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ADVOCATE

UNIVERSITY OF SAN DIEGO SCHOOL OF LAW

VOL. 6, NO. 3

SPRING 1988

School seeks to make public interest law an option

By Shirley Hulett

Students interested in working in public interest law are often torn between personal commitment and their need for a viable income.

Through the efforts of Dean Sheldon Krantz, the Law School has initiated a Community Service Grant Program designed to solve that dilemma.

Under the program, non-profit agencies provide modest salaries which are supplemented by university funds, making it possible for students in the program to earn salaries competitive with those offered for clerkships in most law firms.

The Community Service Grant Program, which began in summer 1987, has enabled four students to provide legal services through Legal Aid Society of San Diego, Inc., the San Diego Volunteer Lawyer Program, Defenders Inc., and Catholic Community Services.

In addition to benefiting the students, the agencies and their clients, the program provides public relations benefits for both the University and the legal profession as a whole, Krantz says.

"The legal profession has been criticized in recent years for being far more oriented to business than to public service. Specifically, that lawyers care more about their salary levels than for helping people in need. I think this is a damning statement which in many ways is true.

"There are fewer lawyers these days committing themselves to problems of the disadvantaged for many reasons. One is financial.

"Private legal education is very expensive. As a result, law students graduating today can find themselves \$50,000 in debt. Therefore, it is very natural for them to look for jobs which will help them pay off debts as quickly as possible. Students try to find high-paying summer jobs and those are usually with law firms.

"Our hope is that by providing opportunities for students to work in public service without penalizing them financially we can broaden the opportunities for students to help others. We think this process can become infectious. Once they see the critical needs in San Diego and other communities, law students and consequently lawyers, will commit themselves more fully to helping others."

Under the program, students must decide on an area of law "sell" themselves to an appropriate agency, then apply for the grant. Selection is not based on need, but rather on factors such as the student's motivation, the quality of the proposed learning experience and the needs to be served.



Joel Scotti

Student Joel Scotti, who got firsthand experience in criminal law through a summer clerkship with Defenders, Inc., says the process of finding a position was an important learning experience in itself. "After we graduate, no one is going to be beating down the door to hire us," Scotti says.

A self-described "naturally argumentative person," Scotti, 40, has had a varied career, including working as a professional actor, restaurant manager and salesman. He sees practice of law as a logical extension of his talents. "As a salesman, you can't argue with your customers," he laughs.

Scotti, who plans to open his own general practice following graduation, says his work at Defenders, Inc. gave him an opportunity to put his classroom knowledge into practice. "It gave me insights into the actual mechanics of the criminal system, from the initial arrest to the appeal. I worked as a law clerk, gathering up the loose ends for an attorney, wrote motions, helped to write appeals and generally acted as a liaison between the attorney and the client.

"Most of the cases I worked on were tragic" — an indictment of our whole legal system. Many of my clients were trapped on a treadmill of crime with few opportunities for a way out."

Robert Swain, a second-year law student, spent the summer clerking for the San Diego Volunteer Lawyer Program. Swain, who speaks fluent Spanish, organized a weekly immigration clinic, interviewed indigent clients who needed legal assistance and arranged for attorneys to provide much-needed services on a pro bono basis.

As a result of his community service experience, Swain is planning a career in public service law. He says the program benefitted him in several ways. It sharpened his client-contact skills and reaffirmed his commitment to use his legal skills to benefit society.

"The program motivated me to want to do work for the powerless in society who are bewildered by the legal system and don't have a fair chance without money for an attorney. I'm really committed to this type of legal work.

Dean Sheldon Krantz says it's time to take a look at law school curriculum — See Dean's Report insert.

Get ready for the annual alumni dinner-dance March 26! See page 5 for details.

"I remember one woman in particular. She had obtained a restraining order against her abusive husband and later a dissolution of marriage. She had not been represented by an attorney; she was unaware that the judge had failed to extend the restraining order when the marriage dissolved. When her abusive husband returned to her home, the police were powerless."

Swain cut through the legal system. He went directly to the courthouse and filed papers necessary for the restraining order.

