Start of a New Deanesty?

Justice Rehnquist to Assume Top Law School Post

By DAVID MEYER

As part of his fight to slash the federal deficit, President Reagan announced recently that he will be eliminating more jobs in the federal government. Among those institutions to be affected by the cutbacks will be the U.S. Supreme Court. Reagan cut funding for one of the posts on that body as part of his effort to demonstrate that "the poor and uneducated are not the only ones forced to sacrifice in our current economic straits. Besides, quite frankly, I can't understand why they need nine judges to write one opinion anyway."

As a result of this latest belt-tightening measure, Justice Rehnquist will take advantage of an early retirement. In an effort to outdo Hastings's "65 club" acquisition of Justice Tobriner as a professor at that school, UCLAW has announced that Rehnquist will fill the soon-to-be-vacant position of dean of the UCLA Law School. In an exclusive interview with *The Docket* yesterday, Rehnquist explained some of the plans he hopes to implement in his new position of responsibility.

Topping his list of improvements to be made in the law school will be a complete revamping of the curriculum. Among his ideas for new courses is a class on Business Welfare Law. This class would include in-depth studies of such government programs as AFDC (Aid to Factories and Dependent Corporations) and General Assistance (with special emphasis on the new federal benefits granted to Pentagon generals). He will also recommend the abandonment of the Socratic method of teaching. Instead, he urges the communication of Truth by lecture. "Why beat around the bush?", he queried. "The Good Book tells us what's right and wrong. If we didn't have all this arguing in law school, maybe lawyers would get along with each other better in the real world."

In an effort to clamp down on the insidious spread of pornography on campus, Rehnquist hopes to conduct a complete inventory of the volumes in the law school library. All those describing crimes of sex and/or violence will be burned, particularly 12 S. 2d 305. "We cannot have the minds of our young people corrupted by such smut," he cautioned. "There's no reason why those casebooks have to actually **describe** the terrible things criminals do." Extending the war against obscenity yet farther, Rehnquist warns that under his administration graffitti artists will not be able to "hide behind the shield of first amendment immunity. The only things they express," he opines, "are the products of their own warped imaginations. And they can't even spell."

Further library policies will include the granting of full police powers to library security forces. Undergraduates found in the upper floors without proper authorization will be summarily extradited to the sororities and their leg-warmers confiscated. Janitors will be certified to conduct custodial interrogations.

Rehnquist hopes to solve the current controversy over minority admissions policies by establishing a simple index to apply to all applicants to the school. The formula for the index will be the applicant's LSAT score times her GPA times the number of generations her family has been in America times the age of her undergraduate college (bonus points added if private school). "Only by adopting completely objective admissions criteria can we assure fair and equitable access to positions of wealth and power in this country," the former justice reasoned.

The final vestiges of affirmative action at UCLAW will be erased with the elimination of forced busing. No longer will students be required to climb into crowded, smelly Santa Monica and RTD buses in the early hours to travel miles to school. From now on, everyone will be able to attend the law school in his or her neighborhood. Those of us living in beautiful downtown Palms will be at the University of West Los Angeles next year.

Rehnquist's last innovation will find approval among many students here. In an attempt to impress upon both students and faculty and superior

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The Docket

UCLA School of Law

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Faculty, Students Meet

Grade Proposal Draws Fire

by Maharaj Singh Khalsa

On Monday, March 1, the Academic Standards Committee held an open meeting to hear the views of students on the proposal to increase from 3 to 4 the number of points professors may adjust grades. Included in the proposal were new guidelines for how the points should be determined and awarded.

Kicking off the lively discussion was Professor Michael Asimow, Chairman of the Academic Standards Committee. He outlined the proposed changes before opening up the floor to comments from the students. In addition to increasing the professors' latitude from 3 to 4 points, the following guidelines were proposed:

(1) The professor must announce his intention to use the system in the first week of classes, while there is time to drop the course. (2) The system must not interfere with anonymous grading. (3) Points must be given for the quality of participation, not quantity.

Sparse attendance by students was blamed on a lack of prior notice of the meeting. Despite this, the 30 to 40 students present expressed a broad range of concerns and suggestions. Here is a sampling of student comments:

- Lack of student participation is often due to poor presentations by professors;
- Especially among first year students, there is a fear of speaking up;
- Students' education is **their** responsibility, and they should not be pressured to participate aginst their will.

Students Make Some Suggestions

Among the suggestions made from the floor were these:

- limit discretionary grading to second and third year classes
- only allow for **upward** adjustment of grades, not downward adjustment
- professors who feel a lack of student participation should simply ask their classes WHY.

At the close of the discussion, Professor Leon Letwin observed from the audience that "the whole discussion of discretionary grading trivializes the more important issue (of student participation). There should be an on-going discussion between faculty and student body on ways to improve our classes."

