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UCLA School of Law

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'No Rational Basis'—story on Page 9

High Court Rules Exams Unconstitutional

it, although this seems to be the very reasoning characterized by the Court as "a crack in Snyder still, in this context, it might meet the test of Hippopotamus Hunting Lodge v. Hostile, Inc.; the "can a reasonable observer scrutinize it and not break into hysterical laughter" test. Of course, that case involved a decision by a duly authorized administrative agency, the

Ohio Hypothetical Sales Commission, and much of the apparent deference of the Court's deference can be explained (as well as by Justice Rehnquist's "screwed thereby" ^{process}). The real issue may be that of damages, in which case it must be determined whether a shattered career, ruined health, necessity of psychiatric care, and the stigma of being known in the community as a failure would be actionable. According to Albee v. Foreman,

Is Nothing Sacred?

Innovations Added to First-year Curriculum

by Ana Lopez

"The whole system of legal education is disgustingly provincial. Although absolute diversity is not good" in preparing students for the practice of law it's important to simultaneously make them critical of the American legal system and instill them with a sense of responsibility to improve it."

—Professor George Fletcher

This year there have been two innovative additions to the first-year curriculum. As a part of their first-year program, students have been given the option of taking either the traditional criminal law course or a comparative criminal law course which includes a study of the criminal system in other countries. In addition, first-year students can take a class on legal methodology on a voluntary, no-credit basis.

Fletcher, who is teaching the Comparative Criminal law course, described the option as "an experiment in the curriculum which was designed to give incoming first-year stu-

dents an opportunity to choose an elective, and to enrich the first-year curriculum.

"The primary concern is the importance of freedom of choice and desirability of having an option," said Fletcher, who feels "it would not work on a compulsory basis."

In fact, the idea of a "compulsory elective" in the first year was proposed last year by the Curriculum Committee, but voted down by the faculty after it met strong opposition from first-year students.

Although Fletcher was in favor of the elective, he thinks

the idea of an alternative course "is better because it's not desirable to have a special course in the first year on a subject like economic analysis. It's better to take a subject and teach it on a different basis."

"In the comparative criminal law class a basic subject area is taught from a broader perspective and with a more varied interpretation. Although both courses cover the same ground, their orientations are slightly different."

A far cry from the opposition to the mandatory elective is the enthusiastic student response to the optional criminal law class: it has an enrollment of 60, slightly smaller than the regular criminal law classes.

Fletcher, who has taught the traditional criminal law course, is pleased that the students in his comparative course "display a willingness to think openly about alternatives to the American legal system and take them seriously. Most students think only in terms of the narrow framework of the Anglo-American legal system; it offends

their cultural bias to learn that one of the most important books on criminal law in the Western Hemisphere was written in Spanish by an Argentine."

The Legal Methodology class, taught by Sara Latz, has been received with even greater enthusiasm. Though no credit is offered for it, 170 students—half the first-year class—attend.

(Continued on Page 7)



George Fletcher

Inside:

Standard review

Environmental Law

International Law

Is the Standards System Reasonable?

by Darryl K. Gaines

The purpose of this article is to issue a moral and intellectual challenge to all first, second and third-year students here. The basis for this challenge emanates from the continued frustration and relentless despair experienced by a number of our colleagues each year from summary academic dismissal due to their ability to maintain a 65 or better average after one year of study. Although few of you are affected directly by this situation, we still have a moral and intellectual obligation to assure our fellow students who have the misfortune to pass through such a situation that they have our full support and guarantee that every possible effort will be made toward assisting them in continuing with their education at UCLA.

For those of you who are unfamiliar with the present system, I will provide you with a rough but accurate account of how it operates. After all the grades have been submitted for the entire year, the administration

Gaines is a third-year student

is able to determine which first-year students were unable to maintain a 65 or better average in the requisite number of units. A list containing such students is then forwarded to Dean Slaughter, who in turn notifies the aggrieved students that they have been terminated from further study at UCLA's law school. At this juncture, the individuals so notified are no longer considered students but in fact have become "ex-students".

The ex-student is also notified, in the same letter, that he has the right to petition the faculty for re-admission. If he decides to use this appeal he must submit a petition to the Standards Committee for review. The Standards Committee is composed of 6

... the law school socialization process has obliterated any feeling of community between those who had difficulty and those who did not.

members (four faculty and two students) who read the petition and in some instances question students in person about their problems. They then recommend to the full faculty what action the committee deems appropriate. More often than not the full faculty, who have the final say, mechanically follow the recommendations of the committee because most of them have not had the opportunity, time or desire to read the petition or question the "ex-student." The judgement and the modus operandi employed

by the committee at reaching it have recently come under severe and careful scrutiny. The scrutiny is due to the highly discretionary and blatantly vague standard employed at the Standards Committee in reaching their decisions on whether to readmit terminated students.

According to the committee's guidelines, in order for a student to rebut the presumption of his inability to perform legal work (Note: there is no reliable empirical data to support such a presumption), he must persuade the majority of the committee members that it was because of "unusual circumstances" that he was unable to maintain the required average. Those of you with even a minimal grasp of constitutional law concepts will immediately perceive the deficiencies of such a standard.

The Constitutional safeguards of due process and equal protection are not considered or applied to struggling law students.

The "unusual persuasive circumstances" standard so employed is patently "vague on its face" and as such allows far too much latitude for personal discretion, cultural bias and class chauvinism to permeate such a crucial decision-making process.

Apparently the constitutional safeguards of due process and equal protection are not considered or applied to the plight of struggling law students at UCLA.

