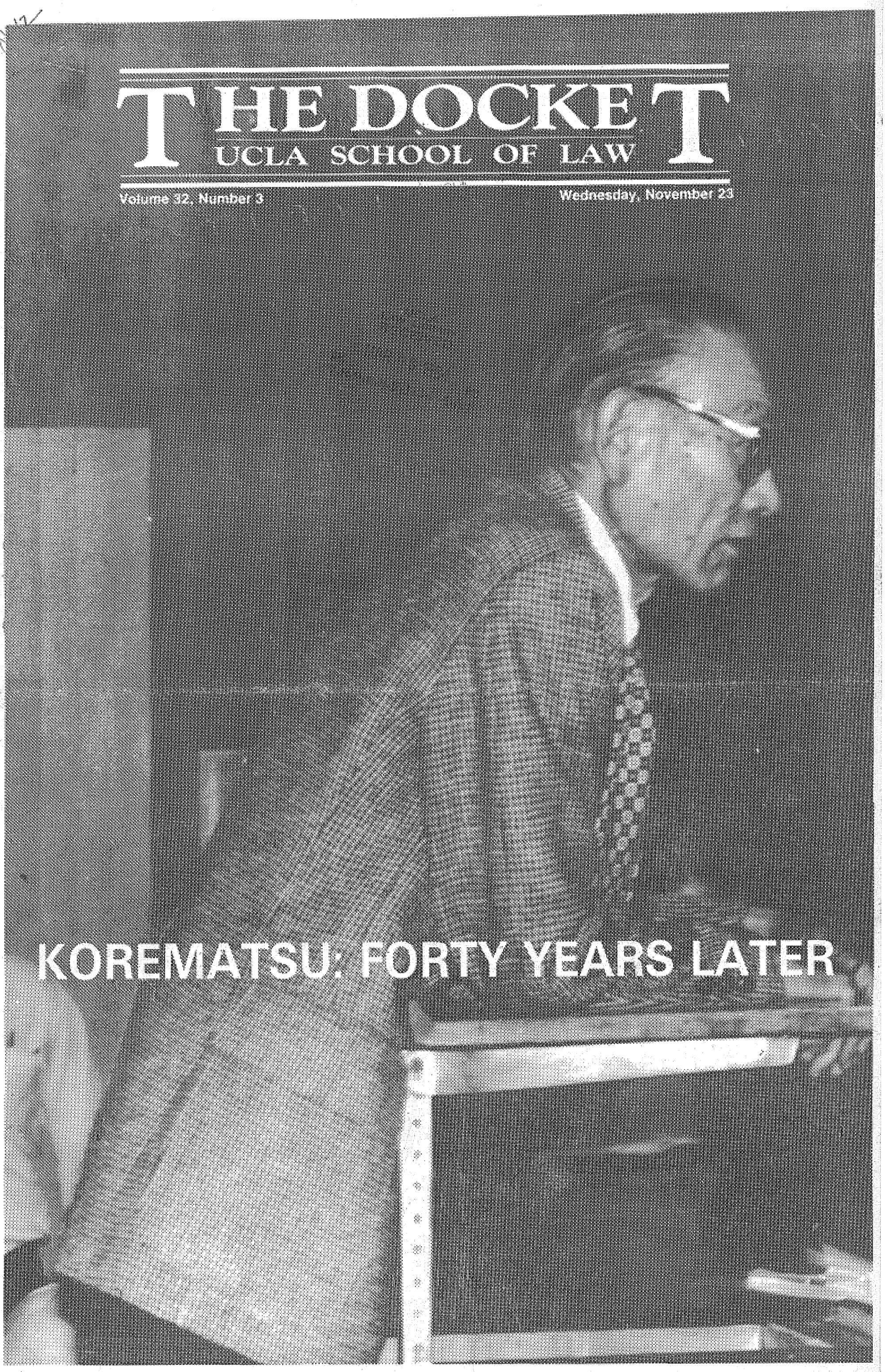


KOREMATSU: FORTY YEARS LATER

Korematsu Speaks on the Japanese Internment

BY RAQUELLE DE LA ROCHA

More than 300 people jammed into a 160-person capacity room at UCLA Law School on October 26 for the appearance of Fred Korematsu and attorneys Peter Irons and Dale Minami, key figures in the legal and civil rights battle surrounding the internment of Japanese Americans during World War II. One week later, a Federal Court judge vacated the 1943 conviction of Fred Korematsu and by so doing brought justice to one of the darkest chapters in U.S. history.

Korematsu's UCLAW appearance was his first public speaking engagement outside the Bay Area in 40 years. Attorneys Dale Minami and Peter Irons also addressed the gathering of students and faculty, providing personal insight into the historic case.

The U.S. Government, without a valid factual basis, formal charges, a hearing or trial, ordered the mass internment of West Coast Japanese Americans in 1942. These military orders ultimately led to the internment of nearly 120,000 persons of Japanese ancestry - 70,000 of whom were American citizens.

In 1942, Fred Korematsu, Gordon Hirabayashi and Minoru Yasui, who considered themselves loyal American citizens, refused to obey the curfew and evacuation orders. They were tried and convicted.