Admissions Controversy Still Smoldering

The recent appearance of red armbands in the hallways signals the vitality of the admissions controversy among a good number of UCLAW students. The armbands are being worn as a protest to what the Admissions Coalition calls the unfair practices the administration has used in handling the proposed changes in the admissions process.

To really understand what is happening in this struggle, it is necessary to explore its background: the old process, the proposed changes, and the objections raised by students.

Diversity Admissions Prior To 1982

A pool of eligible applicants is initially determined by the Assistant Dean for Admissions, who makes a preliminary evaluation of an applicant's eligibility for diversity admissions. A number of different characteristics are used to place an applicant in the diversity pool, such as ethnicity, disadvantaged background, prior achievements, and any other characteristic deemed by the Admissions Committee to be "interesting".

Student interviews are conducted for all consenting minority applicants by the appropriate student association, and the whole file (application plus recommendation) is forwarded to the Admissions Committee for final decision. The committee has 9 members, 6 of whom are faculty and 3 of whom are students. No student has a vote on admissions decisions. The whole process takes about 54 days.

Changes Proposed By the Administration

Two basic objections were raised to this procedure. First, given that UCLAW admits about 25 Asians annually through regular, "60%" admissions, the Chair of the Admissions committee felt that Asians were no longer suitable candidates for diversity admissions unless they possessed characteristics (besides ethnicity) which would entitle a white applicant to be considered under the diversity program. Second, fewer minorities accepted offers at UCLAW in 1980-81, and this was thought to be the product of delays in the interview process. Three changes were proposed to alleviate these apparent difficiencies:

1. After the Assistant Dean has reviewed all files, he will

(Continued on Page 4)

Politician Turns Professor

by Barbara Riegelhaupt

Daniel Lowenstein strode to the front of the classroom, quickly opened an unfamiliar book and began to read the facts aloud. It had been several weeks since his students confronted the saga of *Armory v. Delamirie* and the problems of finders and losers.

Lowenstein, however, was

Dan Lowenstein

matter-of-factly reciting the prominent finders case of Jennifer and Mark, two young friends who found a dollar bill in Jennifer's yard. Mark spotted it first and insisted it was his. Jennifer said it obviously was hers; they found it in her yard, after all. After much debate, Jennifer's mother resolved the problem the way most judges would not: if you can't work it out yourselves, she told them, I'll take the dollar. And she did.

The case of Jennifer and Mark, Lowenstein confided to his class, came directly from his 5-year-old son's kindergarten library book.

"When Sharon (his wife) brought the book home from school and I happened to glance at it, I saw it was virtually identical to the cases we'd started out the year with," Lowenstein explained recently. "I thought the students might appreciate a little bit of review. But I would not go so far as to say I'm considering using that book next year instead of the Dukeminier-Krier casebook."

The case of Jennifer and Mark was neither Lowenstein's first nor his last trace of classroom humor, but the levity in no way reflects a less-than-serious approach to teaching property on the part of the former chairman of the California Fair Political Practices Commission.

In fact, Lowenstein, now in his third year at UCLA School of Law, sought out the property course when he decided to enter teaching because he wanted to do some serious thinking on the topic — as well as be exposed to first-year students.

"I had been thinking about whether I believed in private property," recalled Lowenstein, 38. "I thought if I learned something about the area, maybe I would be able to answer that." He does have some thoughts on the matter now — property has a *valuable*, though overrated role to play in this country — although he is still considering the issues.

While teaching property appealed to him because of what he *didn't* know about the topic, Lowenstein's other classes, "Law and Politics," and "Political Theory and the Law", are his pride and passion. "If I've got a mission, part of it is to be sure there is a regular course on politics in law school." He and a Columbia University professor are working on a casebook for that field.

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'Latinos & the Law'

Critical problems and needs of the nation's Latino population will be the focus of a major conference titled "Latinos and the Law: Meeting the Challenge" on Saturday, March 20, at the UCLA School of Law, sponsored by the UCLA La Raza Law Students' Association.

Reapportionment, political strategies for Latinos in the 1980s, police conduct in minority communities, and street gangs are some of the issues which will be discussed by speakers and panels from 9 a.m. to 4:15 p.m.

The conference is designed to educate students on legal needs of Latinos and to encourage students to enter the legal profession to meet those needs. Attendance also is invited from the community at large, and proceedings of the conference will be published in the **Chicano Law Review**, which is circulated nationally.

Prominent political figures and academics will address the conference.

Letters to Editor

Reply to RaM

In answer to "Does Anybody Really Want to Be Here?" I must reply emphatically YES! I am not only glad to be here but proud to be here at UCLA Law School. Everyday that I walk through the doors leading into the building that holds the cold classrooms and the uncomfortable chairs and the useless drinking fountains and the out-of-order Xerox machines, I say "Thank God I'm here at UCLA Law School!"