"It makes me angry that the bar doesn't do enough to provide legal services for the unfortunate people in this society. Specifically that it doesn't use its power and influence to help make our society more equitable. During the past seven years, the number of homeless and poverty stricken has been increasing while at the same time the salaries for corporate attorneys have also been going up."



Robert Swain

Carl R. Poirot, executive director of SDVLP, says the USD Community Service Grant Program has definite benefits for his organization.

"In the past, students have been unable to make long-term commitments to the program due to financial restrictions and heavy study loads. The stipend relieves the student's financial burden and at the same time allows us to serve additional indigent clients.

"We provide students with a real world atmosphere, where they can put their textbook knowledge to work dealing with survival-type problems: spousal abuse, homelessness, people seeking legal status in the U.S.



Richard Vattuone

"Robert is intelligent, committed, energetic and very client-oriented. We're looking forward to working with another equally talented law student next summer."

Although most public service grant recipients work for agencies during the summer, Richard Vattuone, a fourth year evening student, worked for Legal Aid Society's consumer law department during the fall semester.

"I got involved in the program because I feel that representation of the indigent is a neglected area of the law. Many of the cases I handle are for small amounts of money. But to an indigent client \$400 is just as important as \$500 million to a corporate client. The money can often mean the difference between paying for food or rent or going without.

"At Christmas time, I represented a retired gentleman on disability. He had purchased a supplemental Medicare policy through a health maintenance organization. Somehow, he fell through the system and both the HMO and Medicare refused to pay for needed care. After extensive negotiations I got them to make an exception.

"I feel that the community service program has been personally beneficial. As a result of my exposure to the problems of indigent clients, I feel that I have become a more well-rounded student of the law." After completing his legal education, Vattuone, a former truck driver and the father of three, will work for one of San Diego's largest law firms.

Krantz says that in its current state, the Community Service Grant Program is the modest beginning of what he hopes will become a substantially larger program.

"I would like to see the program expand not only in terms of increased money for summer employment, but also to include a loan forgiveness program similar to those started recently at Stanford and Harvard.

"Under such a program, a student who decides upon graduation to devote the early years of his or her career to public service could have his university loan deferred or forgiven altogether.

Students seek funds for foundation

Law students funding other law students? That's the goal of the newly formed More Hall Public Interest Law Foundation, a student group whose goal is to provide funding for students seeking public interest law internships.

The organization, founded by students Richard Bargetto and Jennifer Barnes, is a local chapter of the National Association of Public Interest Law, based in Washington, D.C.

The local group plans to encourage law students in high paying jobs to donate one day's pay to the foundation so that other law students will be financially able to accept lower paying positions with public interest law organizations. The group expects to kick off its pledge drive in the spring.

There are similar programs at 26 law schools across the country including Hastings, UC Davis, UCLA and Loyola, Bargetto said.

Salt to be there for students' special needs

Law school can transform a relaxed, low-key student into a stressed-out workaholic.

There's the competition for class standing. The intense studying. And all the difficult decisions about which courses to select, what career specialization to pursue, and how to prepare for the bar exam. That doesn't take into account family, job and other personal concerns that also play a part in most law students' daily lives.

USD recently acted to help students cope better with these daily pressures. As part of its commitment, the University created a new administrative position to focus on student needs — Assistant Dean for Student Affairs.

A person with an insider's view of the student perspective was hired for the job — Kelly Salt '85. Salt brings not only her own background as a student at USD to the position but more than two years of experience as a student recruiter for the Law Admissions Office. More importantly, she says she likes interacting with law students, and enjoys challenges that require creative solutions, two skills expected to be much in demand throughout the semester.

Because the new position is half-time this semester, Salt will divide her day between the new duties and her responsibilities in the Admissions Office. The assistant dean position may become full-time in the fall of 1988.



Kelly Salt

According to Law School Dean Sheldon Krantz, a desire to improve students' day-to-day experiences in the Law School was a major thrust behind the decision to create the new job. "We care about our students. We want to offer them a highly personalized, quality education," said the dean.

"We think we can better achieve that goal by designating someone on our staff to focus specifically on student needs and on ways to enrich

students' experiences at the University. We feel Kelly is an ideal person to bring about this increased commitment to our students."