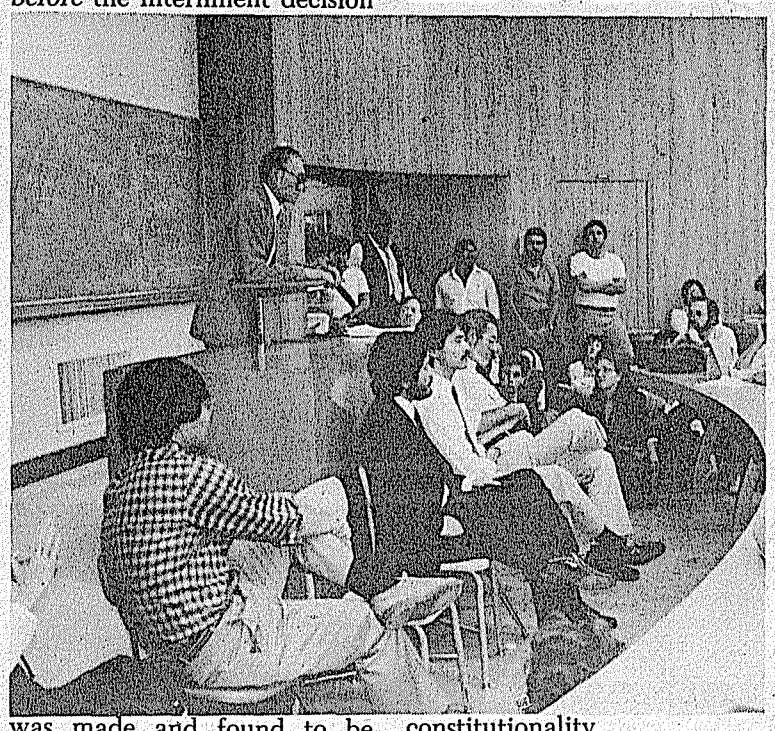
The Hirabayashi case went before the U.S. Supreme Court in 1943 and in a landmark decision, the Court upheld the Hirabayashi conviction, affirming the military's authority to deny American citizens their civil and constitutional rights on the basis of national security. 18 months later, the Korematsu case was upheld by the Supreme Court on the basis of Hirabayashi v. United States.

All three cases were reopened on the initiative of U.C. San Diego Professor Peter Irons. Through the Freedom of Information Act, Irons uncovered wartime government documents proving that government officials had falsified, suppressed and even destroyed evidence which would have clearly indicated that the mass internment was unnecessary.

The first suppression and falsification was made before the Hirabayashi Supreme Court in 1943. The government alleged that mass internment was a "military necessity", as embodied in "The Final Report", written by Lt. General John DeWitt, who ordered the internment. Before submitting the report to the Supreme Court, attorneys for the War Department discovered embarrassing comments and racial slurs in DeWitt's report, including a statement by DeWitt that the main justification for internment was the "fact" that it was impossible under any circumstances to determine the loyalty of Japanese Americans because of their racial characteristics.

Documents of that time indicate that the Assistant Secretary concluded that the Supreme Court would react negatively to DeWitt's racist statements and ordered his report to be altered and the originals destroyed.

DeWitt's report became more problematic 18 months later during the Korematsu trial. In justification of the internment, DeWitt claimed that some Japanese Americans had engaged in sabotage and espionage which included radio transmissions with Japanese Forces. During Korematsu's trial, attorneys for the Justice Department became suspicious of DeWitt's allegations and asked the F.B.I. and F.C.C. to investigate. Both reported to the Attorney General that these claims had been investigated *before* the internment decision



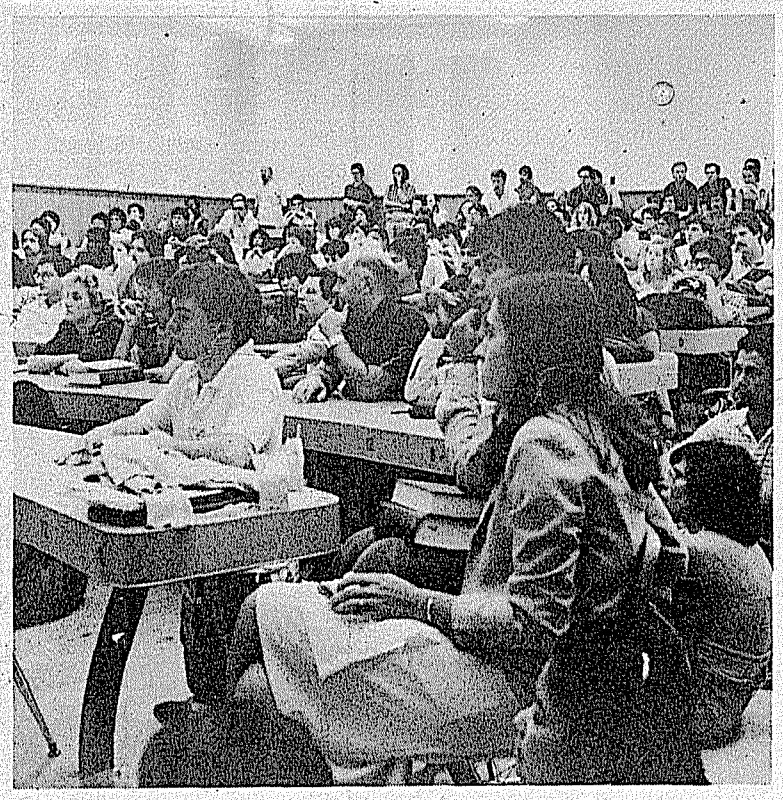
was made and found to be completely groundless. Not a single verified report of any radio transmission was ever documented.