Two years ago I was fortunate enough to be offered a seat in one of the nation's top law schools and I not only accepted the offer but I GRABBED IT and made certain that nobody could take it from me! I knew that a Juris Doctor from UCLA was more than an admission ticket to elite law firms; I knew that the professors were outstanding, and the caliber of students I would meet would be exceptional and the resulting learning experience would be extremely gratifying. So I take exception to RaM's conclusion that "no law student truly wants to be a law student."

I am not saying we want to be law students in the technical sense forever. I am saying that for one reason or another, we all chose to become members of the student body at UCLAW. While some porbably felt learning the law was necessary in order to afford a Mercedes-Benz, I have met many who are here to learn the law so they can contribute something to society other than taxes. Most of us will continue to study law, but in a different atmosphere in the future.

I also take exception to RaM's conclusions that law students are "mindless drones" and "apathetic and uncaring." Almost without exception, comments made in class by students are insightful and worth hearing. And that is the problem — there are not enough different students contributing to the classroom learning process, and there I must agree with RaM. I am sure that his conclusions are based on observation of lack of participation in class discussion, learning process, and there I must agree with RaM. I am sure that his conclusions are based on observation of lack of participation in class discussion, but I feel his conclusions are mislabeled. The classmates I have grown to know are not apathetic or uncaring or mindless drones, although many are reticent and numbed either from fear of intimidation or "peer jeer." Often I find myself thinking "What's the sense in speaking up? I'll only offer myself as the current sacrificial lamb and for what?" But then I occasionally remember my own lecture: "How are we going to learn from one another if NO ONE speaks up?" Some of my most unforgettable learning experiences have been acquired when I was on the "hot seat" or my viewpoint was logically attacked by a classmate who was not out to "get" me but to help everyone understand something that I may have overlooked.

I must further agree with RaM's analysis of the interviewing experience and grade fever. Our student body is the "cream" so to speak, yet most of us are going to graduate with grades less than those we were so proud of at our undergraduate alma mater. Worse yet is the stigma that various firms engender by their form rejection letters stating "you did not have the qualifications we were seeking": translation — "Your grades were not high enough!" Having received a few of those letters and knowing that many classmates have higher GPA's than I, adds to my reluctance to speak in class; still, it should never be an excuse for any of us.

Far more injurious to the learning process than those who do not speak are those who do not bother to attend class at all. At least by attending, the possibility of contributing exists. Those who are chronically absent are not only robbing themselves by not contributing and denying the theory of associational learning, but they are stealing a seat from another who really wanted to be able to sit in any class of UCLAW. Last year approximately 3,200 applicants were rejected; I cannot help but think the majority would have contributed, because they were eager to **learn** at UCLA and not just get their degree embossed with "UCLA LAW SCHOOL". We all want the J.D., but many say "I can learn everything I have to know for the test by reading *Sum & Substance* or *Gilbert's*". True, they probably will pass the test, but I think it's wrong to say they "studied at UCLA." Those few words on a resume bestow many benefits, but this is NOT an extension school. Perhaps their sheepskins should read *"GILBERTS"*. I have heard such excuses as "I have a family to feed," or "That class is sooo boring," or better yet, "I have more important things to do!". Is any one of us so unique that we couldn't all use those very same excuses? But what if we all felt that way at the same time? Would UCLA need a very prestigious faculty? Any faculty? Would the student body caliber matter? Would we need a law school at all?

The law school experience may not be total fun but it sure as hell is worthwhile. No one here is imposing mandatory attendance criteria, even though many other law schools do just that, but I advocate attendance and participation not as penance but as an opportunity to grow. The potential is here and it's outstanding. It is up to each of us to make the most of our law school experience.

Michael Langton

* * *

Prejudice in Moot Court?

This letter was prompted by a recent experience my partner and I had during our Moot Court critique session. Although this is the first time I have had such an experience, my partner has unfortunately had similar experiences and thus we felt that this problem should be brought to your attention.

On March 4, 1982 my partner and I, both Chicanos, argued our Moot Court case against two Anglo students. Our judges were three Anglo males. After oral arguments, all advocates were instructed to go to a designated room for the critique session. This particular session however, did not follow the usual pattern of other critique sessions I have attended. To begin with, instead of each judge commenting on each advocate individually all comments seemed to focus on how well our opponents had performed. This is not our grievance. Our opponents did very well and deserved the praise they received. Our complaint is that the judges focused solely on the opponents. They acknowledged our presence with only a few glances and superficial comments.

