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Open Forum to be held on Proposed Curriculum Changes

UCLA
LAW LIBRARY
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OCT 22 1982

New Star Appears in Library: ORION

by Ann Mitchell

Reference Librarian

ORION, an on-line library information system, is now in operation at the Reference Desk in our Library and in other campus libraries. Terminals for public use will be installed in the card catalog area this month.

The terminal at the Reference Desk provides bibliographic information on books acquired after January, 1981, as well as those acquired before that date but cataloged after 1977. It includes information on most serial publications (journals, law reviews, magazines and newspapers) currently received by the UCLA Library system. For each item, ORION provides the basic information the card catalog has always furnished; in addition, the display includes information on items which have not yet been cataloged.

Using the terminal, the reference librarians can tell you whether a book or journal is on order, if it has been received, if it is being processed and what the call number is if it has been cataloged. In addition, we can tell you which campus libraries have the item, and, in some

cases, where in the particular library it is shelved. Holdings information for serial publications including the date, volume and number of the latest issue received is also available. This information is being added to the title information for serial publications in the Law Library. Stop by the Reference Desk and ask to see the system in action. The reference staff is eager to demonstrate its capabilities for you.

Accompanying the on-line system will be the following microfiche products which parallel the information in ORION: the UCLA Catalog Supplement, in which you can locate information on materials by author and title in one alphabetical list and which also includes serial titles; the UCLA Serials List, which provides full bibliographic information for 65,000 serial publications currently received or recently ceased publishing; UCLA: Subjects, which lists by subject all items included in the Catalog Supplement and the Serials List. The Serials List will be replaced with a more current list monthly; the other two fiche products will be

Continued on Page 6

The following proposal for changes in the first year curriculum was presented by Prof. Leon Letwin to the curriculum committee. It is presently under consideration, and will be the topic of an open forum discussion to be held Monday, October 25, from noon to 1 pm in room 1345. All interested members of the law school community are encouraged to attend and share their views.

By Prof. Leon Letwin

The point of the proposals below is to effect a modest shift in the first year atmosphere to help students broaden their views of what is possible to do and what is worth doing with their professional lives, and to provide a more nurturing atmosphere for those seeking alternatives to corporate and big business legal practice.

Proposals for curricular reform necessarily rest on assumptions about the goals of legal education and about shortcomings in the present curriculum in meeting those

goals. The assumptions underlying the proposals below are that our educational program 1) fails to the extent that it contributes to the disproportionate production of attorneys who staff the offices of corporate, big business, and tax firms; and 2) also fails to the extent that the educational program does not provide an adequately supportive and encouraging environment for those students who aspire to study and to use the law as an instrument for broad community service, to represent the underrepresented, or to achieve social progress and change.

These failures leave inadequately attended the need for attorneys to represent the poor, the middle class, small businesses, and more generally, those clients, mainly individuals, whose concerns are poorly served by the large law firms. The dominant career pattern also insufficiently responds to the need for lawyers in the public interest vein who would use the legal system to mount broad challenges to

societal arrangements which are systematically unfair to variously disadvantaged communities.

The following proposals represent a modest effort to shift the balance of law school cultural pressures during the critically important first year of law school when most of the acculturation process takes place and when students solidify their ideas about the nature of law practice, about law as an instrument of social changes, and about their commitment to one or another way of investing their energies as future practitioners.

The proposals take the following form: shortening the length of the traditional first year courses; making equal the length of those courses; adding Legal Professions as a required first year course; providing a first year elective option; and changing Criminal Law II from a required course to a first year elective.

Continued on Page 6

The Docket

UCLA School of Law

Volume 31, Number 2 Wednesday, October 20, 1982

UCLAW Student Starts Legal Aid Program in South Central Los Angeles

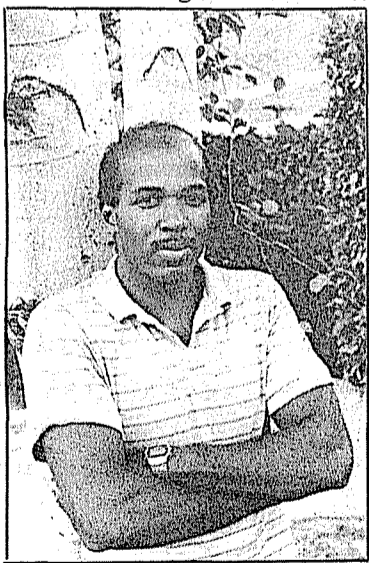
The law has always played a critical role in establishing the social status of Black Americans in this country. The area of civil rights law is but one example of the legislation enacted for the protection of minority rights. The Fourteenth Amendment to the Constitution is another example of the interplay between the law and the standard of living in the Black community. Yet this legal protection has little effect upon the day to day lives of those that live in poverty-stricken areas where legal advice is extremely difficult to obtain. The inability to obtain legal advice tends to breed a volatile and explosive environment. Oftentimes, innocent victims suffer, either because of their misunderstanding of the law or because of the aggressive actions of some agency or municipal organization.

The South Central Legal Services Program (SCLSP) is a response to the urgent need for legal representation in the South Central Los Angeles community. The SCLSP was developed by Jon Divins, a second year law student here at UCLA, and has a two fold function. First, it is to provide accessible expertise in the areas of landlord-tenant disputes, police abuse, incorporation, and government entitlement. Second, it is to address the need of UCLA Law Students for practical experience. Students have the opportunity to interact with clients, spot legal issues, draft and file legal doc-

uments, and to increase individual and community awareness by participating in area workshops.

Elaine Mallette is directing the program along with other second year UCLA law students such as Mark Gross, Lianne Edmonds and Omar Hazel.