During the Korematsu trial in 1944, the DeWitt report became the center of a power struggle between the Department of Justice and the War Department. The Department of Justice prepared its brief in the Korematsu case, and the Korematsu case, and inserted a footnote apprising the court of evidence which disputed DeWitt's allegations. This footnote would have been a red flag to the Court that the Justice Department did not defend the Army's justification for internment. However, the War Department officials obtained a copy of the brief before it was filed and ordered it to be reprinted with the footnote removed. As a result, the Supreme Court decided the Korematsu case on the basis of General DeWitt's report, never knowing that the Justice Department had concluded the report was mendacious.

As Professor Irons explained at his UCLAW appearance, the documents he uncovered under the Freedom of Information Act could have been exempted from his review on the basis of national security. "Perhaps the most significant fact in making it possible to reopen these cases was that the Department of Justice failed to screen the records before they were made available to me. In this case, the person who was supposed to do this was out sick and nobody bothered to do it."

The information gleaned from Government records provided the basis for attorneys Dale Minami and Peter Irons to file for a Writ of Error Coram Nobis. The Writ is an obscure post-conviction mechanism for obtaining relief from a conviction on the ground that evidence was falsified and supressed. They also filed a Petition for a Judicial Declaration attesting to the fact that the internment of nearly 120,000 Japanese Americans was unwarrented and unconstitutional. In response to the Writs filed on behalf of Korematsu, Hirabayashi and Yasui, the Justice Department announced its recommendation that the conviction be vacated, yet declined to address the issue of unconstitutionality.

Last week, U.S. District Judge Marilyn Hall Patel vacated Korematsu's 40-year-old conviction, dismissed the indictment it was based upon and accepted



Korematsu's Petition for a Judicial Declaration. "This is a day we've waited for for 40 years," attorney Dale Minami said, "Up until now, there has not been a judicial declaration that what was done to Japanese-Americans was wrong and unconstitutional."

"What happended 40 years ago involved my family and my personal life, and I had to do some real deep thinking in order to reopen this case again," Korematsu said. "I am very happy I did, because this is important not only for Japanese-American citizens but for all Americans who might get involved in similar conditions."

To date, Korematsu's conviction has only been determined to be unwarranted because the evidence it was based upon was proved to be false. Since the more important issue of its constitutionality has yet to be determined, the government could again order the internment of a group of U.S. citizens on the basis of national security.

Dale Minami concluded his discussion with an important distinction. "Reversing the Korematsu case is important just to set the record straight, but I don't think any law in the world will stop this country from doing what it wants to do. Minami concluded, "What is most important is to understand the legal work in its context. It is only a legal decision. It doesn't insure . . . our civil rights, it doesn't insure justice. As much as the judicial system can help, it's not conclusive. We've got to do it ourselves as organized people."

More New Profs Visit UCLAW

BY MIKE ALBIN

"The reason this year has been pleasant is that the students here are serious — they do more than study; they also think about the underlying relevance and morality of the law."

Those are the words of Joshua Dressler, a visiting faculty member at UCLA Law School for 1983-4. A full-time teacher for the last 8 years, Dressler, 36, holds a permanent appointment at Wayne State University in Detroit.

A UCLAW graduate, Dressler has taught section 3 of Criminal Law I and a Seminar in Advanced Criminal Law this term. He will teach section 4 of Criminal Law II in the spring.

"An exciting part of being a professor," Dressler says, comes out of his Advanced Criminal Law Seminar, a "cooperative effort" between the professor and a few students. "If (the seminar) works right," he adds, "the teacher will learn just as much as the students."

Dressler's perceptions of UCLA Law School are different now that he sees through the eyes of a teacher. "UCLAW is one of the top 10 or 15 law schools in the country, and I think it was then (in 1973)," he says. "I have a very high regard for the faculty; I knew some of them from 10 years ago." Like the school itself, Dressler comments, the faculty seem relatively young. And the group has a "true concern for quality."

Dressler's desire to teach arose during his last year of law school. After first clerking for the California Court of Appeals in criminal cases for a year and then setting up his own practice, he decided to teach full-time. Both Dressler's parents were involved in education, but his father fostered his interest in criminal law. His father was the Chief of Probation in New York for 10 years and later taught Criminology.

Returning to Los Angeles after a year a Wayne State, five at Hamline college in Minnesota and a summer at the University of Iowa, Dressler finds his perspective changed a bit: "Now I know about the craziness of California."