For example, how much evidence/documentation will it take to change an argument for readmission from unpersuasive to "persuasive"? Will the amount of such evidence be the same for each member of the committee? How "unusual" does unusual have to be? Compared to what? Do not inquiries of this nature demand the imposition of value judgements based upon the committee person's background and experiences? Obviously they do, and for this reason the present system must be reformed to reflect a more just and equitable remedy.

However, the vague and discriminatory nature of the standard is only the tip of the iceberg of our inquiry. In order to gain a clearer understanding of why such a patently inhumane and callous system has been allowed to continue, other matters must be considered and brought to the surface.

For instance, how is it that a student who just a few months earlier was heralded by the law school administration and faculty as being the "cream of the

crop" (remember Orientation?) of the "top minds" in the country can all of a sudden be peremptorily dismissed after only one year's study because he/she was unable to maintain a 65 average? Should all the years of struggling to make good grades, applying to schools, taking numerous standardized exams be jeopardized after only having one year of study? Is the "First-Year Trauma" a joke or can it significantly hinder a person's performance during the first year? How much weight should be given?

The above are just a few inquiries which accentuate the construction extant in the present structure. The next question is, why? Why have we allowed the administration and faculty to impose such harsh and inhumane treatment on our colleagues? For the school, the harsh treatment of "potential bar failures" is necessary to maintain high ranking nationally. It is common knowledge that the percentage of people passing the bar has a direct relationship to that institution's national ranking. The greater the percentage the higher the ranking.

For remaining students the law school socialization process has effectively obliterated any feeling of community or responsibility between those who had difficulty and those who did not. As a matter of fact few of us know or care about the "others," and those who do avoid them like the plague for fear of their hardships rubbing off on them. Consequently, rather than confront the administrative apparatus which caused their untimely expulsion, students who remain

Is "First-Year Trauma" a joke or can it significantly hinder performance in the first year?

acquire a warped sense of superiority for having "made it".

It is because of this inhumane and callous treatment of our peers that the appeal is made to you, the student. I challenge you to petition the Student Bar Association, the Faculty, the Dean and others to explain why, if we have 5 years to complete the program, students have been cut down after only one year. Why shouldn't they have the right to repeat the first year, given that such a remedy would not impose any undue burdens on the law school administration? In addition, realizing that the present remedial apparatus impacts disproportionately on students of minority and low-income backgrounds, the school has nonetheless made no affirmative effort towards retention (e.g. devising a 6-8 week summer workshop

Growing Up to be A Real Lawyer

by Raj Seshu

Self-appointed Wag

Now that I have finally reached the Grand Old Age of Majority, I have the maturity, time, perspective and judgement to recall my days of yore: ah, the foolishness, the insanity, the drug abuse, and most of all, the starry-eyed idealism. But times change... feminists now wear high heels, Americans are again ready to march off to war, and the TV advertisements, tell us that 'Chemicals are an important part' of our world... why can't my views change also?

I, too, will soon advertise my excellence in the Great American Market System which provides for all our luxury. By that time, I will surely be what I least desired to be when I decided to go to law school: a polished, fine-tuned, well-adjusted, pinstripe-suited finished product — perfectly molded to fit its niche.

When I was young, I yearned to change the world: I lived on the south side of Chicago for four years, wondering why so many people chose (for everyone has freedom of choice in the free market system) to live in such poverty. Why didn't they just choose their parents wisely?

But after only ten weeks in law school, my mind is clearer. I finally understand what before seemed so incomprehensible. The many rules, policies, regulations, and practices of our System all have their justifications — nestled within the framework of all practicality as a baby at its mother's breast. Of course the Rule Against Perpetuities applies to conditions precedent rather than conditions subsequent — one's vested, the other isn't. Obviously we consider a felon responsible when a peace officer kills his co-felon: it's as if the felon had planned his co-felon's murder. Doubtless only those people with money or access to lawyers can resist the temptation to bring frivolous lawsuits. Clearly, we should all pay high taxes to encourage the investors to employ everyone. Unquestionably, only minorities with high index scores can understand the intricacies and values of Our Legal System (the fact that they're from wealthier backgrounds is simply irrelevant). The more I learn, the more I understand.

Yea, Jimmy, I am truly 'born again': with my mind free of unnecessary complications, I may now go forward and receive the word of the law.

I have already picked out my BMW.

Profs' Egos on the Line When Exam Time Comes

Examination time is a time of anxiety for a certain group of people. Men and women who have labored for months have at last the opportunity to discover how effective their work has been. These people have taught all semester, and the treasured day is nigh, when the reading of a few score exam books may reward the diligent professor.

But anxiety builds before that day, for no matter how hard one tries, one may fail: the most brilliant and incisive questions may simply not be accepted as vehicles adequate to convey the students' understanding of the law.

The typical professor is a high-achiever for whom failure, because so rare, is all the more devastating. Too often a good self-image has become contingent upon student approval of only one set of exam questions, and the way students answer exam questions can either alleviate or exacerbate faculty anxiety. A few examples come to mind.

If a professor has spent hours distinguishing law from equity, he or she obviously has an emotional investment in the distinction. Students should not gloss over the distinction with such phrases as "the equitable remedy is replevin."

Or a professor may honestly believe that our property system usefully allocates scarce resources and is not primarily an instrument to oppress the

working class. It is simply human kindness to leave out any reference to the capitalist running dogs whose luxury is the product of human misery, or to use a term which he thinks is neutral, like "landlord."

Another of your professors may have made a life's work out of drawing distinctions between intentional and negligent acting. It does no harm and can be very reassuring, if you specify a basis for liability in addition to noting the defendant's obviously evil

nature.

Remember, faculty members feel great pressure to justify a salary, while we are free of such extrinsic pressure. By exam time we already have our reward, the intrinsic pleasure of law study, and we can afford to be generous to those in need.