According to Mallette, "the most serious legal issues facing



Jon Divins

community residents involve (1) landlord-tenant disputes, (2) police abuse, (3) community organizational difficulties, and (4) government entitlement problems. SCLSP will help alleviate these problems for a significant number of community members.

"The SCLSP will also conduct legal seminars which will clarify complex legal issues such as the notorious chokehold tactics employed by the Los

Angeles Police Department." These seminars will take place once a month during February, March, and April at the Legal Aid Foundation of Los Angeles, 2824 S. Western Ave.

The educational component of the program, along with the four areas of concentration, were chosen on the basis of the numerous requests for assistance in these specific areas. Furthermore, these areas are basic to everyday survival within the South Central community. Many residents are not aware of current California laws which directly affect them. SCLSP intends to train a staff of approximately twenty students to handle the influx of about sixty clients per day.

The overwhelming majority of residents in the South Central Los Angeles area are low income working people or government benefits recipients. This group includes people who often need quality legal services but cannot afford to hire private attorneys. This group is eligible to receive legal services from the federally funded Legal Services Corporation--through the Legal Aid Foundation of Los Angeles (LAFLA)--but, because of funding cutbacks and insufficient manpower, LAFLA cannot meet the needs of the target population. SCLSP was designed in part to supplement the services of LAFLA.

Students, under the guidance of volunteer attorneys will inform tenants of their rights

Continued on Page 7

Admissions Coalition Unveils Proposal for Sweeping Changes

The UCLA Admissions Coalition on October 6, presented the major points of a comprehensive proposal to change the admission policies of UCLA Law School. The proposal represents the combined efforts of students, attorneys, community leaders, and faculty members. These people are offering an alternative perspective of UCLAW admissions program and ultimately, of the entire UCLAW experience, including curriculum, placement patterns, teaching methodology, support services and faculty recruitment.

The Admissions Coalition's proposal begins with a critique of the present admissions process. The Coalition's position is that the LSAT is not a legitimate part of the "diversity" criteria for evaluating law school applicants. Their proposal cites studies indicating both that the LSAT discriminates against minority and low-income applicants, and that the test is not a useful predictor of performance in law school. The Coalition claims that the LSAT is a more accurate predictor of applicants' economic background than their performance in law school.

The Coalition offers several alternative criteria for admissions. The first of these is the applicant's race and ethnicity. This is based on the Coalition's premise that all racial groups are entitled to equal representation in the legal and political system.

The second criterion is an applicant's disadvantaged background. The rationale for this criterion is twofold. First, says the Coalition, an applicant's ability to overcome economic, social and educational disadvantages should not be overlooked. More importantly,

however, the Coalition believes that the needs and problems of minority/disadvantaged communities can best be served by people from these communities.

The Coalition's final criterion is the applicant's commitment to his community and sensitivity to the needs of this community. This will be primarily measured by granting an applicant points for past work and volunteer experience.

The Coalition believes that in order to accomplish the goals of Affirmative Action, other functions of the law school should be modified. These include recruitment, curriculum, support services, placement, and faculty and staff selection. Thus, the law school should take responsibility for recruiting minority/disadvantaged applicants and provide them with support services in order to reduce the attrition of these students. In addition, the law school should provide a curriculum which meets the training and educational needs of students who intend to practice in their communities. The need for a sensitive and racially diverse faculty is here most apparent.

Finally, the law school should take responsibility to assist graduates in finding jobs in their communities in public service agencies.

The Coalition therefore is calling for the law school to implement all the elements of its proposal in an integrated fashion. The admissions process is but part of the system that has resulted in underrepresentation of minority communities.

The Coalition proposal will soon be made available to the entire law school population and subsequently presented to the administration.

Opinion

The First-Year Experience: A Political Perspective

This article was solicited by the Docket from Professor Ken Graham.

By Prof. Ken Graham

Progressive law students, perhaps more than some of their apolitical classmates, often find the first year of law school a difficult, and at times alienating experience. Conservatives usually argue that this is attributable to the complexity of the subject matter, with the implication that the left tends to attract mushy-headed thinkers who cannot do the sort of hard-headed thinking required to master the law. This, I would argue, is not so. The law is not at all that hard to understand; but it is very hard to believe. And therein is the root of the problem for progressives.

The law school is not simply a conveyor of information about the legal system; it has a much more important mission in indoctrinating students into the ideology of the corporate bar. The power of this ideology is such that no one troubles to keep this task a secret. The American Bar Association, the organization of the corporate bar that accredits law schools, speaks of the need for law teachers to "socialize students to the values of the profession." Even teachers who do not share the A.B.A.'s conservative views on socio-political issues will admit that their job is to teach students to "think like a lawyer." Despite the much-vaunted skepticism of the classroom, the assumption that all lawyers do or should think alike is seldom examined.

Whatever one can say about the failings of legal education--the failure to offer adequate clinical training, the toleration of very dull teaching, and so forth--clearly it is quite successful in this indoctrination. Each year we admit a large group of people who are attracted to the profession because, when compared with jobs in the corporate hierarchy readily available to students with their credentials, law offers a greater measure of independence, more opportunity to solve social problems, and larger possibilities for achieving

personal fame and self-satisfaction. Three years later, many of these same students march off to serve in corporate law firms where they will become faceless bureaucrats with all the autonomy and social utility of an I.B.M. salesman.

Why should this be so?

Let us dispose of the conspiracy theory at the outset. Except for a handful of dedicated partisans of political capitalism--some of whom like to conceal their politics behind the supposed science of "economics"--members of the faculty do not regard their function as producing cannon fodder for the multinationals. In part the problem is that most of the faculty has been indoctrinated in the Harvard ideology, and finds it very difficult to escape its intellectual clutches. Even progressive faculty members often find themselves doing and saying things in the classroom that are quite antithetical to everything they would like to accomplish.