A big difference between Los Angeles and the Midwest is the weather, and Dressler and his family are taking advantage of it. With the "very little time" he has away from UCLAW, Dressler and his wife have been taking their 10-year-old son, (who was four when they moved to the Midwest) to all the "touristy" places.

Arthur Armstrong is a new part-time UCLAW faculty member teaching Business Associations.

Teaching has been basically what he expected, Armstrong says, but he has found teaching Business Associations especially challenging because of the "spread of backgrounds" of the students. It has been tough, he said, to present material both to those who know "a lot, maybe too much" and to those with little prior knowledge of the field.

This is "essentially" his first teaching job, says, Armstrong, although he was previously a teaching assistant at Loyola. While Armstrong teaches part-time he spends most of his time at his firm, Armstrong, Hendler & Hirsch, which handles entertainment law, corporate finance, tax and real estate cases. He may "continue and expand" his teaching in the future, though, he says.

Armstrong's expertise comes from 25 years of private practice. After graduating from UC Berkely (Boalt Hall) in 1958, he worked at Gibson, Dunn & Crutcher through 1967 and at Irell and Manella until February of 1976. He then helped start the firm that bears his name.

Armstrong is unsure whether he will return next semester, given the "fill-in" nature of his position, as he calls it.

If there is not a place for him on the faculty in the spring, he will probably wait until there is one. "There is no other school that I would want to teach at," he said.

My Life In The Ring

BY PAUL DELSON

As a veteran of four major bouts at the law school, I am frequently approached by rookie first-year pugilists to share my wisdom and experience. As a service to these boxers, and to those who are too reluctant to approach a veteran like myself, I have decided to commit to paper my tips on how to "go the fifteen rounds", otherwise known as surviving a semester of law school.

At first, you will probably laugh at this analogy, but when you think about a typical week at the law school, the similarities become much more apparent.

DING! It's Monday, the first thirty-six seconds of the three minute round. You, the student/pugilist, rise from your corner refreshed and ready for the week. You throw a few jabs to loosen up your legal muscles and before you know it, it is now the middle of the round - also known as Tuesday, Wednesday, and Thursday. during this time, heavy blows to the head are delivered by the opoponent/teachers and the gloves of the legal profession, the casebooks, weigh heavily in your hands. You wonder if you'll ever make it through the round. Finally, Friday does arrive and, as the round ends, you wind down and begin to think about passing away the weekend in your corner.

The law school/boxing match analogy is even more apparent when the fifteen week semester is viewed as a "fifteen rounder". Like Rounds 1-3, for example, the first three weeks of each semester are relatively easy. The boxer feels out the ring, makes a few jabs at work, and basically spends most of his/her time making friends with the crowd. No sweat.

Rounds 4-6 are not much worse. The boxer begins to take the bout more seriously. A few early blows may fall, especially on those boxers who are completely unprepared, but these blows are usually brushed aside. For example, the following exchange is not unusual at this time in the bout:

Q: (A roundhouse right to the chin.) "Mr. Delson. Please explain the facts of Pennoyer v. Neff."

A: (Stepping back to avoid the punch.) "Uh, I didn't know there were any facts in that case."

Q: (A short left jab.) "Did you read the case?"

A: (A little side shuffle.) "Of course, but ... well I didn't understand it."

Q: (Throwing another jab). "Why not? The law is perfectly clear."

A: (Counterpunching.) "It may be to you, but I haven't bought my Gilbert's yet."

Regardless of such exchanges, very few boxers are knocked down, and even fewer are knocked out.

Rounds 7-12 constitute the heart of the bout. During these rounds, the hands

Continued on Page 7

Students Finish First Semester of Moot Court Competition

BY SALLY HELPPIE

Throngs of figures, dressed in suits and silently mouthing arguments, roamed the law school halls during recent weeks. Promptly at dusk every weekday but Friday, the 135 Moot Court participants emerged to do battle. With a brief in one hand and an outline for oral argument in the other, these students bravely faced panels of probing judges.

The Moot Court program at UCLA is designed to "improve written and oral advocacy skills," according to Chief Justice Connie Brockelman. Moot Court helps students who want to be litigators or who just want to learn to deal with clients, she says.

"I'm interested in litigation," says one participant, Roger Rosen. "I knew I needed experience in an adversarial context."

"I thought it was worthwhile because I hadn't gotten enough formal writing practice my first year," says Beth Ackerman.

Brockelman notes that developing writing skills is a key focus of the program. "There really aren't a lot of other ways in law school to get good brief writing skills," she maintains.

The program at UCLA is run by a Board of 12 third year students, headed by three officers. In addition to Brockelman, David Gindler serves as the Advocacy Chair and Stacie Brown is the Administrative Chair.

Gindler's job is to run the intramural program. He is responsible for finding the fall problem (this year, whether the state of Mississippi can forbid alcohol advertising), researching it and writing the bench brief, "along with a couple other Board members."

In the past, UCLA occasionally has "stolen problems from other schools," Gindler admits. But this semester, for the first time, a "real live case" was used. For the spring semester, the problem from the National Moot Court Competition traditionally is argued.