Associate Dean of Academic Affairs Walt Heiser previously served student needs in addition to his other duties, which include scheduling courses and faculty teaching assignments, recruiting adjunct faculty, formulating the academic calendar and a long list of other academic and faculty-related duties.

Salt says she will help students with class selection, offer advice on bar exam preparations, and organize workshops and lectures designed to enrich students' academic experiences.

"This is a logical step for me because I recruited many of our current students to come to USD. Now I'll be working on making their USD experience pleasant and enriching," she said.

Salt expects the demands from students on her to be great. "The competition among students is intense. But I hope I can show them that they can be successful in law school without necessarily being number one in their class. There are other ways to measure success."

Salt herself never intended to practice law after graduating from law school in 1985. She was interested in a government law position and public interest law, but liked the prospect of coming to work at her alma mater and working with people. It's a decision she's never regretted.

Top officials here for labor relations national conference

Attorney General Edwin Meese, Merit Systems Protection Board Chairman Daniel Levinson, former Secretary of Labor Willard Wirtz and National Treasury Employees Union President Robert Tobias were among the myriad of scholars and government and union leaders who spoke

at a February Federal Sector Labor Relations national conference co-sponsored by the Center for Labor Management and Employment Law at the USD School of Law.

The two-day conference marked the 10th anniversary of the enactment of the Civil Service Reform Act by exploring its nature, accomplishments, problems and promise as the major regulatory framework for employment by the federal government.

The Act's approach and degree of

success also was contrasted with the regulation of labor relations of the U.S. Postal Service employees.

Observations and recommendations for the more effective utilization of existing regulation of federal labor relations, as well as proposals for reform, were offered at the conference.

The event was co-sponsored by the Federal Mediation and Conciliation Service and the U.S. Department of Labor.



Mary Ann Salaber

Salaber seeks to keep job outlook bright for grads

The new director of the School of Law's Career Planning and Placement Office sees a bright job future ahead for graduates of USD.

And, adds Mary Ann Salaber, she's going to work hard to make that job picture even brighter.

Salaber, who has served the Law School as assistant director of placement for the past three and a half years, was named director of the school's career planning programs at the end of January. She replaces Susan Benson, who recently joined the staff of an AIDS program at the

University of California at San Diego Medical School.

Salaber has the statistics to support her contention about the improving job prospects for USD's law scholars. This spring she expects twice as many recruiters to visit campus as a year ago. The number of fall recruiters visiting campus has increased 40 percent each year.

"Our alumni deserve much of the credit for the increase," she said. "Many of the recruiters are alumni who have 'gone to bat' with their firm's recruiting committee."

Salabar also credits the growing reputation of the law school. "It used to be that it was rare to have recruiters here from north of San Francisco or east of Phoenix. Now, we see recruiters from Denver, the Bay Area, St. Louis and New York."

One of her major priorities, Salaber said, is to be sensitive to the wide range of law students' career needs and priorities. Many students, for example, seek to apply their legal training in non-traditional legal careers.

Salaber also seeks to increase her office's outreach to employers and alumni. "Our alumni can provide the best advice to students," she said. "They've gone through the process and can speak from experience."

Prior to joining the Law School staff in 1984, Salaber worked as a legal assistant for a precious metals brokerage in San Diego. Her background also includes a stint as a paralegal specialist for the Office of the General Counsel with the U.S. Department of Health and Human Services in Seattle. She is close to completing degree work for a master's in counseling at USD, and holds a bachelor's degree in sociology from Seattle University.

"Mary Ann has displayed a high degree of professionalism during her USD tenure," said Law School Dean Sheldon Krantz. "We're very pleased that she has accepted this leadership position in the placement office."

The dean also credited the departed Benson with doing "a remarkable job" as placement director. "It is characteristic of Susan to want to help confront a critical problem like AIDS," he said. "We will miss Susan, but wish her well in her new undertaking."

The Law School's Career Planning and Placement Office is open 8:30 a.m. to 5 p.m. (6 p.m. on Wednesdays), Monday through Friday, in More Hall, room 111. Phone: 260-4771.

Reporter criticizes state insurance agency

The California Department of Insurance (DOI) allegedly has failed to police industry abuses in the advertisement, solicitation and sale of "medigap" insurance policies, designed to pay for senior citizen medical expenses not covered by federal Medicare.