Even more significant is the fact that the faculty faces the same dilemma as the progressive student, albeit from the other side. Progressives who come to law school, whether as students or faculty, have elected to use the law as a tool for social change. This requires that we understand how judges and lawyers who run the system think so that we can turn that thought back against them, develop potentialities in ideas that have languished for centuries, and create new ideas to replace the old. The problem is that it is very difficult to study a system of thought without adopting some of its unstated basic assumptions.

This dilemma can be illustrated by the issue of teaching methods. Many people whose views I respect have focused on the socratic method as the major instrument in the law school's arsenal of indoctrination. This technique, combined with peer pressure and the student's own desire for some signs of approval, gives the classroom some of the dynamics of Patty Hearst's closet or Werner Erhard's weekends.

Even if the socratic method fails as a device for what the psychologists call "forced attitudinal change" and the journalists call "brainwashing," it can often have the effect of making students think they are good for nothing better than the overpaid clerical jobs that pass for lawyering the corporate legal factories.

It is also true that the socratic classroom much more resembles the judge-lawyer and lawyer-lawyer interchanges that are an important part of the lawyer's tasks than does the lecture hall or the communal utopias that some on the left would substitute for it. Anyway, the progressive student should be able to stand up to the pressure of a somewhat sympathetic faculty member and even fight back when his ideas are being pilloried by some corporate liberal. Otherwise, of what use will he be in a courtroom presided over by the likes of Andrew Hauk or in negotiations with someone from the John Ehrlichman School of Interpersonal Relationships? Unless one takes the position that individuals can change the law by refusing to employ the traditional forms of interchange with other members of the profession, the dilemma is hard to escape.

Another target of those who would expand the career options of our graduates is the law school's curriculum. Some think that if students were required to take a course in Tenant's Rights instead of Property or Civil Rights instead of Contracts, they would find non-corporate legal careers more attractive. I am skeptical. A teacher who thinks Milton Friedman is one of the Great Thinkers of Our Times could develop that hypothesis equally well in the context of landlord-tenant law. Furthermore, there is nothing in the existing property course that prohibits inquiry into the place of Native Americans in the chain or title of the possibility that solar power will only flower when Exxon owns the sun. Similarly, a Civil Rights course that did not focus on why one has a right to speak and not a right to eat or a course that glorified the Supreme Court's protection of racial and religious minorities while ignoring its even more glorious history in protecting that minority of 4% of the population that controls 80% of the wealth would not be more desirable than a contracts course that considered the pos-

Continued on Page 7

Prop 15: Vote Yes

Last year, 2,000 Californians were killed with handguns. It's estimated there are now about 5 million handguns in the state, increasing by half a million a year. By 1992 there will be 10 million unless something is done to stem the flood.

Proposition 15 is a moderate, sensible proposal designed to deal with the growing problem of handgun violence in California. It is not a ban on private possession of guns. But, for the first time, it will allow Californians to do something about the wild proliferation of handguns and thus begin reducing the bloodshed they cause. It will also give police an effective means for getting deadly handguns off the street before, not after, they kill and maim.

Proposition 15 has four ma-

for components:

- It requires registration of all handguns.

- It makes it a felony to carry an unregistered concealed handgun on the street, with a mandatory six-month prison sentence for violators.

- It limits the number of handguns to those already in the state by November 30, 1983.

- The registration will be financed not by taxpayers' money but by a one-time-only handgun registration fee of less than \$10 to handgun owners.

The target of Proposition 15 is the "street gun" -- the favorite weapon of gang members and other hoodlums. Law-abiding citizens who properly register their handguns will be able to keep them under Proposition 15. Law-abiding citi-

zens who want to purchase handguns will be able to purchase them from the pool of registered handguns. Those who choose to flout the law by carrying illegal handguns in the street will go to prison for six months. Under current law it is a felony to carry brass knuckles or a blackjack. But it is only a misdemeanor to walk the streets with a handgun tucked in your belt. Proposition 15 will correct that inequity. A similar Massachusetts law saw Boston murders go down over 50% and gun robberies go down 35%. This law works.

Supporters of Proposition 15 say Enough is Enough -- there are enough street guns, there's been enough bloodshed, it is time to do something before California becomes an armed camp.

Dear Gabby

LAW REVIEW PREVIEW

Dear Gabby,

I'm a first year student here at UCLA. I heard that law school was going to be a lot of work, so I did most of the reading for my first semester classes last summer. Now I'm a little bored, and I'm looking for other exciting, career-enhancing activities to which I can devote myself. I understand that anyone who's anyone in THE LAW has belonged to this "Law Review" thing. I want to start writing my Comment right away so I'm sure to get it done on time--could you give me some hints as to how I should go about it?

(Signed)
Egor B. Vohr

A. Dear Egor,

First let me say how much I admire your positive attitude. I think it's wonderful that someone faced with the agony, fear, frustration, boredom and suicidal depression that awaits you in the next few years can maintain such an up-beat frame of mind. That type of healthy false optimism is exactly the attitude I try to foster by writing this column.

I would be glad to give you some advice on how to go about writing a law review comment. You're right to get an early start--if all goes well, next summer you'll be working seventy hours a week for a MAJOR LAW FIRM and won't have time to write an article (face it--even you have your limits).

The first task facing you is to choose your TOPIC. This is also the most difficult task. There is a simple rule, however, that will guide you past this obstacle--BE AS OBSCURE AS POSSIBLE. There are many good reasons for adopting this simple motto. First, none of your classmates will bother to choose the same topic, so you won't be forced to tear up anyone else's 3x5 card in order to be the first to register your idea. Second, none of your classmates (including your editors) will know what you're talking about. This is good because it means they will be willing to accept anything you say as the final word on the subject since they will be embarrassed to admit they don't know anything about it. They will admire you for your finely tuned sense of the arcane and trivial and assure you that you

will go far in the field of law. Finally, with an obscure topic you're not likely to offend anyone's cherished opinions, making it easier for your editors to concentrate on more important matters, like margins and spacing. To summarize, the ideal topic is one that most normal people would find totally uninteresting.