Participants in the Moot Court program are given a problem in September. They then spend three weeks researching the problem and writing a brief. "Even if (a student's) not going into litigation, it (researching) really promotes dealing with your peers," says Brockelman. She analogizes this aspect to fellow associates within a firm discussing a case. "By the time students get to the oral advocacy part, they've really refined the arguments."

Writing the brief has proved helpful to the advocates. The first semester topic "forced us to be creative," maintains Michael Shpizner. "I thought the problem itself was a very good one."

"Writing helped me the most," Rosen agrees. He spent at least 40 hours researching and writing. "But it could've been done in less time had I not been so compulsive," he admits.

After the briefs are turned in to the Moot Court Board, participants turn their attention to oral argument. As they consider the best ways to argue their cases, the Board begins the long process of grading the briefs. "Most briefs are graded eight times," says Gindler. In addition to a Moot Court grader, the panels of judges grade briefs. Then, the lowest score is automatically dropped.

The lawyers who serve as judges are drawn from the local community. Many are alumni of UCLA. "We have a file of about 1000 names," says Gindler. "We send out letters to all of them, hoping to get 210 judges."

"For some of these lawyers and judges, it's their only connection with UCLA," says Brockelman.

"What attorneys think of UCLAW is shaped in large part by the briefs," adds Gindler.

By the time oral arguments are scheduled, most participants are well-prepared to advocate their "clients'" positions. Two teams of two students each face a panel of three "judges". Each student has 15 minutes to present her case, while the judges interrupt with questions. Afterwards, the judges and advocates meet together to discuss the oral argument.

"The feedback and comments from the attorneys during the evaluation is most informative," says Scott Pinsky. "I found it very educational. It served to focus on what you can improve on."

"We had good feedback," agrees Ackerman. "The comments were good on a practical level." She did find, however, that "one judge (would say) he likes one thing and then another would turn around and say he didn't like it." But, she concludes, "I guess that just gives us an idea of how much a judge's personality comes into play in real life."

Indeed, the practical experience is what many of the participants emphasized. "It's the best practical training I've had so far in (law) school," says Shpizner.

Rosen agrees. "Our panels (of judges) were very well prepared," says Laurie Genevro. "(I found it to be) a good lesson in being prepared. The panels take it seriously."

Although most students found the feedback sessions to be very helpful, some were disappointed at not getting additional feedback from the Board. "Being graded is a worthwhile source of feedback," says Shpizner. But the Board won't reveal advocates' grades until next semester.

"We don't release the scores," says Gindler, because students can't tell what they mean unless they're viewed in relation to others. Additionally, the Board doesn't want to discourage those students with lower scores from participating next semester.

"There's no major distinctions (in grades) right now," contends Brockelman. "Seeing their grades isn't going to help much anyway. The critique sessions are what's of most value."

Shpizner disagrees with the Board's position. "I find it insulting," he says. "I think most of us, if not all of us, should be given the benefit of the doubt that we can use objective feedback to help us. I'd like the feedback so I can use it to be a better advocate next semester."

But Gindler is quick to point out that a raw score itself is meaningless. "If I tell somebody that her semester average is 5.2, how will that make her a better advocate? It's the critique sessions and the written feedback that improve the advocacy skills.

The scores from the first semester are added to the scores from the second semester to determine which participants will be Distinguished Advocates. The top 10 to 15 percent are named for the honor. "Usually, there's a natural breaking point," says Brockelman (generally after the top 12 to 20 participants).

"The Distinguished Advocates (then) compete in a series of oral arguments," says Gindler. After those arguments, the top four are chosen to be Roscoe Pound finalists. The finalists then are given about two weeks to rewrite their briefs before the final competition

This year, the Roscoe Pound tournament will be held on April 13th. The panel of judges so far includes Abner Mikva, a judge from the United States Court of Appeals, D.C. Circuit, and Frank Coffin, Chief Judge of the First Circuit.

The two highest scoring advocates in the Roscoe Pound tournament plus the individual with the highest aggregate brief writing score make up the national Moot Court team. This year's national team includes Larry Kalantari, Miriam Krinsky and Sally Abel.

The national team then competes during the following year. This year, the team placed second in the regional tournament in San Diego and is now headed to New York for the national tournament. Additionally, Miriam Krinsky was named best advocate in the regional competition.

But for those not selected for the national team, Moot Court does not necessarily end. "People who complete two semesters of Moot Court become members of the program and are eligible to run for the Board, " says Gindler. All Moot Court members vote for the Board. "Almost everyone who wants to run for the Board gets on," says Gindler.

Officers then are chosen by the newly-elected board. Four or five students ran for Chief Justice and for Administrative Chair. But Gindler ran unopposed for Advocacy Chair. "People who want this job are lunatics," says Gindler. "Developing a problem, researching it, preparing the bench brief and organizing the competition just takes so much time."

Moreover, Moot Court members who want to compete in tournaments during their third year may do so. Other schools run tournaments throughout the year. Moot Court will pay the entry fees of students who are prepared to compete.