That criticism comes in the 1987 fall edition of the *California Regula-*

tory Law Reporter, published quarterly by the Center for Public Interest Law at USD.

The report, written by Julie Ramirez-Cardenas, co-chair of the DOI's Consumer Advisory Board and a former Center intern, calls for the resignation of DOI Commissioner Roxani Gillespie.

Ramirez-Cardenas alleges that Gillespie failed to enforce state and federal statutes and regulations which prohibit false and misleading advertising and deceptive sales practices. The regulations also require clear policy language, definitions of com-

monly-used terminology and a minimum benefit to be paid to a company's policy holders.

This failure resulted in a loss to California senior citizens of more than \$300 million in 1986, according to the Center report.

The *California Regulatory Law Reporter*, published quarterly by the Center, summarizes the activities of more than 60 state regulatory agencies, reviews advocacy actions by the state's public interest groups and discusses recent regulatory law litigation and regulation.



Sheldon Krantz

The Dean's Report

It's time to take a look at law school curriculum

Gaining knowledge about the law in different subject areas is important information for lawyers to have. So is learning how "to think like a lawyer."

In my view, though, the undue emphasis in law schools on these areas inadequately prepares students for their chosen profession. The narrowness of legal education may in part also explain many of the problems within the profession today and what I perceive to be widespread unhappiness among both students and attorneys.

Law schools mostly teach law and legal reasoning. They devote little time to what is involved in the practice of law, what it means to be a professional person and how attorneys relate to their clients.

Reviewing curriculum at nearly all law schools confirms my feelings. Law schools mostly teach law and legal reasoning. They devote little time to what is involved in the practice of law, what it means to be a professional person and how attorneys relate to their clients. It is ironic that legal educators often criticize state bar examiners for overemphasizing doctrine and legal reasoning in their qualifying examinations when educators do exactly the same thing.

Law students prepare for practice primarily by studying appellate cases in their courses.

Granted, there have been some changes in the past 25 years, many of which were prodded by support for clinical programs by the Ford Foundation during the early 1960s. But even with the expansion of legal clinics; new skills training in areas such as interviewing, counseling and negotiation; some new emphasis on basic writing and legal research; and experimentation with computer-aided and simulation education; the core curriculum at most law schools remains wedded to the study of doctrine and analytical forms of reasoning.

As part of my research for a book on the future of the legal profession, I have had interviewers talk to prelaw and law students and attorneys. The purpose of the interviews has been to learn why students want to go to law school, what they think of their experiences once they get there, and what attorneys think of the profession once they enter it.

An early impression culled from the interviews is that prelaw students often enter law school with considerable enthusiasm for the notion of helping people solve their problems, that the enthusiasm tends to wane during law school, that students often become disaffected with their legal education by their second year, and that altruistic goals quickly are replaced by more self-serving ones. Too few interviews have been done so far to permit quantifiable conclusions.

This article is adapted from a speech presented at the University of Denver Law School. The speech also was published as a part of a University of Denver Law Review symposium issue on preventive law.

But the findings thus far should not surprise most of us involved in legal education.

What happens during law school that accounts for loss of enthusiasm, disaffection and replacement of altruistic goals with more selfish ones? I would argue, first of all, that the extensive emphasis in law school on law and legal reasoning is partly responsible.

Law students begin school with their own special aspirations, personas, convictions and values. During the exchanges that occur in first year Socratic dialogues, the personal feelings and values of the students are often deemphasized or belittled and the complex relationships between lawyers and their clients virtually ignored. Little time is devoted at the outset to providing students with an overview of what lawyers do, what types of skills they need and what impact lawyering has on one's own values. In short, doctrinal courses unintentionally depersonalize the nature of lawyers' work by focusing immediately upon law instead of on the nature of the lawyering process.

In short, doctrinal courses unintentionally depersonalize the nature of lawyer's work by focusing immediately upon law instead of on the nature of the lawyering process.

First year students receive little context. It is not surprising, therefore, that the intellectual game-playing with professors wears thin after awhile, that students get cynical about the law (like their professors seem to be), and that they quickly begin to lose sight of their reasons for going to law school in the first place.