The key to choosing a successful topic is finding a PROBLEM in the law. Now you may think, after attending classes for only a few weeks, that the law has many problems, not the least of which is that you must spend the rest of your career dealing with it. However, you will soon find that there are relatively few real problems in the obscure areas to which you must devote yourself. By problems I don't mean questions like why pot is illegal or why the Chief Justice of the United States Supreme Court doesn't make any sense when he writes. No, what you will need is an undecided issue--like who holds the deep sea fishing rights to the oceans of Uranus. Such a problem allows endless opportunities for analysis, analogies and ground-breaking insights.

After developing a legal problem into a topic, you will of course need to begin your RESEARCH. You will hear a lot about the proper way to research an issue. However, no matter what anyone says, the most important thing to keep in mind is the QUALITY OF YOUR FOOTNOTES. It will do you no good at all to fill up three legal pads with quotes and sources if those quotes are all obtained from ordinary cases and statutes. Those footnotes are BORING. You need to mix in cites to obscure treatises, government documents, and foreign language publications. My favorite method of research is to look through the Blue Book for particularly juicy cites and work them somehow into the text of what I'm writing. For example, if you have a footnote that reads:

19 U.N. GAOR supp. (No. 9) at 1, U.N. Doc. A/5509 (1963) reprinted in (1963) 2 Y.B. INT'L L. COMM'N 187, U.N. Doc. A/CN.4/SER. A./1963/Add. 1

no one will bother to check the source, so you can stick it in anywhere. And it is impressive.

After researching, you must

Continued on Page 6

The Docket

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Actor, writer, Green Beret

First Year Class is a Diverse Group

By Barbara Riegelhaupt

A television actress/producer appears to have little in common with an ex-street thug turned police officer--about as little, probably, as a B-52 navigator has with a Washington Post reporter. But as law students quickly discover, what appears to be so usually is not.

Thus it should come as no surprise that all four of these professionals--the actress, the police officer, the bomber navigator and the reporter--share one particularly relevant attribute: all are first year law students at UCLA.

They are among a widely diverse group of 320 men and women whose average age is 23.7 and who come from cities all over the country.

The UCLA Class of '85 contains 41% women and 59% men, with 33% representing minority groups. The class is smaller than last year's, which had 335 students, because of a university-wide effort to reduce graduate school enrollment, according to Dean of Admissions Michael Rappaport.

At least part of the class's diversity traces to an admission policy of supplementing the 60% of the class admitted largely on grades and LSAT scores, with 40% who have something different to add to the first-year classrooms or to the legal community.

"They are people who can bring some kind of distinction to the first-year class--the kind of thing you're not typically going to find if you admit 22-year-old college students," Rappaport said. "They may be people with outstanding careers or from disadvantaged backgrounds or somebody whose past looks really different."

Among those whose pasts unquestionably fit Rappaport's description is Susan Keller, 36, who debated in August about whether to accept a role in a T.V. commercial since it would cause her to miss half of the first week of law school.

"I was in a real conflict," said Keller, who has appeared in numerous commercials and television shows, including "Dallas" and "Days of Our Lives." "At first when I found out I'd gotten the commercial, I thought, 'Great.' But then when I found out when it was, I thought 'uh-oh.'"

The decision to accept the job stemmed in part from the three years of fulltime studies ahead of her: "The money will pay for the first year of law school, practically."

Keller's entertainment career began after a successful audition for a Canadian Broadcasting Co. program, "This is the Law," which became one of the top-rated shows in Canada during the time she spent with it.

When she figured she had done everything she could in Canada, Keller returned to California, where her family has lived for five generations. She started writing and producing, while continuing her acting. A few years ago, she realized it was time for a change.

"I think mostly it was the insecurity of my career,"

Keller said. "I also came to see that acting in television has nothing to do with acting. It's very businesslike. So I went to the UCLA Career Counseling Center and took all those tests, and the strongest pull was law."

The pursuit of a new challenge also sent Barbara Katz to law school. A reporter for a dozen years, including six years at the National Observer and a year and a half at the Washington Post, Katz had nevertheless thought about a career in law for a long time.

"When I graduated from college, I decided between journalism and law," she recalled. "I think my first inkling that I would someday want to make the switch was when I was working for (U.S. Sen. Birch) Bayh in an era when he was leading the fights against (Supreme Court nominees) Haynesworth and Carswell, and was involved in other major legal issues. I saw how important a knowledge of the law was in being able to contribute to that process."

The prospect of changing from observer to advocate also appealed to Katz.

"I wanted to not simply write about what other people are doing. I wanted to do something myself," she explained. "I saw law could potentially provide me with the opportunity to be somewhat more of an activist."

Katz is not the only journalist-turned-law-student in the Class of '85. Helen Mickiewicz, 31, and Paul Bernstein, 31, are among the other media people who decided to trade in the inverted pyramid for the rules of Civil Procedure.

Mickiewicz, a radio journalist, spent more than five years at station KPFA in Berkeley, serving as news director and program director, while also doing freelance work for California Public Radio and National Public Radio.

She recently was associate producer on a half-hour radio documentary, broadcast weekly on 33 commercial stations and funded by the

California Council on the Humanities.

"Part of the time at KPFA, when I was program director, I did work setting policies and worked with our communications attorney in Washington, dealing with the FCC (Federal Communications Commission)," Mickiewicz said. "What really appealed to me about the legal aspects of the work I was doing was that so much was subject to interpretation. I always had thought the law is the law. So that really fascinated me, and I decided I wanted to do communications law."