Another example of the treatment we received was that all judges addressed our opponents by their first names and knew the issues each had argued. It seems to us that we should have been extended this same courtesy. Rather, when one of the judges made one of the few comments directed to us, it was roughly, "I don't know which one of you said something about a hypothetical, but you didn't answer my question." This type of comment was typical of any criticism directed to us.

At one point I felt as though my partner and I were intruding; our presence seemed superfluous. At the end of the session I said nothing to my partner because I thought maybe it was all in my head. However, upon leaving the session my parter said to me, "These sessions are not for us. Those judges are only interested in helping their own kind."

My partner and I debated whether to bring this to the attention of the Moot Court Board. The reason we decided to write this letter is because my partner said this is typical of what he has experienced during the Moot Court rounds.

By writing this letter, we hope to put the Moot Court Board on notice as to what may be

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Prof. Objects to Grading Proposal

To: Standards Committee
From: Leon Letwin
Re: Draft Grade Adjustment Rule

I object to the proposed increase of the instructor's classroom grading option from 3 to 4 points.

It is not the increase as such that most troubles me. It is rather that the proposal rests on an implicit view as to the nature of the classroom problem. The implicit diagnosis is that student participation, interest, and responsibility in respect to the classroom process are wanting. The solution is to increase the instructor's power to dispense rewards and punishments.

I have on occasion shared the frustration of instructors who sometimes feel they are facing an uninterested, unprepared, and largely unresponsive group of students. It is not at all clear, however, that a reflexive exercise of our power over grades is a step in the right direction. As to first year students, the proposed change will tend to increase the stress on an already overstressed group of students. As to second and third year students, it may do little to cope with boredom, cynicism, lethargy, and indifference which are said to exist, if those are indeed the problems.

It is worth the effort to try to understand the problem better. Our classrooms are not populated by children, so we might start by asking ourselves and our students: Why is it that adults, with a strong self-interest in learning their craft and in fostering a productive and enjoyable classroom atmosphere, behave in ways that sometimes seem so counterproductive? The answer should be sought in a non-adversarial way through discussion with our students — that is, with those who we are inescapably bound up with in the joint classroom enterprise.

The proposed change in rule would give the wrong, or at least, a premature and disrespectful message. It would suggest we are confident we understand the problem and that its locus is in the inadequacy of our punishments and rewards. It suggests also a belief that what is wrong with the classroom atmosphere is attributable solely to students and not significantly contributed to by the instructor or by the institutional atmosphere.

It is not that I deny the problem; nor is it that I have the answer. But I think the problem is too important to be treated in this way.

Centro Legal

Students Give Legal Aid to Poor

by Ernesto Silva-Valdivia

Where does a low-income person with a legal problem go if she or he lives in Santa Monica or West Los Angeles? Who can a Spanish-speaking person turn to if she or he cannot afford an attorney to file for a dissolution or write an answer to an unlawful detainer?

Where can a first-year law student receive some training on interviewing and plea writing?

The Joint Project of Centro Legal and Legal Aid Society of Santa Monica has undertaken the dual task of providing free legal services to indigents with civil problems and providing students with an opportunity to add a practical dimension to their legal education.

The Joint Project is an effort by two independent groups to help lessen the loss of the Venice branch of the Los Angeles Legal Aid Foundation which was closed last summer due to budgetary cutbacks in the Legal Services Corporation.

Although both groups work out of 1320 Santa Monica Mall, share a legal director, an administrator, a student paralegal, and a bilingual secretary/receptionist, and operate from common funds, both groups still maintain separate Board of Directors and conduct some independent fund-raising efforts.

Centro Legal de Santa Monica was established in 1973 by students at UCLA Law School to provide free legal services for Spanish-speaking residents who were not being served by the Venice Legal Aid branch or by the Legal Aid Society because their offices lacked resources and Spanish-speaking staff.

Students, supervised by volunteer attorneys and UCLAW faculty, interview and counsel clients in the evenings. Students provide information and assistance in solving landlord-tenant, immigration, employer-employee and other problems. Centro Legal has been entirely student run.

Legal Aid Society, on the other hand, is a project of the Santa Monica Bay District Bar Association and relies heavily on its volunteer attorneys who contribute from three to five hours per month to interview and counsel clients. In addition, Lorraine Pessin, a paralegal, conducts a dissolution clinic every Wednesday.

In the spring of 1982, while members of the Centro Legal were preparing proposals for funding, it became increasingly clear that the Reagan administration intended to dismantle or at least severely weaken the Legal Services Corporation which funds Legal Aid Foundation branches in Los Angeles.