In addition, this year UCLA is sponsoring an antitrust tournament of its own. "We need at least eight teams to pull it off," says Gindler.

"We'd like to make it an annual tournament," adds Brockelman.

But even if the antitrust tournament gets off the ground, the Moot Court intramural competition is the focus of the program. "It's the largest extra-curricular activity in the school," says Gindler. "About half the second year class competes."

"Moot Court is lots of fun," sums up Gindler.

A Few Thoughts on the Interviewing Season

BY GINA LIUDZIUS

The interview season. Even the name conveys the sense of the hunt. The duck season. The deer season. The interview season.

It's time for you to face up to harsh reality. No longer can you take solace in vague aspirations, the kind of thing you tell Uncle Ken and Aunt Roma over the dinner table at Thanksgiving: "I'm going to be a Lawyer someday." Now you have to clarify, specify, to the last decimal point. How much will you earn? Where will you work? What kind of law will you do?

I know. You came to law school to escape the Real World. Fear not. The following tips will make the interviewing easy for you. Maybe it's too late for you this year, but wouldn't you like to know what you did right (or wrong)?

● The Resume

The first step in your job search is preparing your resume. The purpose of the resume is to get the interview. Therefore, it should arouse the potential employer's interest and catch his or her attention.

For best results, put your resume on paper with an eye-catching color, like hot pink or canary yellow. To further distinguish it from the rest, have it printed on odd-sized paper, perhaps postcard-sized. Legal-sized paper might be even better, since it will illustrate the depth of your commitment to The Law.

Be sure to list all your activities and honors on the resume. Be creative! Under "Activities and Honors", include "Participant, On-Campus Interview Program, Fall 1983." Don't forget to mention any special skills you have: "Typing Speed: 65 w.p.m." If you must include negative information, put your legal training to work to minimize its impact. For example, put your grades in a footnote!
a footnote!

● Firm Research

The Placement Office has many materials available to help you in your firm research. Start with the National Association for Law Placement, Inc. (NALP) questionnaires. They contain a great deal of useful information about each firm. The most important information on the NALP questionnaire is the firm address, located in the upper left-hand corner. No self-respecting law student interviews with a firm located below the 10th floor!

You will notice that some firms cheat on the NALP form. At the bottom, where they're supposed to list summer salaries, starting salaries for associates, and fringe benefits, they type: "competitive," "unavailable," or "N/A." Don't let this phase you! In fact, you should use the same techniques in preparing your resume for these firms. Write "Grades: competitive. Honors: unavailable. Work Experience: N/A."

Another valuable tool for your firm research is the firm resume. Here you can glean valuable information about the firm: what is the overall quality of firm stationery? Are all partners listed on the firm letterhead? Does the firm own a telex?

Don't forget to consult Martindale-Hubbell! You will learn from Martindale-Hubbell that every practicing attorney in the United States graduated Order of the Coif, was Editor-in-Chief of the Law Review, is the President of the State Bar Association and clerked for Justice Brennan. With Martindale-Hubbell you can enjoy hours of self-flagellation.

● The Interview

Many students who had no trouble preparing their resumes and researching firms suffer crises of indecision when it comes time to fill out their interview preference sheets. Some become highly selective, listing only firms that won't hire them now or ever. They apparently agree with Groucho Marx that any firm that would hire them is not worth working for! Other students are incredibly promiscuous, signing up to interview with anyone or anything that comes to the campus. You will see them interviewing with O'Melveny one day and the U.S. Post Office the next.

Whichever your personal style, the time will soon arrive for your first interview. Don't forget to dress for success: men should wear a tuxedo; for women, a simple evening gown will suffice. While you're waiting for your interview, amuse yourself by exchanging small talk with your colleagues: "What an exhausting week! Four callbacks already and it's only Tuesday!" Or try the fatalistic approach: "I don't know why I'm missing Remedies for this. I'm not even interested in Korean aviation law!"

When it's your turn to interview, greet the interviewer with a firm handshake and a "Nice to meet you!" This is compulsory! Two failures to perform this ritual and you will be dropped from the on-campus interview program. Before the interview, you should have thoroughly prepared for the standard questions: "What made you decide to interview with us?"; "How can you justify your existence?" Of course, not all questions are predictable. Some will be sublime, even profound: "Why did you decide to go to law school?"

Another important thing to remember: whenever you admit a fault, balance it with something positive. "Yes, I do torture small animals, but I find that it helps me unwind after a hard day's work." Women, sooner or later you will run into the interviewer who must ask a sexist question: "What do you see yourself doing in your family life for the next ten years?" Answer as follows: "I plan to have one kid every year for the next ten years." This is sure to impress the interviewer with your ambition!

It's good idea to know what kind of law the firm practices *before* you go into the interview. Without fail, the interviewer will ask what kind of law interests you. This is a roundabout way of finding out if you've done your homework. In any event, your safest answer is "General civil." Every law firm in the world does "general civil." If you suspect that the firm specializes, perhaps because you get a quizzical look after your first answer, add: "But, of course, I expect to specialize gradually over the years."