(The author, a first-year student, wishes to remain anonymous, either because he's wanted in 22 states or because all first-years crave anonymity.)

The Docket

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Society Works On Law School Environment

"There does not appear to be a major constituency these days in California for environmental issues." Assemblyman Mel Levine speaking on "Solar Energy Legislation and Local Environmental Issues."

"There are people who don't want to go into environmental law per se, but they're doing it for understanding." Catherine Rich, UCLA Environmental Law Society.

To hear Assemblyman Levine tell it, environmentalists are in retreat before an onslaught of special interests in Sacramento and Washington. They are, he says, out-spent and out-organized, "an increasingly lonely club."

But at UCLA, environmentalists have put together one of the newest and busiest "clubs" in the law school. Since a group of first-year students formed the Environmental Law Society last spring, the group has grown to an active membership of about sixty students. They're organized into four major areas: the research unit, the speakers program, the solar law forum, and the UCLA Journal of Environmental Law and Policy. The speakers program is the most visible activity of the new organization. Besides Assemblyman Levine, it has brought in such guests as City Councilman Zev Yaroslavsky, and Mark Dubois of Friends of the River.

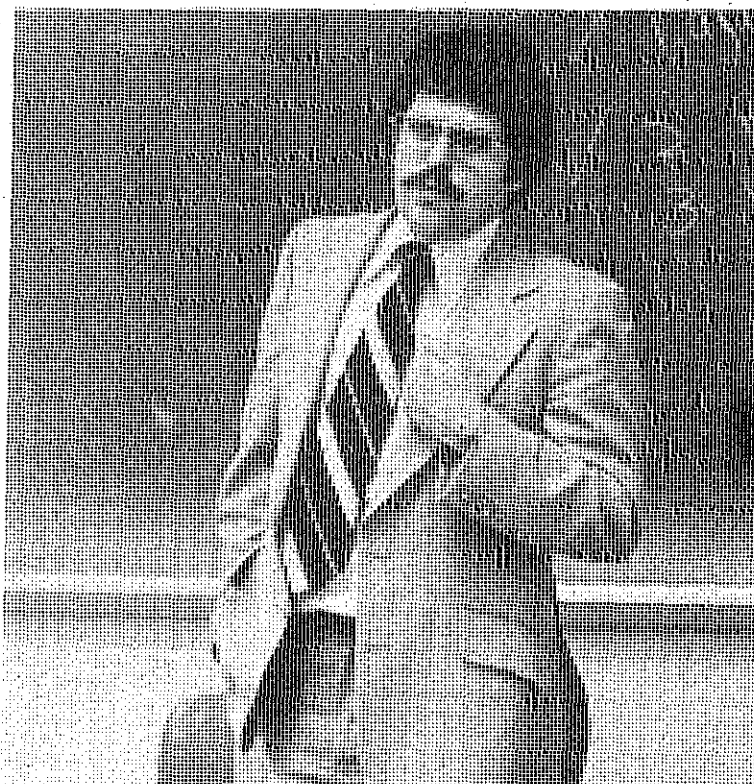
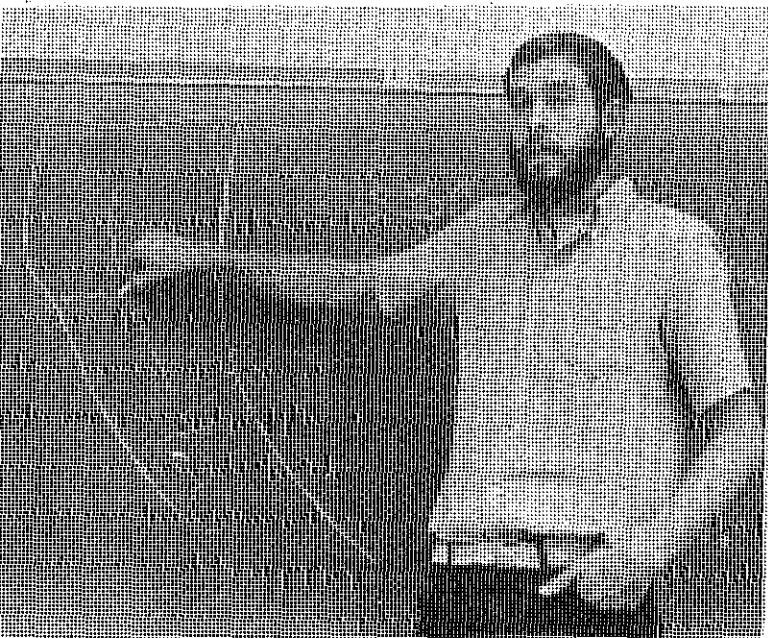
The research unit is also thriving, coordinating projects both on and off campus. "Our purpose," says John Belcher, "is to get involved in community environmental issues." The group is looking into the possibility of working with the Sierra Club on solid waste disposal and recycling. A current project entails doing legal research for a local group which is challenging the reli-

censing of the nuclear reactor on campus. When the relicensing hearing comes up before the Nuclear Regulatory Commission in March, the researchers will be part of it.

March is also the date for the debut of the newest law journal at UCLA—the UCLA Journal of Environmental Law and Policy. Funded by the Lincoln Institute of Land Policy from Cambridge, Massachusetts, the Journal will publish conference papers from the Institute for the first issue. Future issues, explains Catherine Rich, one of the journal's editors, will focus

Although it started just this year, the Environmental Law Society's speakers program is one of the two most active at the law school.