Both Centro Legal and the Legal Aid Society applied for General Revenue Sharing funds administered by the City of Santa Monica which strongly

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The Docket

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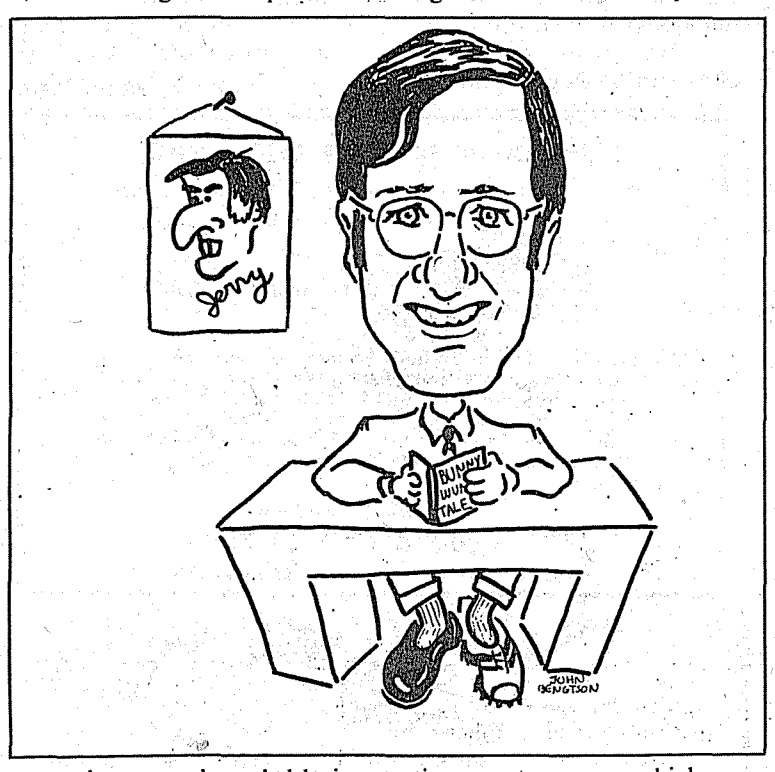
Lowenstein . . .

(Continued from Page 1)

Lowenstein could hardly be more qualified to teach a politics course for lawyers. He was hired as a staff attorney by then-Secretary-of-State Jerry Brown in the early 1970s after he spent several years with California Rural Legal Assistance, a legal services program serving rural areas of the state. He spent four years on Brown's staff. During that time he wrote most of the 1974 ballot initiative known as Proposition 9, which regulated political



procedures such as lobbying expenditures and campaign financing. Brown was elected governor the same year the measure passed, and he asked Lowenstein to head the agency that would administer the legislation, titled the California Political Reform Act.

"Having worked for Brown for four years, I was ready to do something on my own," Lowenstein said. "It was something new. I was very challenged by being an administrator and getting things going." But when his term expired in 1979, Lowenstein was ready for a complete change, and was attracted to teaching because "I thought I'd enjoy thinking about things."

"I was thinking before, of course," he quickly added. "But when you're in a role like I was in, it does affect how you think. I thought it would be good to get into something where the content was a lot more open."

He has maintained his political ties, however. Last year he worked on the Proposition 10 campaign to set up separate smoking and non-smoking sections in most public facilities and places of employment. He is a member of the governing board of Common Cause and served as a consultant to the Democrats in the state Legislature's recent battle over reapportionment. "I think the fact that we won may help keep the Republicans from controlling the House of Representatives next year — which may or may not be a contribution to the public interest," he said, smiling. "I think it is."

Although his current political allegiances are clearly liberal, Lowenstein recalls growing up on New York's East Side as a staunch conservative. "When I went to college, I was very ideological," he said. "I had a theory that what society should do is maximize everybody's freedom. The way to do that was through a lack of government restraint."

His outlook changed dramatically in law school, influenced both by an exceptional property professor and a project for the Harvard Law Review on the fledgling Legal Services Corp. The former, he said, showed him the complexity of property issues, while the latter "exposed me to a whole different element of society that has been an important part of my life since then." The year after his project on legal services, he organized a conference on Law and Poverty at Harvard.

In the same summer that Lowenstein wrote the law review comment, after traveling across the country with a classmate and visiting legal aid offices, he clerked at O'Melveny & Meyers. He spent much time during the summer with an attorney who left O'Melveny to form the California Rural Legal Assistance. That contact ultimately led to his position with that organization after law school.

Lowenstein worked in CRLA's Modesto office, and spent most of his time on issues relating to juveniles and federal food programs. One particularly far-reaching case, which involved the school lunch program, charged the Modesto school board with failing to provide enough free meals to schoolchildren. "It was quite unheard of to bring suit against the school board in Modesto. It was particularly unheard of to win. The school board was very conservative, and they were so outraged that they temporarily withdrew from the school lunch program to avoid having to comply with the decision."

At about the time of the Modesto case, legislation was under consideration in Congress to liberalize the school lunch program. Conservative politicians who lobbied against the expansion used Modesto as evidence that school boards would withdraw rather than allocate more money to free meals. At the height of the debate, Sen. George McGovern held hearings in Modesto. The bill was eventually passed.