Bernstein, meanwhile, freelanced for 10 years after getting out of college, working for such publications as Rolling Stone, Los Angeles Magazine and the New York Times Magazine.

"I figured I'd try it for a while, and when it didn't work out, I'd sell my car and go to South America," Bernstein said, "but I just kept going."

Although last year was his most successful in journalism, Bernstein nevertheless felt he had accomplished many of the goals he had set for himself as a writer and de-

cidated it was time to move on. "I wasn't interested in the ways that were open to me to develop (in journalism)," he said. "I was just ready for a change."

For Susan Beytin, 32, enrolling in law school after working for seven years as a critical care nurse is simply a matter of getting back on track.

"When I was in college in Berkeley, in 1970-71, my plan was to go to law school," she related. "Somehow, I got sidetracked. When I decided to be a nurse, it was actually so far from anything I had thought about. And after I did that for a while, and times changed a bit, law seemed more like something I could do."

Despite her longstanding interest in the law, the decision to leave nursing was not entirely easy for Beytin, who headed the pediatrics intensive care unit at a Los Angeles County Hospital for the last two years.

"I had a hard time giving up the kids I'd been taking care of," she said. "It wasn't, 'oh, what a yucky job, I want to go to law school.' It was

Continued on Page 7

UCLA Campus Representatives Presents:

"CHANGES IN THE BAR EXAM — WHAT YOU NEED TO KNOW"

A special lecture for all UCLA Law Students, to be given first week in November
(date/time to be posted)

by

PROFESSOR MICHAEL JOSEPHSON, B.A., J.D., UCLA

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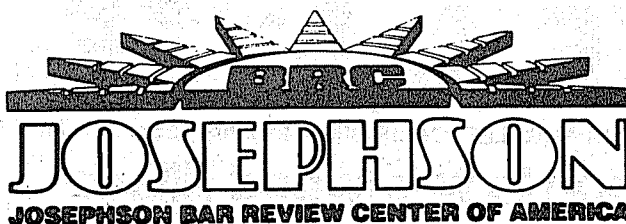
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Interview Blues: Marchi

What I Want to be When I Grow Up

Phase I: THE CLIMB

Bleating Latin phrases
 Dazing razor-clipped
 Young outputs stride to the
 March of The Three Piece Grey Wool Suits
 Fully equipped
 And color-stripped
 With J.D.M.B.A.'s in hand
 They eat their pinstriped jello mold
 And goosetep on
 To the muzak tune of
 Sergeant Pepper's Corporate Band.

Phase II: THE PARTNER

He lives enclosed in the penthouse suite
 The Dalai Lama, a.k.a. John Jacob Esquire Smith,
 Success
 Reads the sign on the door where the
 Young execs clamor
 With eyes enamored and on the rise
 Outside his ever closed door
 Beyond his lucite-tipped nirvana
 Desk he sits FAST FORWARD where he
 Works long hours, always showers, plays name
 Games with his Roladex
 And speaks in digital to his clock
 Which promptly answers back "Yessir"

A blur
 His days merge nights merge days
 And the haze of a mirror comes off his wall
 While his thoughts flash back to a girl in his youth
 When he dreamed of birds and art and truth
 And STOP. REWIND. ERASE. EJECT
 Those thoughts and take a message
 Quick now underline
 Those days are gone
 Those days are gone
 (But the mirror reveals)
 The past is past, long filed away
 In a folder marked
 "Ideals"

All alone
 He sits alone
 And makes love to his dictaphone
 It's awfully late
 He should go home
 But he can't unlock the door.

Gayle Herman

Fear and Loathing in a Three P

by Steve Arbuss

Some people actually like going to on-campus interviews. These people go to parties and chatter about Century City firms. They think looking for a job is fun. Such people make me puke. I came to law school because I didn't want to look for a job. And I don't think on-campus interviews are any fun at all.

There I was, mid-September, anxiously preparing for my first interview. For days I had been driving my friends crazy--"Interview me!" I would cry, "just for practice." I made them interview me everywhere--at the breakfast table, on the beach, in bars. I made a list of thirty-six tough questions and memorized the answers. I stood in front of the bathroom mirror and interviewed myself.

At last the big day came. I woke up a little early to make sure my new haircut was properly combed. In the back of the first floor bathroom I changed into my suit, next to two guys clad in underwear and black shoes. They were discussing callbacks. I spent twenty minutes tying a perfect half-Windsor. I fixed my hair some more.

Then I was in the waiting room in GSM, next to five other law students. Three of us had the same shoes. We joked about how boring interviews were. I was not bored. I was terrified. Sweat was oozing down my back. The half-Windsor was slowly tightening around my neck. I fought the urge to vomit.

About ten minutes after the appointed time, the door to

1355 A opened. I jumped to attention. Inside, two men were energetically shaking hands and punching each other on the shoulder. "Glad you stopped by, you son of a gun," said the older one. "Come down to the office tonight and we'll go out for a drink with one of the partners." He turned to me. "Hang on a minute while I take some notes."

Another five minutes went by. When the interviewer finally asked me to come in, I had to peel my sweat-soaked suit off the vinyl seats. I shuffled into the room, sat down, introduced myself, stood up, shook his hand and sat down again. The interviewer busied himself scanning my resume. "Hmmm," he said. I noticed

that all the resumes had big red circles around the grades.

"Well, Mr. Arbuss, what kind of summer program are you looking for?" Tough question. I gave it some thought. "Uh. Uh, I am looking for a summer program that wants me to work for them." Bingo. Hours of rehearsals and I come up with a stupid answer like that. He loved it. After he stopped laughing (another two minutes), he threw me a few more questions.