L.A. Councilman Zev Yaroslavsky (right) came to talk about every conservation measures that were on the city ballot at the time and, having passed, are now legal reality. Mark DuBois spoke about the Stanislaus River and a dam that did not become any sort of reality, largely because DuBois chained himself to a rock in the middle of what would have become the lake behind the dam.



on single topics like solar mandating legislation or toxic waste disposal.

"I'd like people who are not lawyers to be able to read it and understand it," says Rich. She expects the journal to settle into a quarterly schedule. Each edition will run about 60 pages, with three or four articles written by people outside the law school and one or two comments written by students. "We want to encourage policy-

type papers," Rich emphasizes, describing a journal which doesn't "just go through the case law."

Contact with the Lincoln Institute came through the efforts of Neal Roberts, who helped inaugurate the Environmental Law Society last spring when he was visiting professor. The Society is also exploring the possibility of publishing one issue jointly with the Pepperdine Environmental Law Soc-

ety, which doesn't publish a law journal of its own. And the Center for Law in the Public Interest has expressed an interest in publishing through the UCLA journal. On the home front, the Society is pushing for a full-time environmental law professor.

"We've made an official request to the administration to hire a professor and we're waiting to see what action they take," John Belcher says. The request has been reinforced by a petition to the same effect. In the week before Thanksgiving, between 250 and 300 signatures were collected, and that was before first-year students were approached.

"This is a major law school," Catherine Rich says. "I think it's very important that UCLA have an environmental law professor." She cites the advantages of having a full-time environ-

mental law professor on the faculty—contacts within the field, guidance for students, and continuity. Rich serves as liaison with the faculty. She characterizes the petition as a "friendly" one, brought forward with the understanding that it is not easy to find environmental law professors because there aren't many of them. But she hopes the administration will take the petition seriously. There's some indication that it will. "We're aware of the need, and we're looking," Associate Dean Susan Prager said. In the meantime, the work of the Environmental Law Society continues, and the members are concerned about attracting first-year students to the ranks. As Rich says, on the various projects or the journal they can learn research techniques, learn to read critically, and learn how to edit.

Fill in the blanks on the bottom; then transfer the letters to the correspondingly numbered blanks on the top part, which, when completed, will be a pithy quote. The solution is somewhere in this paper.

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14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43

44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

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40 24 6

5 48 2 64 37

19 55 36 57 7 16

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Invest with an estate

Reigns in equity.

Form of debt

Overthrow

Type of trust

Malpractice target

Prepare

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A day devoted to horror and the bizarre will bring out the spirit in any law school, this one especially, so on Halloween, the Black Law Students Association (BALSA) sold hot dogs and sponsored a costume contest.