Lowenstein's juvenile work centered or bringing the Modesto courts into compliance with the 1967 *Gault* decision by the U.S. Supreme Court, which said that juveniles are entitled to certain constitutional protections in court proceedings. Despite those successes in Modesto and praise for his work on the Fair Political Practices Commission, Lowen-

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Close Law School

By MaR

A recent article appeared in the *L.A. Times*, outlining state senator Almquist's proposal to cut law schools out of the University of California system. Almquist suggested that the state could save a whopping $50 million by eliminating the four schools from the budget. Citing what he called a 'glut on the market' for attorneys, Almquist said the bar could easily do without the hundreds of new lawyers cranked out annually by the U.C. schools. While one could quibble over the self-serving aspects of attorney Almquist's proposal, it must still be admitted that the idea has merit.

The real problem is what to do with the facilities already in place in the Law School system. After extensive polling of the present users of these facilities, we've uncovered the following suggestions:

- The entire area should be turned into an amusement park;
- The corridors could be opened up to roller skaters;
- The vending machine area could be a wildlife refuge for feral cats and squirrels—
- The library study carrels would readily convert into peep show booths;
- The lecture halls could show first run movies;
- The front lawn could be used for a pony ride—this has the additional pay-off of providing alternative employment for the esteemed faculty. With their extensive training, they should easily be able to land jobs following the ponies;
- The law reviews could even continue their function of producing fertilizer. This would help defray the cost of disposing of the work product of the professors.

We of *The Docket* are certain that if more scholars turned their keen intellects to the job of putting the school to more productive uses, the state could turn these hallowed halls from cash drains to "cash cows." It's time to let the private sector underwrite the cost of legal education — Northrop, Golden Gate, and USC are doing admirable jobs already. We applaud Senator Almquist's vigilance and parsimony in doling out state funds to professional students.

Admissions . . .

(Continued from Page 1)

select those applicants whom he considers to be "clearly" admissible. These applicants will be admitted unless two faculty members object within a week.
2. Asians would be treated exactly the same as whites,
3. Student interviews will eventually be eliminated.

Passage of the First Proposal

On the final day of classes last semester, after the first proposal had been passed by the admissions committee, the faculty met. During this meeting, students who were irritated at the timing of changes in admissions policy, entered the meeting room and began chanting. Since the faculty had been forewarned about the disruption, they had arranged to vote by mail if it was necessary. The vote was 16-1, with 8 abstentions.

Admissions Coalition Counterproposal

Students opposed to the changes in admissions policy banded together last semester to form the Admissions Coalition. They were angered not only by the timing of the first proposal's passage, but by what they claim to be the superficiality of the arguments in support of all three proposed changes.

Basically, the Coalition argues that interviews are necessary to obtain non-academic background information on diversity applicants. Since diversity applicants from disadvantaged backgrounds, whether white or minority, are presumed to have been denied the opportunity to acquire the same level of academic achievement as other applicants, interviews provide a critical source of non-numerical data. The Coalition argues that basing diversity admissions on objective academic qualifications would defeat the purposes of the program.

The Coalition also claims that the declining percentage of minority students who accepted offers from UCLAW in 1980-81 was due to other factors, such as offers from more prestigious schools, or UCLAW's inability to grant financial aid before June. While the present interview process is slow, 21 of 54 days could be eliminated by minor changes in the procedure, making the process only 1-2 weeks slower than "regular" admissions.

Finally, the Coalition argues that the two dozen Asian applicants admitted through regular admissions annually is insufficient. Since no more than eight have accepted UCLAW's offer in any year, the Coalition contends that Asians would be substantially underrepresented if they were treated the same as whites (at this rate, UCLAW would have 2.5% Asians, in contrast to the proportional representation threshold of 4.5%.!)

The Coalition has proposed that:
1. All diversity applicants who request interviews should be granted them. White students should be interviewed by a special interview board.
2. Students should get a vote on the Admissions Committee.
3. More detailed criteria should be developed for diversity admissions, with service to disadvantaged communities (either past experience or future intentions) to be emphasized.
4. No major changes in admission policy should occur until students have been allowed to present their views in an open hearing. Time should be allowed for students to analyze issues and develop arguments.
5. All applicants who are Asian, Black, or Chicano should automatically be considered under diversity admissions, unless they meet the standards for regular admissions.

Recent Developments

On January 28, Admissions Committee Chairman John Varat "decided not to introduce" the proposals to drop Asian ethnicity and eliminate interviews this semester. He explained that the committee was overworked with its existing applications. Coalition

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Admissions Controversy

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members appear to be frustrated by the decision, as they are concerned that the changes will be proposed after this semester, possibly at an inopportune time. They also claim that the issues are so complex that thorough discussion is required before a properly informed decision can be made.