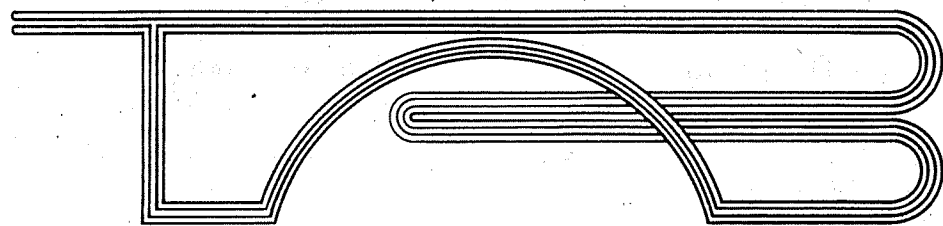
"Well. Tell me what you like to do." What I like to do? What kind of question was that? I went for broke. "I usually spend my time briefing cases. For class. I arrange them neatly in my notebooks. And I have all these different color



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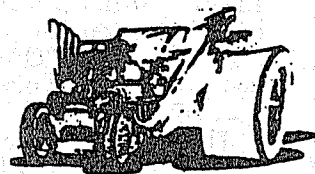
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hi-liters that I use to underline things with." He just sort of looked at me. Then he looked at his watch. I looked down and shuffled my feet some more.

"Hmmm. Your resume--well, it's sort of bogus, really, isn't it?"

"What?"

"Well, your resume. What kind of college major is 'Adult Interpersonal Relationships'? No extracurricular activities? Why aren't you on law review?"

"Uh, Law review?" I thought about it. "Gosh, I think law review's for nerds who haven't got anything better to do than sit around inserting commas. I got better ways to spend my time, man." I looked down at my feet once more.

I guess he didn't like that response. "Mr. Arbuss, I don't think that's so funny. Surely you don't think your grades are so impressive?"

"Well, I thought they were respectable."

"Respectable? Let me tell you something, they suck. What do you think about that? What makes you so special, punk? Why would our firm want to hire you?" Spittle was flying from his lips. "What's so unusual about you?"

He was staring at me, waiting. I looked up from my feet. I stared back. I sneered. Then I reached into my pocket, pulled out a small gold earring, and stuck it in my ear. "How's this?" Mr. Law Firm just sat there with his mouth open.

There is something just inherently disgusting about having to sit in a six-by-six room, sweating, in a scratchy suit, with a total stranger sitting

there asking you personal questions and circling your grades with a red pencil. The experience is made even more revolting when you know that the idiot is only interviewing you to keep himself busy while he waits for the next "top ten" student to come in.

As for my first interview, I knew there'd be a perfectly folded, word-processed rejection letter waiting for me within days. But later that day I had the last laugh. On my way past the vending machines, I saw Mr. Law Firm get bitten by a squirrel.

Keep Placement in its Place

By Leticia Cairl

It is very important to keep the On-Campus Interview Program in perspective. While it may seem to be an easy way of acquiring a job and while it has proven to be a successful program for some, the On-Campus Interview Program is not necessarily suited to the needs of all students.

Realistically speaking, only 30 to 40% of the student body get placed through the On-

Campus Interview Program—these tend, of course, to be the students in the top third to top quarter of the class. For the remaining 60 to 70%, alternative methods of placement must be found. It is for this reason that the Office of Career Planning, in conjunction with the critical Legal Studies Group, has decided to produce a guide to alternative job search techniques.

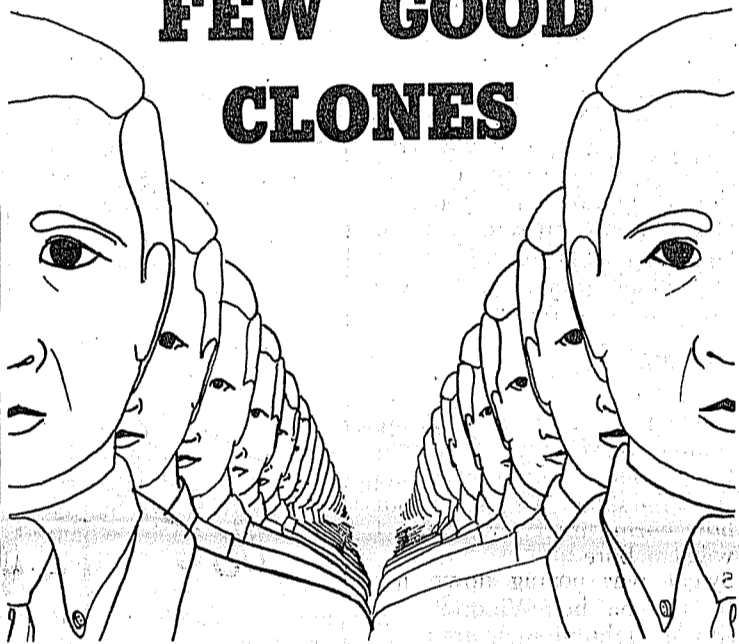
This pamphlet is designed to identify various types of legal employment (such as Government jobs and Judicial clerkships) and then outline the steps necessary to obtain employment in these areas. Appropriate timing is stressed in the pamphlet and the pamphlet also serves as a guide to resources available in the Office of Career Planning. If all goes well, this comprehensive booklet should be available by mid-November of this year. The pamphlet will be updated and expanded annually and the Office of Career Planning welcomes any suggestions for the eventual improvement of this project.

(reprinted from the American Lawyer, February 1982.)

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Ode on a Pine Box

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But entering that little room sends a shock
through my spine.
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Am I coming off smoothly or am I too gruff?
I'll do anything to demonstrate that I've got the stuff,
Even take off my clothes and dance in the buff.
During the interview in which minutes measure time,
I lay out my life, line by line.
But the glance at his watch invokes a box of pine
In which I and my pride lie, silent, supine.