In fairness to legal educators, however, declining student interest in and enthusiasm about law school has a broader genesis. The accelerating cost of education, for example, requires more students to work longer hours at earlier stages of their education. Thus, law school is no longer a full time effort for many. The fears of not getting a job and of not passing the bar also preoccupy students and erode student attention.

There are other matters within our control, though, that also negatively impact legal education. One is the way most of us teach.

Not too long ago, one of our faculty members arranged for an expert in learning theory to sit in

In other words, the primary ways in which law schools teach their students is counter to current thinking in the field of learning theory.

on a number of classes at our law school. After observing a number of classes and talking to students, he prepared a brief report and presented it to our faculty. The social scientist began his report by saying that the law professors he observed were brilliant, articulate and clever. He said he was truly impressed with what were equivalent to fine theatrical performances.

After making those comments, however, he added that he was not sure students were learning very much. According to him, there may be real limits on learning when there is heavy reliance on large classes, Socratic teaching or lecture in 50-minute segments, and so few opportunities for students to receive feedback and positive reinforcement. In other words, the primary ways in which law schools teach their students is counter to current thinking in the field of learning theory.

A third matter that troubles me is the severe isolation between practitioners and academics. Law professors often know little about the practice of law or have not kept up to date on it. They seldom weave matters relating to practice into their courses and do very little research on practice-related issues. Although law schools would be harmed by an overemphasis of any particular area, the need for more focus on the practice of law, particularly in areas of attorney-client relations, avoiding conflict and creative problem solving, seems to me to be inconvertible.

There is a common assumption among law professors that learning about practice is not of intellectual merit equivalent to learning about law. The absurdity of that notion is readily apparent. After all, what does or does not go on between an attorney and his or her client in an office setting is worthy of intellectual development. Assessing a client's problem and identifying alternative ways of responding to it is a challenging undertaking. It requires far more than knowledge of law and legal reasoning.

When legal educators do develop courses on the lawyering process, they more often than not focus on the litigation aspects of lawyers' work. Certainly, students should learn how to file

lawsuits and fight vigorously for their clients' rights in court. But the perception that develops in law school that being a lawyer primarily means being a litigator (and that the courtroom is where lawyers and their clients succeed or fail) badly distorts what most lawyers do or should do, as we all know.

In mentioning this, I am stuck by an analogy to another field that I do know something about — the field of law enforcement. For years, I spent time observing police on the street and in police training academies. The image typically developed in the training academy is that a police officer fights crime. Scant attention is given during training to the role police officers play in order maintenance, in crime prevention, or in simply helping people in crisis. When police officers leave training academies, they find that they actually spend little time apprehending criminals. They also learn they are not prepared to handle most of the tasks that await them. In a number of interviews I have had recently with attorneys, I heard responses similar to those I used to hear from police officers: "I was not prepared to address most of what I do."

In a number of interviews I have had recently with attorneys, I heard responses similar to those I used to hear from police officers: "I was not prepared to address most of what I do."

I also found, by the way, that many lawyers do not seem to be getting much gratification from practice. This may come from the inherent limitations in lawyers' roles, the shifting of law from profession to business, the distortion in law schools of what law practice is all about or the current lack of direction within the profession itself. Regardless what the primary reasons for lack of preparation or dissatisfaction are, it is appropriate for law schools to reassess what their missions are.

Law schools rarely have clearly stated education goals. I am pleased that at least two of our faculty committees, one chaired by Professor Robert Fellmeth, the other by Professor Paul Horton, are considering such goals during this academic year. In 1985, the faculty's Long Range Planning Committee achieved consensus on a statement of educational objectives as part of a

long-range curriculum planning process. It was agreed that as part of a legal education our students should:

- (1) Develop sophisticated understanding of forms of legal reasoning;
- (2) Become familiar with legal doctrine in primary areas of the law;
- (3) Obtain working knowledge of skills required for most types of law practice, including:
 - (a) basic research skills;
 - (b) basic rules on effective legal writing;
 - (c) familiarity with various types of drafting that lawyers do;
 - (d) familiarity with the primary skills lawyers need to learn about a client's problem, prevent and resolve conflicts, and to protect clients' interests.
- (4) Obtain an historical and comparative context about our profession and legal system and an orientation of the ethical and professional responsibility issues that permeate the practice of law; and
- (5) Develop a preliminary grounding in information and skills of other professions of which lawyers should have a basic working knowledge.