On February 19, two members of the Coalition met with Dean Warren and Assistant Dean Praeger to request that a special task force be appointed to deal with the issue, in light of the high workload that the Admissions Committee seemed to be facing. But the Dean said that discussion of the remaining faculty proposals would be inappropriate as no one had yet formally introduced them. He also maintained that discussion of the first faculty proposal should be conducted under the auspices of the Admissions Committee. When the Coalition members argued that the Admissions Committee was not about to allow discussion of the issues this year, the Dean cited past experience with special task forces at UCLAW. He felt that the faculty would be unwilling to allow a task force because students had treated faculty members uncivilly in 1978, when the last task force was appointed.

Currently, the Administration and the Coalition are negotiating in what appears to be the only available forum, the Faculty-Student Relations Committee. However, chairman Reginald Alleyne has expressed serious doubts about the Committee's jurisdiction to handle the Coalition's concerns.

[1] UCLAW draws 62% of its students from California (6% Asians) and 38% from outside the state (2% Asians nationally in the U.S.).

[2] The complete Coalition proposal is at the reserve room desk. (Ask for it under Prof. Abel's name).

Centro Legal . . .

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encouraged that both groups coordinate their efforts to work together.

During the first weeks of summer, both groups began to work out details for a joint project, and by the end of August had reached an agreement. A lease was negotiated to occupy a converted department store in the Mall, and a search for a staff attorney ended in the selection of Edward Ortega, a 1976 graduate of UCLAW.

As Legal Director, Ortega has the responsibilities of representing clients in court, supervising student volunteers, and coordinating training workshops for students and community education projects.

This semester promises to be the best organized and most productive Centro Legal has ever had. Workshops on interviewing techniques, the Santa Monica Rent Control laws, immigration processing, and temporary restraining orders have been held this semester. In addition, during January, students contributed a com-

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LATINOS AND THE LAW:
MEETING THE CHALLENGE

1982 SYMPOSIUM
UCLA SCHOOL OF LAW

Graphics by Keith Borjon

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UCLA La Raza Law Students Association
Chicano Law Review **UCLA School of Law**

Saturday, March 20, 1982

8:00-9:00	Registration/Coffee
9:00-9:30	Introductory Remarks *Dean William Warren-UCLA School of Law* Antonia Hernandez-Associate Counsel, MALDEF
9:45-10:45	Reapportionment
11:00-12:00	Police Misconduct
12:00-1:00	Lunch/Carne Asada Donation - $3.50
1:00-1:45	Keynote Speaker *Honorable Art Torres, Assemblyman, Fifty-Sixth* District
2:00-3:00	Youth Gangs
3:15-4:15	Political Strategies
4:15	Social Hour

Panel Speakers Include:

Reapportionment
Hon. Richard Alatorre, Assemblyman Fifty-fifth District, Chairman, Assembly Reapportionment Committee
Elaine Zamora, Chairperson, Los Angeles Californios for Fair Representation
Hon. Robert Naylor, Assembly Republican Leader
Walter Zelman, Executive Director, Common Cause

Police Misconduct
Reginald Alleyne, Professor of Law, UCLA
Gilbert Garcetti, Deputy District Attorney
Robert Loew, Esq., Loew and Marr
Samuel Paz, Esq., Romero, Paz, Rodriquez, and Sanora
Stephen Yslas, Esq., Los Angeles Police Commission

Political Strategies in the 1980's
Edward Avila, National Association of Latino Elected Officials (NALEO)
Dr. Leobardo Estrada, UCLA School of Architecture and Urban Planning
Dr. Richard Santillan, Rose Institute, Claremont Colleges
Esther Valadez, Esq., Dept. of Housing and Urban Development, President, Mexican American Bar Association

Youth Gangs
Tommy Chung, Director, Community Youth Gang Services
Miguel Duran, Director, Probation Department, Youth Gang Supervision
Lance Ito, Deputy District Attorney, Hardcore Gang Unit
Robert Martin, L.A.P.D., West Bureau C.R.A.S.H.
Dr. Diego Vigil, Director, Ethnic Studies, USC

Date: March 20, 1982
Place: UCLA School of Law
Time: 9:00-5:00

Preregistration Required

REGISTRATION FORM (Please Print)