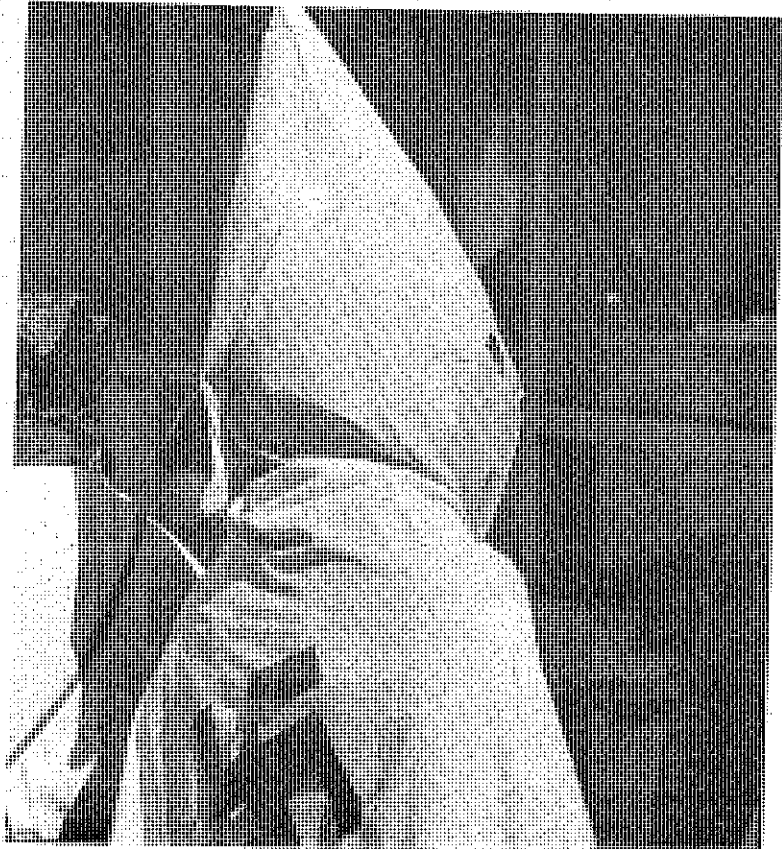
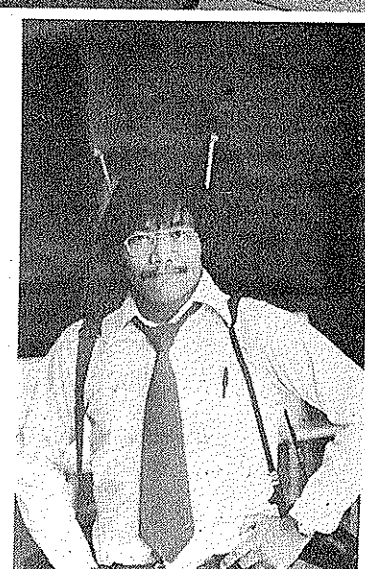
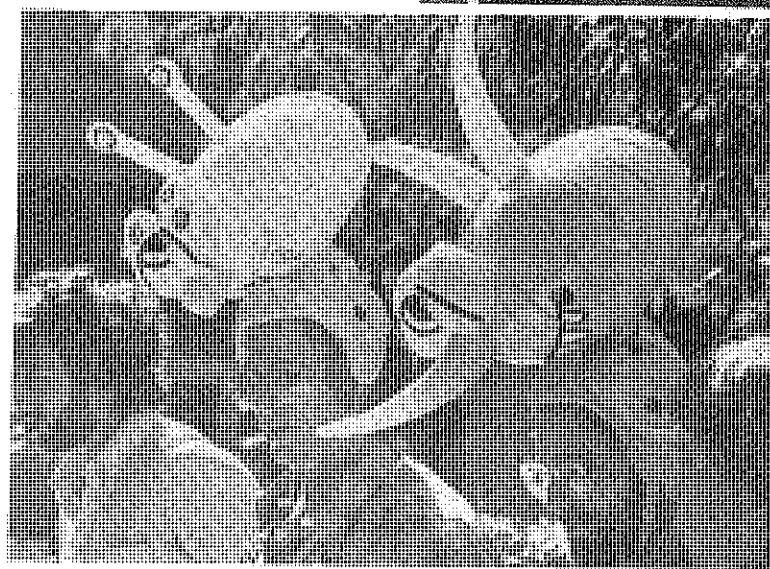
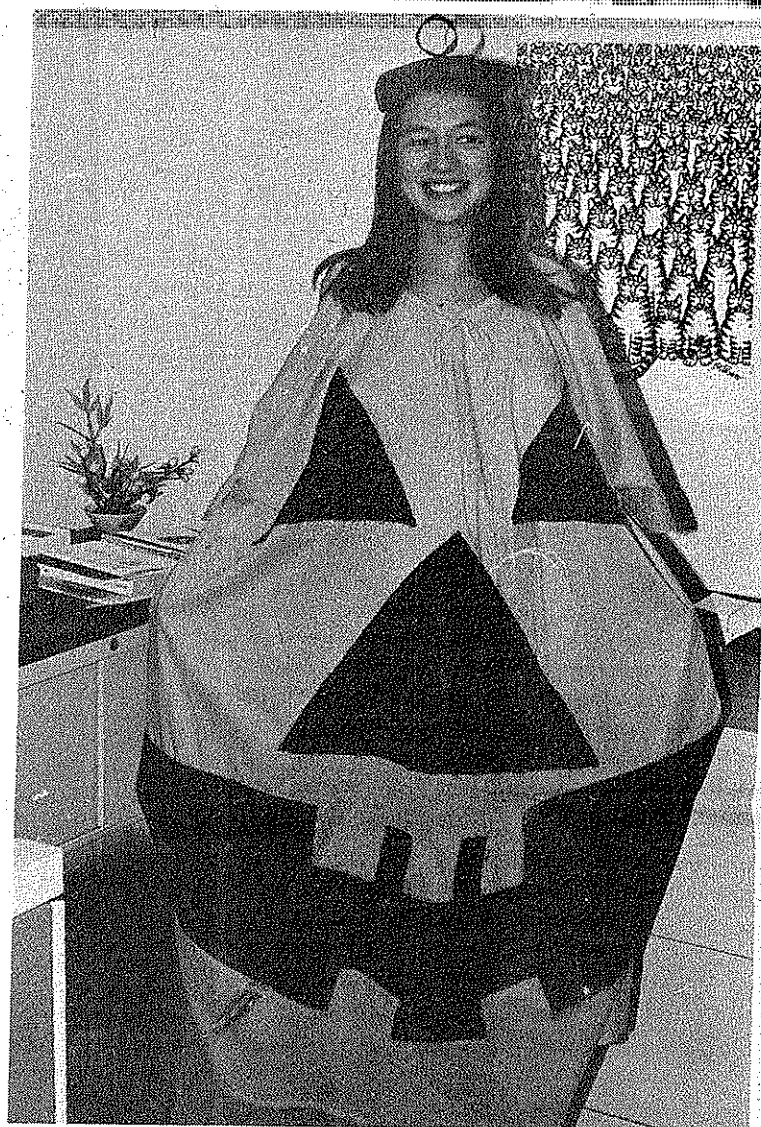
Grand prize went to Gerald Klein (top left) who at some point in the remainder of his first year will learn that justice is also deaf and dumb.

Also eye-catching were the ladies of Records Office (top right) as the Three Graces (or Fates, or something) and Erlinda Jimenez of Admissions (right) as a pregnant Jack O'Lantern.

The festivities also attracted a ferocious beast or two—as law schools often do—and rather a lot of winged and antennaeed somethingorother (below right).

The Klan costume of BALSA's own David Mott (below left) drew decidedly mixed reviews from fellow black students, and a great many double-takes from white ones.

—Photos by Alec Nedelman



Clerkship Rules Changed

Students may now take judicial clerkships in the spring of their third year, but will no longer be permitted to do so in the fall of their second year.

The new rules, passed at the November faculty meeting, leave the rules for others types of externships unchanged. According to Marilyn Friedman of the Placement Office, who coordinates externships, many judges prefer third-year students as clerks, and the new rule has the obvious effect of giving a third-year here twice as much opportunity to clerk. She also said that very few second-year students clerk during the fall, so that elimination of the option to do so will have little impact.

For those who keep count: Of the UCLA graduates who applied to take the California bar exam for the first time in July, 81 percent passed, according to Barbara

Koskela of the Records Office. That figure does not include those who signed up but did not show up so the official "pass" rate, whenever it finally comes out, will be somewhat higher. Already, though, it has an edge on last year's statistic, which was 80.1 percent when all the returns were in.