David Gerst

**90% of students are
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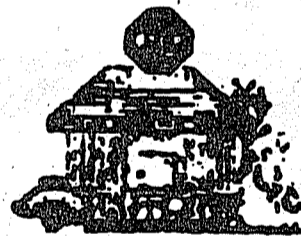


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Curriculum Proposal...

Continued from Page 1

Present First Year Curriculum	
Civil Procedure	(5)
Contracts	(5)
Criminal Law I	(3)
Criminal Law II	(3)
Property	(6)
Torts	(5)
Legal Research and Writing	(5)
Total	32

Proposed Revised Curriculum	
Reduce or delete	
Civil Procedure	(4)
Contracts	(4)
Criminal Law I	(4)

Property	(4)
Torts	(4)
Legal Research and Writing	(4)
Subtotal	24

Additions	
Legal Profession	(4)
An elective for 3 or 4 units	(3-4)
a) Constitutional Law I	
b) Criminal Law II	
c) Landlord-Tenant	
d) International Disarmament and Arms control	
e) Family Law	
f) etc.	

Total 31-32

I. Variables in the above proposal

1) Length of standard first year courses.

a) Uniformity. Should all first year required courses be weighted equally? The argument in favor is that course weight is quite arbitrary. There is neither an objective basis for deciding how much of a traditional subject has to be covered, nor how much of it has to be covered in the first year. Uniform weighting avoids arbitrary distinctions in the relative importance of different courses. Thinking about the moral obligations of being a lawyer (in Legal Profession) would, for example, be presented as of equal importance with learning about property, criminal law, torts, or contracts. Likewise, with criminal

law.

b) Reducing the length of the standard courses.

1) This would permit each course to be completed in one semester, thus allowing systematic evaluation at the halfway mark of the first year. (Assuming we did this, could we be more creative and helpful in using these earlier insights into student problems to provide extra help where needed?)

2) A four unit class makes the teaching schedule more compact; it eliminates the difficulties of the two unit semester when a five unit course is spread over a one year period, with the inevitable weekly start-up costs. Converting all first year courses to one semester courses would also eliminate the present problem for the year long courses when they have to compete with the one semester course during the fall exam preparation period. (Of course, a five unit course can also be taught as a one semester course, as some now are.)

3) Reduction of course length frees sufficient hours to permit the proposed diversification in the first year program.

One alternative to the uniform four unit approach would be to thin the first year program by shipping some course into the advanced curriculum. (Civil Procedure might be the best candidate for that treatment, if such an approach were favored.)

Putting Legal Profession into the first year required curriculum, and preferably into the first semester.

1) This change could provide the opportunity for students to address fundamental issues of law and responsibility, think about the connection between themselves as people and as future professionals, consider the various forms of legal practice possible, the social needs for various forms of

service, and the implications of such needs for personal career choices. Moreover, it would do this at that stage in the students' careers when they are least likely to regard such questions as theoretical frills but as issues worthy of the most serious concern as part of their evolving self-definition as lawyers. Any such course would, I imagine, be taught differently when located in the first semester from the manner in which it is presently taught. This is because of the relative lack of sophistication of beginning students and also their greater willingness to confront issues of personal and professional morality.

2) Precisely because many advanced students tend not to be turned on by the issues raised in Legal Professions courses and are to some degree resentful or bored when faced with the requirement, removing the course from the advanced curriculum may solve a serious pedagogical problem.

3) While the proposal here is cast as an endorsement of a Legal Professions course, I intend to leave open the issue of whether the same matter could be taught by some version of the "pervasive method." What is indispensable is that the matter be taught, and, I believe, taught in the first year.

III The first year electives. The courses listed are illustrations. Other courses could be imagined. The common theme of the elective options is that they are intended to broaden the student's vision about the role and function of lawyers and to suggest that there are a lot of things lawyers

can do that neither aim at, nor result in, the high income, "prestige" jobs of business and corporate law, but which are nonetheless deeply rewarding and worth doing.

Should advanced students be permitted to enroll in the electives? Probably not. There is too great a disparity in legal sophistication between beginning and advanced students.

ORION

Continued from Page 1

replaced quarterly.

You will continue to use the Law Library's card catalog for information on materials cataloged before 1978. Once the public terminals are installed, newly acquired materials will no longer be represented by cards. The catalog will be continued by the microfiche products and the on-line ORION system.

With the adoption of this system, library technical processing procedures have been automated. Orders for new materials are placed on-line. As books and serials are ordered, received and moved through processing and cataloging to the shelves, the record is altered on-line to reflect this process. By use of the

microfiche or the terminal, you will now have much quicker access to information on the newest materials coming in to the library.

In addition to bibliographic information, ORION also provides information on hours and locations of campus libraries. Other useful information will be added to the system in the future.

MELVYL, a prototype automated union catalog for the nine UC campuses, is being developed by the University of California's Division of Library Automation. It can be accessed through the terminal at the Reference Desk. At present, this data base contains bibliographic information on a segment of the UC libraries' collections cataloged between 1976 and December 31, 1980. Updating the data base is projected for Spring, 1983.

Dear Gabby...

Continued from Page 2

begin ORGANIZING your article. Once again, the simple approach works best. The thing to remember is that you must come up with catchy headnotes. If you can develop a headnote that really clicks, you don't need to worry too much about the body of your article. Like a good slogan in a cigarette advertisement, your headnote should leave the reader ready to buy whatever it is you're pushing.

Remember to think a bit about your writing STYLE. The accepted practice is to make your writing style short, succinct, and clear. No matter that the subject about which you are writing is most likely obtuse, incomprehensible and confusing--you should be able to reduce every idea to a few words. Don't panic just because Hemingway never dared to write about due process; there are devices available to you which should make your task easier. My favorite tactic is to use little stories to clear things up (in the law, these are called "hypotheticals"). The object of these stories is to take a murky issue and change the facts around so it's quite clear how things should come out. For example, if X contracts with Y simply to deliver some chickens, it is unclear whether the chickens should be boilers or friers. However, if you assume (hypothetically) that Y

is Colonel Sanders, it becomes clear that the parties did not want actual chickens delivered at all. This is the kind of creative approach you must take.