If we were to implement these objectives, we would have to make significant alterations in our current curriculum. As noted earlier, too much of our current focus is on the first two objectives set forth above. At a minimum, professors will have to integrate far more lawyering skills and professional responsibility materials into their basic courses, including those in the first year. Particular emphasis might be given to simulating exercises which place students in lawyering roles confronting a range of typical problems. USD is one of the first law schools in the country to have a required advanced course on Lawyering Skills. We are doing pioneering work but still have much to learn about the appropriate content of such a course, and about how to include more skills-related materials in other parts of the curriculum.

I am convinced, for example, that we must give further attention to lawyering roles such as client counselling and drafting unrelated to the litigation process. During law school, students need opportunities for additional practical experience in areas such as legislative drafting, estate or tax planning, business incorporation or securities registration, and real estate transactions to name only a few. Further, more time must be devoted to the nature of the attorney-client

relationship and to the inevitable difficulties within it that arise; the types of problems that commonly lead to malpractice suits, disciplinary charges and client dissatisfaction; and the role of an attorney's personal values in his or her professional work.

Implementing some of these approaches will dictate the development of new teaching materials. This means, first of all, that we be weaned from almost exclusive reliance on the casebook method. Such weaning will put new time pressures on faculty, but it will be difficult to make significant improvement in legal education as long as curriculum and approaches to teaching remain the same. Wide use of computer-aided instruction may make necessary changes easier since it will assist in basic doctrinal learning. Other aids, such as the utilization of teaching assistants (for small group discussions and for the grading of simulation exercises or quizzes), may also help. A faculty committee chaired by Professor Fellmeth is now reviewing ways to increase feedback to students and to provide additional testing opportunities for them.

Finally, it seems to me that law schools should involve students in more research efforts relating to the practice of law and should encourage faculty to work in this area as well.

Law schools must also reassess how the last year of law school is utilized. Instead of having the last year simply replicate the first two, it seems more sensible to use this period to permit students to: 1) master one area of the law; or 2) practice law in a controlled environment — the equivalent of a teaching hospital. Again, faculty committees at USD are looking carefully at these options.

The value of providing opportunities for more advanced work is that this would permit students to learn about at least one aspect of the law at more than a superficial level. Gaining a higher level of sophistication may be invaluable even if the student does not end up practicing in that field. At least the student might just learn how complex law and practice can be.

The notion of the teaching hospital model for a law school is certainly not new. It is also fraught with complications: cost, competition with the profession, and malpractice coverage are only a

few. But emulating a range of practice experiences during a student's final year in a controlled setting merits experimentation and should go well beyond what exists in most clinics today.

Finally, it seems to me that law schools should involve students in more research efforts relating to the practice of law and should encourage faculty to work in this area as well. Finding ways to improve the profession will require the active involvement of professional schools.

Even assuming the merit of some or even all of the ideas expressed above, there will be real constraints in implementing them. As noted above, all of us who now teach will find making significant changes in what we do difficult. This is particularly true for those who teach basic courses and who have not practiced for a number of years. Such faculty members will particularly find it difficult to integrate skills' training and client-related issues into their courses. Team teaching may be part of the solution to this problem. This also creates resource allocation problems, however.

There are other constraints as well. Most schools continue to isolate the responsibilities of clinical and non-clinical faculty. As skills training programs expand, clinicians will likely be asked to do more, and more and more. This will place a disproportionate burden on clinicians. Aside from the unfairness of this, the background of many clinical faculty may not equip them to handle much of the non-litigation emphasis now needed in the skills' training area. A clinician with a background in poverty law may not be competent to teach counselling skills for corporate attorneys, for example.

If we are going to begin to restructure the nature of legal education, libraries may have to change, too. For law libraries and teaching materials which still largely rely on appellate cases are not sufficient to assist us in broadening the base of legal education.