How can you tell whether your interview is going well? One bad sign is when the interviewer turns your resume over and begins to use it as scratch paper. Another bad sign is when the interviewer begins to use the conditional future tense: "If we were to hire you for the summer program, you would be doing..."

Every interview ends with another handshake. Experienced interviewees know, however, that this handshake is very different from the one that started the interview. This time, put your left hand on the interviewer's shoulder and say something like: "It's been a real pleasure talking to you, Bob."

● The Rejection Letter

There is not much to say about rejection letters except that they are usually mailed on Mondays. Therefore, you can expect to receive depress-

Continued on Page 6

Graham's *Soporific* Set for February 1

Professor Ken Graham is once more at work preparing for the law school musical. This year's show, "Soporific," will be presented February 4th.

The musical, which focuses on life at UCLAW, features music from the Rogers and Hammerstein Broadway show, "South Pacific."

As usual, the cast will be made up of students, faculty and staff from the law school.

PILF Grants to Students Fund Public Interest Projects

BY BILL WONG

The Public Interest Law Foundation (PILF), the pulse of public interest law at UCLA, is beating strongly in its third year of existence. This year PILF plans a major campaign to increase its visibility at UCLA Law School and in the Southern California legal community at large. The goal of PILF is simple—to plant the seed for start-up projects in public interest law.

UCLA PILF is a non-profit organization. It was established in 1982 by UCLAW students responding to an urgent need for support of public interest legal work. That ever increasing need represents the growing concerns of millions of people—women, senior citizens, minorities, and the poor. PILF responded by providing grants to attorneys and law students to develop potentially long-term public interest projects. In only two years, PILF has funded seven such projects representing the rights of battered women, Central American refugees, Vietnam veterans, immigrants, Asian/Pacific senior citizens, and the unemployed.

PILF funded UCLAW students Elena Popp and Jean Ramirex-Flores in starting and maintaining a battered women's program at El Centro Legal in Santa Monica. As they are bilingual, Elena and Jean were particularly effective in community outreach and in handling temporary restraining orders. They continue to work in the program and recruit and train paralegals to ensure that the project is ongoing.

PILF funded UCLAW student Katherine Hanrahan in organizing legal assistance office for Central American refugees. She advised refugees of their rights, prepared applications for political asylum, and worked to ease the refugees' oppressive living conditions at the detention camps. At the completion of her project, a law graduate was hired to continue her work and additional efforts were made to increase staff.

PILF funded recent UCLAW graduate John Williams in establishing a project to provide legal assistance to indigent Vietnam veterans at the Vet Center in Venice. The project continues after John's departure.

PILF again funded Elena Popp, this time to organize a community outreach program to educate immigrants as to their legal rights and to provide them with deportation defenses. Ten such workshops have been conducted. Six more are planned. The program is now being certified with the Immigration Service so that trained students will be able to represent clients at deportation hearings.

PILF funded UCLAW student Lillian Fabros in establishing a senior citizens program at the Asian/Pacific Legal Center. Lillian advocated and trained volunteers to advocate for seniors in Medi-Cal hearings. She also conducted community education services and provided legal referrals. Lillian continues to participate in the senior citizens program on a part time basis.

PILF funded UCLAW student Denyse Greer who, through the South Central Legal Services Program, developed a clinic to educate and assist the unemployed in obtaining unemployment insurance benefits. Denyse's work in training people to handle unemployment appeals and in developing video tapes on self-representation has established a good foundation for an ongoing project.

PILF's major source of funding is its membership fees. Another source is its fundraising activities. Last year Professor Ken Graham donated the proceeds of his law school satire, Obfuscate, to PILF in exchange for PILF's manpower in producing the play. This year, PILF will produce another of Graham's literary works, Sophistry. It will host a formal dinner to honor a progressive California legal figure, and will conduct smaller scale fundraisers throughout the year.

PILF is now planning a drive to increase awareness of employment opportunities in public interest law. The present agenda includes a Career Day. Attorneys practicing public interest law will be invited to spend the day speaking with law students at UCLA, discussing their careers and answering questions.

Interviewing Season...

Continued from Page 5

ing mail every Wednesday throughout the interview season. It is also important that you save your rejection letters for the years to come. Remember the results of Fred Astaire's first screen test?: "Slightly balding. Can dance a little."

● The Call-Back

The purpose of the call-back is for you to better familiarize yourself with the firm. Be sure to schedule your call-backs for the morning. (Yes, there is such a thing as a free lunch!) When you arrive at the firm, pay careful attention to detail. Does the receptionist look harried? Have the ashtrays been emptied recently? Is there a nice view from the offices of the associates?

You will find it easy to tell who is an associate and who is a partner. The associates have files on their desks. The partners have plants and little jars with candies. The hiring partner has a coffee machine in his office.

Don't hesitate to ask difficult questions on your call-back. Now is the time to resolve any remaining doubts you may have about the firm. Ask how many of the named partners are dead. Ask how many weeks of sick leave are available. Ask how long it will be before you get plants and a candy jar.

● The Offer

When you receive your first offer, don't rejoice. This is a good opportunity for depression. Convince yourself that the firm is substandard. Think about all the fringe benefits they don't have. Tell yourself that you'll probably hate the summer program. If they've given you an offer, there must be a catch.