I hope you found this brief discussion helpful. Writing a law review Comment is often a very frustrating experience. The one thing you can count on during your ordeal is the helpfulness and patience of the Law Review staff. That's the most frustrating aspect of the whole process because, when you drop the whole thing as many of us do, you have no one to blame but yourself. This is actually quite healthy, however, since the tremendous guilt it generates can be easily transferred and sublimated into the desire to punish yourself by spending many hours in the library studying for classes. Have a fun year...

Gabby

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1st year in Perspective

Continued from Page 2

sibility of constructing an anarchistic community by private agreement. There may be good reasons for changing the first year curriculum, but its effect on the ideology being inculcated ranks rather low in the list of justifications.

If you have deduced that perhaps the way in which the faculty is selected has some importance here, then you will have grasped a point that has not exactly eluded the progressive faculty but which they

are reluctant to confront. This is partly because the only reason they are here is the pretense that is makes no difference, partly because they lack the political power within the University to do much about it. Moreover, it is easy to overstate the point; as I have previously suggested, most of the classes taught by faculty members who regard themselves as leftists are not markedly different from those taught by fanatic supply-siders.

Sounds pretty hopeless, eh?
Not at all. If you will go back

over this piece, you will see that like most discussions of the law school by the faculty, it is faculty-centered. Students appear only as victims or passive implements of the all powerful teacher. Anyone who has ever read a blue-book or tried to get a third year student excited about the business records exception to the hearsay rule knows that the power of the teacher is vastly overrated; and not only by the teacher. Students have an infinite capacity to frustrate the intent of the faculty and even take charge of the direction of the class, but these powers are often employed in frivolous fashion.

Legal education has been described as largely self-education. Compared with graduate departments and other professional schools, the ratio of faculty to students is low and the demands on the

student's time are slight--a few hours of class, little written work, and no mid-term examinations. Students have ample time to learn for themselves the things that are not being taught in the classroom. Or would have, were it not for some of the demands they insist on imposing on themselves.

This is not the place to prescribe the contents of a progressive legal self-education. Once you understand the problem you face, you are probably capable of planning such an education for yourselves. You know the periodicals that explore social problems with more insight than the law reviews and the books that are worth more than hornbooks and outlines. It is not a particularly difficult intellectual task to learn enough rules to pass your examinations. Understanding the techniques of legal argumentation

and sorts of values that courts find appealing without embracing those values yourself is harder but far from impossible.

My thesis can be summed-up this way. The fundamental challenge you face is not intellectual, it is moral. The question is not what degree of complexity are you capable of mastering, it is what kind of person are you willing to become? The call to "think like a lawyer" is not an invitation to acquire a skill, but a demand that you embrace an ideology that serves to justify a high degree of political and economic inequality. The temptations are strong: immediate approval by those who have been set up as your professional models and eventual access to corporate power and wealth. Faced with this choice, it is little wonder that the first year is filled with anxiety--and opportunity.

From UCLAW to SCLSP

Continued from Page 1

regarding eviction, apartment maintenance, and late rental payments. This information will be provided through individual consultations and seminars.

Students would also inform clients in the area of police abuse as to their rights. Currently, the chokehold is being hotly debated by the Los Angeles City Council and members within the community. Questions such as what constitutes probable cause, or when a policeman can draw a weapon are but two issues within this area.

Legal advice will also be provided to community organizations for such efforts as establishing neighborhood watch groups which help prevent crime and further community cohesion. In addition, community members may need assistance to establish a day care center or set up a corporation.

Government benefits are also an area in which individuals

may need representation. Whether it be educational, welfare or social security benefits, SCLSP's job would be to represent the client at a hearing and provide advice. Since many of the people in the target population are poor and unemployed, advice in this area is especially critical.

The South Central Legal Services Program is dedicated to improving conditions in the Black community by providing free legal services and by challenging members of the legal profession to bring their skills to bear on these problems. To meet these objectives SCLSP has received partial funding from the UCLA Community Activities Committee and is actively seeking alternative funding sources. The SCLSP will open its doors during the first week in November. Currently there are work shops being conducted on the various components of the program. All those interested are strongly encouraged to contact one of the directors.

Diverse First Years. . .

Continued from Page 3

just that it was time to go on...."

(Anne Beytin Torkington, Susan Beytin's sister, is also a first year student. A former social worker, Torkington has spent the last 10 years raising two children.)

Dan Casas, 28, figures law school will round out his perspectives on the law and the legal system. A self-described "thug from the streets," Casas was in and out of Fresno's juvenile hall in his early teens until he found himself up against two counts of robbery and one of aggravated assault.

Casas said he then realized it was time for a change, so he turned his attention to the martial arts. His instructor had been a member of the Green Berets, and Casas followed his lead, serving as an underwater demolition consultant during his five years with the Berets.

"I would travel a lot, and when I saw the little kids and all the suffering by the impoverished people, I thought about how I'd given up on society. That's when I decided to go back to the United States and go to college and then to law school."

His Green Beret background, meanwhile, prompted an offer to join the Fresno Police Department; so he juggled the police academy and police work with college for four years. As a police officer, he served as a youth adviser,

working with gangs, and drew on his own background to develop rapport with the troubled teens.

"I was introduced to the law when I was in trouble, then I worked for one side and now I'm going to be in there as a mediator," observed Casas, who added that he might like to teach law someday.

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*** Wentworth Miller is a Rhodes scholar, a graduate of Yale Law School, and a practicing attorney in New York City. He has extensive experience instructing law students in effective study and exam-writing technique.

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