No comment: According to a story in the Loyola Law School Reporter, UCLA will drop from eleventh to thirteenth place among the 160 accredited U.S. law schools in the new edition of *The Gourman Report*, to be published in January. Its author, professor Jack Gourman of Cal State Northridge decided UCLA had slipped because of recent troubles over admissions and "the lack of sophistication in the administration's handling of the problems."

The top ten, rated on the basis

of overall record, total points scored and toughness of opposing teams, are, in order: Harvard, Michigan, Yale, Chicago, Boult, Stanford, Columbia, Cornell, Duke and Penn. USC is 33rd, Loyola 38th, and Southwestern 120th in the new *Gourman Report*.

Students who perchance find themselves talking to faculty members should keep in mind that *The Gourman Report* has never been thought terribly important around here, since it isn't the one that rated UCLA in the top ten.

— H.P.

Make the Top Ten!

The Docket is running a contest (oh boy). WE want to hear your job interview horror stories. Not just stories about boring interviewers. Not just stories about uninterested interviewers. We're looking for the atypical, the unusual, the not merely bad but absolutely awful. We know the placement office folks do their best, but sometimes law firms send their worst. We're looking for the ten worst job interviews of 1979 — or 1978, or 1977.

Did the man from Jones, Jones, Beanbrain and Bimbo fall asleep while you were discussing your comment? Were you verbally abused. How about mentally abused. How about physically abused? Has an interviewer ever asked you your gpa and then laughed hysterically through the rest of your interview? Let us know. We thrive on that sort of stuff.

What do you win? Well, nothing, but it's a great opportunity to excoriate someone who has really offended you. Will we take unsigned stories? Yes! Will we take stories that don't name the offending firm? You bet! We'll also take stories that are funny without being awful. Just leave them in our mailbox at the information window.

— S.S.

Panic is an Art

It's that time of year, again folks. The air turns chill, the first few snowflakes fall lightly to earth (well, maybe not in Los Angeles, but *somewhere*) USC begins its annual preparation for the Rose Bowl, and final exams stop lurking in the shadows and march menacingly through your nightmares.

In short, it's Panic Time!! But beware, for there are certain ground rules for panicking (as with everything else around here) and failure to observe these simple guidelines may result in your streaming through finals calm and serene, and at peace with yourself and your peers (strictly forbidden, UCLAW Code 829 (A) (3) (d) (vii). Okay, then, on with the basics.

(1) Three days before the exam, rush to the Reserve Book Room and frantically photocopy the last twenty years of your professor's old exams. (While you're at it, photocopy the other professors' exams, too. Who knows where your professor gets his questions?) This will (1) put you in the proper state of delirium when you realize these past exams are as intelligible as Swahili (unless, of course, you're a Swahilian) and (2) provide you with a marvelous pile of post-finals scratch paper, perfect for starting Yule-time fires. It also makes the Xerox Corporation very happy.

(2) Tear madly through the Student Store and buy Gilbert's, Emmanuel's and Smith's outlines on the subject of your choice. Also, pick up Sum & Substance, the Nutshell and any and all available hornbooks. Don't forget the bar outlines. Pile these haphazardly on your desk and proceed to plow frantically through them, searching for the ultimate explanation of the Rule Against Perpetuities (there isn't one, by the way). The heap of books will impress your spouse/parents/live-in/roommate/parakeet to no end, and this study technique also eliminates that dreary routine of holiday shopping (you're not going to have enough money left with which to buy a tin cup after this).

(3) Eat. Every time you stumble across a concept you don't understand or a case you don't remember (every 90 second or so), stuff something in your mouth: Van de Kamps chocolate cupcakes, Sara Lee Bavarian Creme, Hostess Twinkies, Pizza Man Special Deluxe, et cetera, ad nauseum (and you will be). Don't worry, it is possible to panic while stuffed to the gills, and the beauty of this system is that when you're done panicking over finals, you can begin to panic over the 32 pounds you've gained and the fact that the only holiday outfit that still fits you is a red-and-green plaid poncho.

Who Is This Man, And Why Did O'Melveny Turn Him In?

by Susan Schwartz

I was wandering by the Placement Office the other day when I noticed the foot-thick pile of blue paper stapled to the interview board. It was a list of names of miscreants and malfeasants, those forever to be banned from the interviewing process for having missed job interviews.

I scanned the names. Interspersed with the familiar names, the local legends, were all sorts of rude comments, like "good for you."

There were also scores of unfamiliar names. There were long names and you get the picture. There were so many names on that list, though, that it made me think (an unfamiliar pastime) — why would anyone miss a job interview? They're so easy to cancel. I mean, I had heard rumors of computer errors, of car and mental breakdowns, I had heard it all, and I didn't believe any of it. I decided to find out for myself why someone would miss a job interview. I decided to start

at the top: O'Melveny and Myers (you know — the legal clinic that advertises on TV). Claude Craddock had missed an interview with O'Melveny; I was going to find out why.

I got ahold of a copy of the Craddock resume. I called Craddock's number. I got the Santa Monica Courthouse. Responding with the tenacity that comes from four years of journalism training and a strong desire to put off studying for as long as possible, I went by his house. I found a vacant lot. I thought, this guy is going to extremes to avoid being interviewed by *The Docket*. But did I give up? No. With my deadline fast approaching I did the only thing I could — I wrote this inane story. If anyone sees Craddock in the halls, tell him I want to talk to him. We've reprinted his resume, so you should know him when you see him, unless, as the FBI has suggested, he's dyed his hair and had extensive plastic surgery on his face.