These constraints do illustrate the difficulties in making changes. They should not, however, dampen our enthusiasm for the challenge that lies ahead. It is a fascinating time to be involved in legal education. I do not anticipate major reforms in the near term. It is timely, though, for law faculties to reassess what they are now doing, what they are accomplishing and failing to accomplish, and what they must do to meet the challenge facing legal education in the years ahead. I look forward to participating in these inquiries.



Kolender to emcee at dinner-dance

Chief of Police Bill Kolender will be the master of ceremonies as the USD Law Alumni Association honors Dean Sheldon Krantz at this year's annual Alumni Dinner-Dance, "Puttin' on the Writs." The annual black tie-optional evening is scheduled for Saturday, March 26, at the USD University Center.

After serving as dean since 1981, Krantz will resign from the position after the May 21 commencement. USD President Author E. Hughes has praised Krantz's leadership, saying "since Sheldon has been at USD, he has done much to improve the law school's stature, both in this community and nationally. We feel a real loss that Sheldon has decided to step down."

Fred Schenk, vice president of the Law Alumni Association and the chairman of the dinner-dance, has promised that this year's event will be quite special.

Alumni and friends who have not yet responded to their invitations, or who might not have received an invitation, are urged to call the alumni office at (619) 260-4692.

Elections to fill seven board seats

Elections currently are under way for directors of the Law Alumni Association for 1988-89. Seven positions will be filled this month.

Installation of new board members will be at the March 26 Alumni Dinner-Dance.

Classes of '63, '68 to gather March 26

Law School alumni who graduated in 1963 and 1968 will celebrate their 25th and 20th anniversaries at the March 26 Alumni Dinner-Dance.

Committees currently are working on details for contacting former classmates and getting together at the dinner-dance, where members of the Class of 1963 will be presented 25th anniversary certificates.

If you are a member of either of these classes and are interested in further details or in helping to arrange for a memorable reunion evening, please contact Barbara Mendelson, director of annual fund and alumni programming for the School of Law, at (619) 260-4692.

Complete this form and mail to Alumni office, School of Law, University of San Diego, Alcalá Park, San Diego, CA 92110.

Attention, alumni! Help us help you.

Class Reunion committees

☐ I am interested in my class reunion. Please send me more information. Class year _____.

Missing Classmates

If you know the whereabouts of any of the "misplaced alumni" listed on page 8, please list their name and address or phone number below.

Moving?

If you are moving, just tell us where and we'll make sure your USD mail continues to reach you.

New address

Name _____
 Class _____ Firm _____
 Address _____ State _____ Zip _____
 Telephone (_____) _____

Keep in Touch

If you'd like your fellow alumni to know what you're doing, please write a brief (and legible) statement for the Class Action section of the next Advocate. If you have a recent photo of yourself, send that along too.

Name _____
 Class _____ Firm _____
 Address _____ State _____ Zip _____
 Telephone (_____) _____

Help find lost alumni

As part of the Law School's ongoing efforts to stay in touch with alumni, the Office of Development and Alumni Relations is attempting to find "lost" graduates.

The classes of 1973, 1978 and 1983 will be holding reunions in the coming months, so the current search is concentrated on those years.

Listed below are the names of alumni for whom the alumni office lacks a current address. If you

know the whereabouts of any of these graduates, please contact the alumni office using the coupon on page 7. Your assistance is appreciated.

1973

Bruckner, Raymond
Cheatham, Jr., William
Feingold, Arthur
Healy, Robert
Hinton, John
Jefferies, Melinda
Kamin, David
Lager, Harvey
Linson, Lee
Love, William
McDaniel, Sharon
Meyers, Bern
Nadir, Allan
Phillips, Martin

Ragland, Thomas
Roach, Michael
Rogers, William
Santi, John
Speer, Robert
Whipple, Jr., Paul
Witsoe, Larry
Young, Dennis

1978

Bittner, Richard
Clark, Cynthia
Dwyer, Patrick
Finck, Peter
Horowitz, Carol
Kwan, Felix
Mandell, Katherine
McCord, Beverly Bonner
Medina, Carlos
Menzies, Bruce
Mulkey, Kurt

Rankin, Curtis
Steinberg, Matthew
Tilley, Patricia
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