However, you won't stay depressed too long, even if you try. After all, you've been through the interview process before, and you can do it again if you have to. So what if you find that you're unhappy with a firm after you've been there for a few years? Just pull out your postcard-sized resumes, slip into your tuxedo or evening gown, and move on to bigger and better things.

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Ring...

Continued from Page 3

become heavy and the brain is not as sharp as it once was. Even the most seasoned veterans are heard to ask themselves "Why am I here?" The boxer is battered everywhere he/she goes in the ring. A professor knocks the boxer one way, a classmate knocks him another, and then a strong-jawed, expressionless interviewer pummels him against the ropes. A recent example of such devastating abuse follows:

Q: (The interviewer throws a right.) "So, you want to be a lawyer?"

A: (A subtle, but effective, defense.) "Yes."

Q: (A direct blow to the jaw.) "You don't have a 95 average. Although our firm is impressed with your qualifications, you must understand that our decision-making process is a difficult one, and that we can't afford to hire everyone who desires a position with our firm. Good luck in your future legal career.

A: (From the canvas.) "Well, uh... I've worked real hard and I don't feel that my grades accurately reflect my abilities." (The boxer slowly rises to his feet.) "I did do moot court, and my cousin Fred is a lawyer. (An attempted counterpunch.)

Q: (Deflecting the counterpunch.) "I see that you were a newspaper boy when you were twelve yers old. Was there something about that line of work that doesn't interest you in pursuing that as a full-time career?" (A blow below the belt. The interviewer is given a warning by the referee. Luckily, the bell rings and the boxer staggers back to the corner. There will be no rematch with that opponent.)

Rounds 13 and 14 are the rounds when the boxer regains some composure. The adrenaline has started to flow in anticipation of the Final Round, and the boxer, advised in his corner by such coaches as Gilbert, Emmanuel, and Josephson, feels a little more confident.

Finally, it is Round 15 - judgment time. The bout is frequently won or lost in this round. Will the boxer receive a favorable decision, or will all the effort have been for naught? At this point, the boxer's destiny is out of his/her hands. It's up to the judges. If the boxer wins the decision, the celebration should last for weeks. However, if the boxer pulls a draw (for few receive losing decisions) he/she should still be proud of themselves for "going the distance". Either way, the intelligent boxer should always wear a mouthguard. This is because the protection of one's smile is essential to surviving all of the subsequent bouts the boxer will encounter. Trust me, I'm still a contender.

CALIFORNIA SUMMER 1982 PASSING RATES FIRST-TIMERS

The combined passing rate for all applicants (including repeaters) at the 16 ABA accredited law schools in California was 59.8%. The passing rate for first-timers, at the same law schools, was 69.4%. Josephson BRC students substantially outperformed their non-BRC colleagues in both categories.

In the all applicant group, Josephson BRC students had a higher passage rate at 15 of the 16 schools. At the 16th school the BRC passing rate was the same as the non-BRC rate. Students who did at least 80% of the BRC Programmed Learning System (PLS) assignments did better at every school. ***The average BRC advantage for PLS students, compared to non-BRC students, was 21%; for all BRC students it was 14%.***

In the first-timer group, Josephson BRC students who did at least 80% of the PLS testing had a higher passage rate at 15 of the 16 schools. The all BRC student group outperformed non-BRC students at 12 of the 16 schools, and there was one tie. ***In the entire first-timer group, BRC PLS students outperformed non-BRC students by an average of 14%; the all BRC student's average advantage was 5%.***

	OFFICIAL SCHOOL[1]	NON-BRC STUDENTS[2]	BRC PLS STUDENTS[3]	ALL BRC STUDENTS	BRC ADVANTAGE[4]
Cal Western	36%	35%	64%	37%	29%
Golden Gate	46%	39%	74%	60%	35%
Loyola	75%	74%	79%	76%	5%
Pepperdine	62%	60%	69%	65%	9%
Southwestern	47%	46%	67%	49%	21%
Stanford	93%	90%	88%	96%	[5]
U. C. Berkeley	82%	82%	92%	82%	10%
U. C. Davis	76%	77%	89%	74%	12%
U. C. Hastings	76%	78%	83%	74%	5%
U. C. L. A.	78%	74%	86%	80%	12%
U. S. D.	66%	66%	77%	67%	11%
U. S. F.	61%	57%	89%	71%	32%
Santa Clara	66%	62%	73%	71%	11%
U. S. C.	82%	82%	77%	81%	[6]
McGeorge	80%	70%	91%	81%	21%
Whittier	45%	40%	60%	60%	20%

[1] Figures supplied by state
[2] All students choosing a study program other than BRC
[3] All Students following BRC program by completing at least 80% of the Programmed Learning System (PLS)
[4] Advantage of BRC students using PLS versus all non-BRC students
[5] Note all BRC students at Stanford did 6% better than all non-BRC, however 1 of 9 PLS students failed resulting in a lower PLS rate.
[6] Note all BRC students at USC passed at 1% less than non-BRC but only a few completed PLS.