CLAUDE LUKE CRADDOCK

1208 Veteran, #2
Los Angeles, California 90024
213-451-5911

EDUCATION:

U.C.L.A. School of Law expect J.D. 5/81
G.P.A.: 89
Moot Court Invitee

Harvard University B.A. 6/78
Summa Cum Laude
Phi Beta Kappa
G.P.A.: 4.00
Major: Political Theory

ACTIVITIES:

9/79 Member, U.C.L.A. Law Review, comment accepted for publication — "Pathological Sex Offenders: Criminal Conviction or Civil Commitment?"

9/79 Membership Chairman, Phi Alpha Delta

WORK EXPERIENCE:

6/78-present Counselor to male rape victims. L.A.P.D. Task Force on Unreported Crimes (in lieu of 18 mo. sentence, Boston Superior Court, 4/78)

6/77-9/77 Counselor, YMCA Summer Boys Camp, supervisor (conducted Health and Hygiene educational programs)

4/76-6/77 Editorial board, graphic arts supervisor, *Gayblades Monthly*

REFERENCES:

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Washington, D.C. 20535

Edward Cerdo, Parole Officer
L.A.P.D., precinct 29
Los Angeles, California 90109

Dr. Clarence Smith
Sexual Content Editor
The Advocate

DESCRIPTION

AGE: 21, born March 10, 1956, Picayune, Mississippi (not supported by birth records)
HEIGHT: 5'11" EYES: green
WEIGHT: 175 pounds COMPLEXION: fair
HAIR: brown RACE: white
BUILD: medium NATIONALITY: American
OCCUPATIONS: escort, male model, travel agent, yacht transporting business
REMARKS: May have had major plastic surgery on face and hair may be dyed black.
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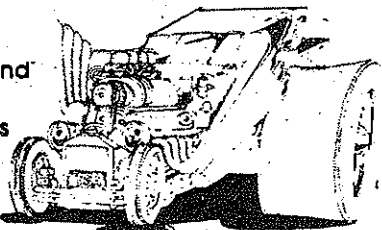
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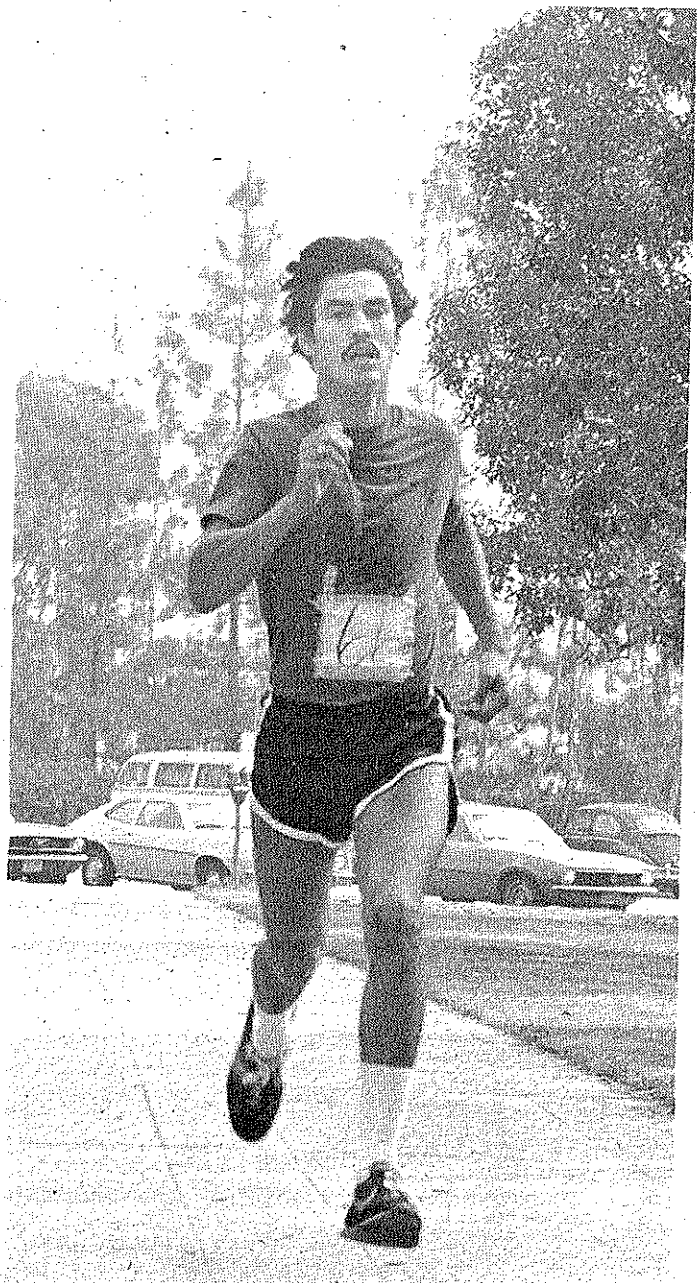
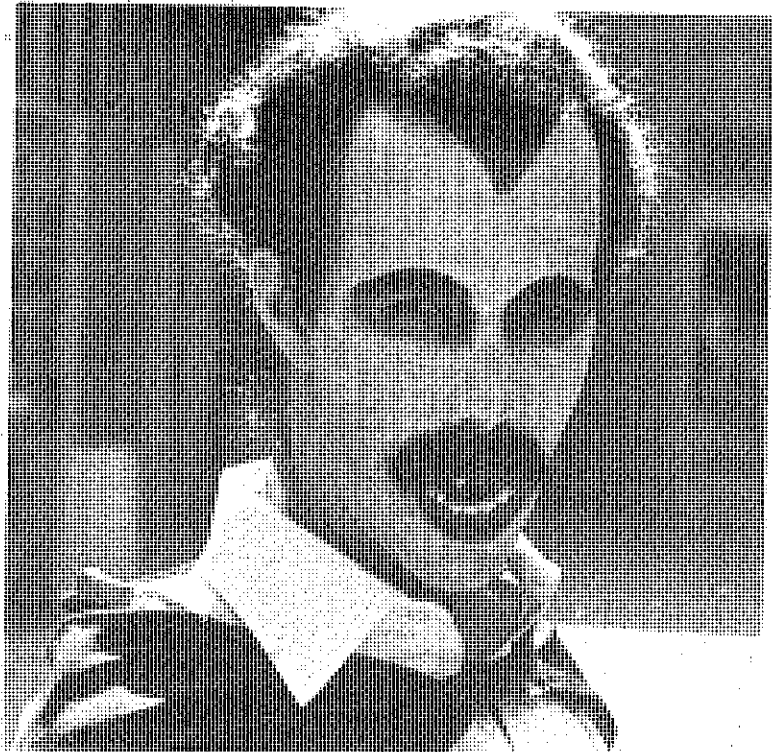
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Blood donations continued apace at the law school (top right) despite rumors that the blood was being put to unorthodox use (top left).

Meanwhile, on an overcast Sunday morning a crowd (the official attendance was listed as "quite a few") turned out for the annual ten-kilometer Turkey Trot, won by second-year David Estrada in a time of 34:10. He paid \$4.50 to win, \$2.90 to place, and \$2.10 to show. Jonathan Varat led the faculty field, paying \$9.20, \$5.40, and \$2.20. Ken Karst did well until he stopped to explain to a lost Westwood shopper what "substantive due process" meant. As for Dean Warren—well, what can we say?

Speaking of payoffs, it should be noted that lagging coins seems to be on the rise (left), either as pastime or as a way to make a slow buck. Just so long as the vice-principal doesn't find out.

Finally, John Gelff of Fidelity Federal Savings (below) brought a time management program, complete with videotape narrated by James Whitmore, no less, to the law school under the auspices of the Placement Office and International Law Society. The gist of his message is to establish priorities and eliminate unimportant tasks. Half the students who attended dropped out of law school within a week.

—Photos by Alec Nedelman



...first-year courses

(Continued from Page 1)

and all but a few do the fairly frequent writing assignments.

The course, which consists of weekly one-hour class sessions with each of the ten groups into which the class is divided, plus individual conferences, focuses on thought processes involved in legal problem-solving.

Acknowledging that methodology and the Socratic method are "closely intertwined," Latz explained that her approach is to "clarify and conceptualize the thought process. I attempt to explicitly describe the thought process involved in taking policy arguments and black letter law and achieving a result."

"Although this process takes place implicitly during every regular law class," she said, "the focus of the methodology class is to help each student develop his skills to their fullest extent."

At the outset, the class is a short course in logic, exploring argument analysis, fallacies, and structure. It also deals with written and unwritten rules and definitions in cases, as well as how to formulate a legal issue and how to brief a case—items that law students typically are left to glean from "How to Succeed in Law School" books, as professors rarely have time to go into these preliminary facets of legal study.

"It's something of a course in legal epistemology," she said. "I'm trying to bring in aspects of philosophy and logic, disciplines that made a much greater study

of method and problem-solving that the law has had an opportunity to do."

And while Latz says she is in no sense a counselor, she does

think her course may bring some psychological, as well as academic, benefit, in that students may feel more secure about knowing what they know.



Sara Latz

...standards

(Continued from Page 2)

for students who have problems) or toward allowing the troubled student to repeat the first year without prejudice.

Perhaps this discussion has raised some critical questions in your minds. The automatic dismissal of any student after one year of study is a sensitive and emotional topic. The presumption that academic deficiency after one year of study is sufficient indication of potential as a legal technician is highly suspect, and to this date no empirical data has been proffered by the law school to substantiate this presumption. Ironically, there is greater evidence to the contrary, but in either case the law school faculty, students, and administrators still have a good faith obligation to assure students, particularly first-years, that every effort will be made to see that they become attorneys even if it means giving them a second chance.

In summation, it is you, the student, who must seek the change. It is your classmate or yourself who may have to pass through this procedure. The procedure violates every tenet of the due process/equal protection guarantee provided individuals in the United States. It is time we begin to look out for one another and provide for a more positive and prosperous atmosphere at the law school.

It is time that we petition the "powers that be" to dismantle the use of the Standards Committee for first-year students with academic deficiencies. In its place, let's call for giving the unsuccessful student the option of repeating the entire first year without prejudice, thereby fulfilling our responsibility to see that each of us has a full opportunity to make something of ourselves and serve our respective communities.

Society News

Well, here it is, deadline time again, and nothing to write about. An exceptionally quiet month here at the Law School. Julep is back on campus, or a first-year student who bears an amazingly close resemblance to the expelled mascot—I even saw her drinking from the water-fountain the other day. All the good interviews have been taken. Even the boring stories have been grabbed. And there's the editor, with a particularly menacing scowl on his face, murmuring "Get the story." Well, here it is, pounded out on one of the high-speed, turbo-charged typewriters in the Docket Office (room 2467D) in an embarrassingly short amount of time.

But back to the story, wherever it is. It seems that kudos are in order for William Welsh "Bill" Graham, who according to *Time* magazine, tied the knot with one Caroline Cushing, columnist for the Los Angeles *Herald Examiner*. I suppose that lots of people around here get married, but few have it announced in *Time*, and even fewer are mentioned in *The Docket*. So once again, congrats to the newlewweds.

And for all you out there planning on wedding bells, show some loyalty, and pass the news down this way.



William Graham

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"Hard questions cannot be avoided by a hypothetical reshuffling of the facts."—Justice Powell



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