NAME _____

ADDRESS _____

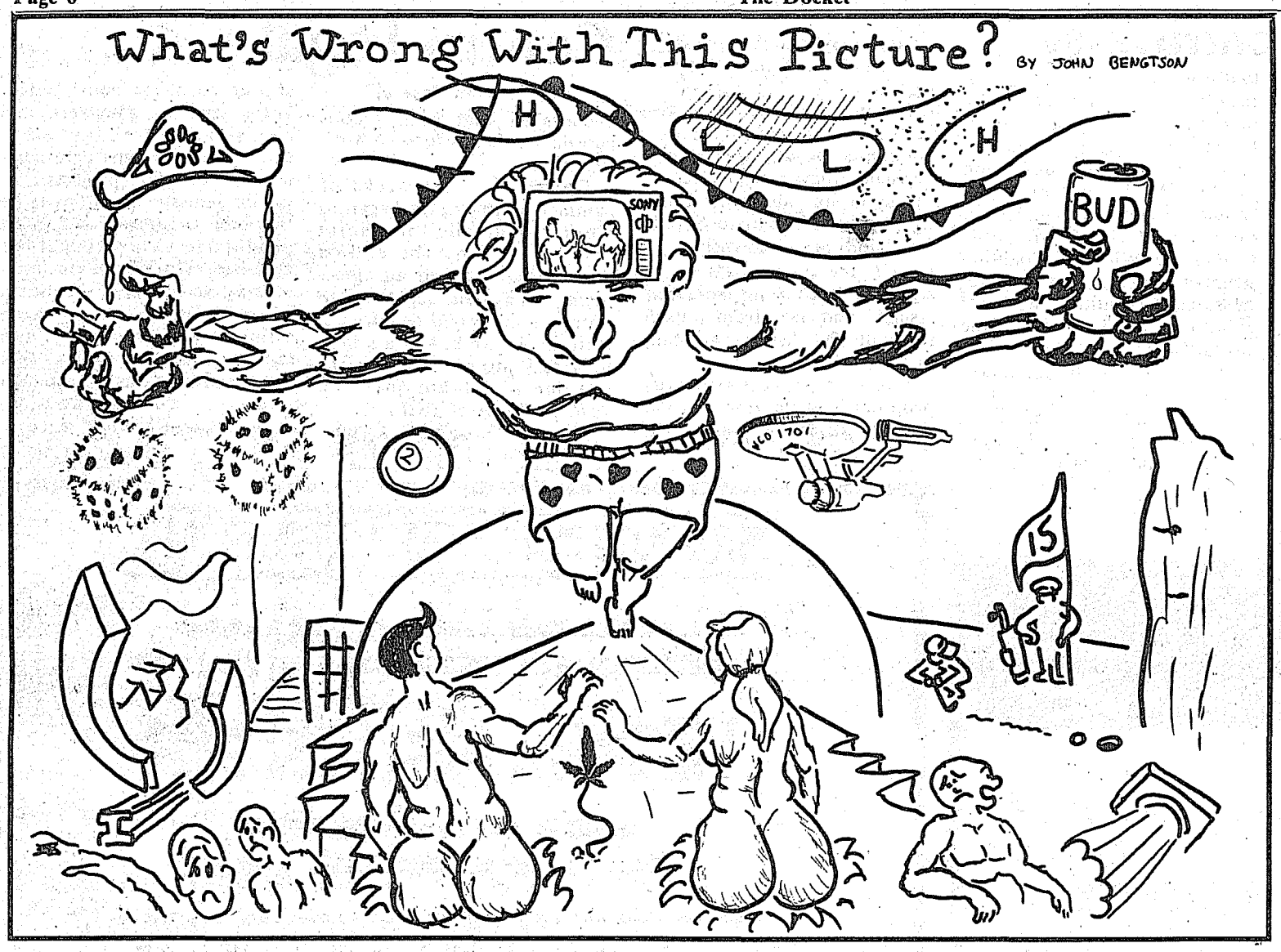
CITY/STATE ZIP _____

( ) ( ) _____

BUSINESS PHONE HOME PHONE

Mail to:

Latinos and the Law Symposium
UCLA School of Law
La Raza Law Students Association
Los Angeles, California 90024



Soccer

by Ernesto Silva-Valdivia

This spring, UCLAW fielded two soccer teams in the intramural league: one in Division "A", the premier league, and one in Division "B". Although the "A" team ended its participation in the playoffs with a controversial loss on March 4 and the "B" team failed to reach the playoffs, the season was largely a success.

Everyone who dressed up to play contributed to the teams' efforts on the pitch. Professor Joseph Dodge, foreign student Joachim Liebers, and spirited Gerry Klein, just a few of the soccer fanatics to field for the "B" team. On the "A" team, second-year students Brian Eberle, Eddie Ibekwe, and Tim Eskey terrorized opposing goalies while Jon Rosenoer and Frank Salazar added their talents at various positions.

Undefeated in four league games, the "A" team won its first playoff game on February 25. Its season, however, ended on a sour note in the second game as the referee expelled Danny Friesen and later called a questionable foul in the penalty box. The penalty kick was sent screaming into the extreme right corner of the goal and left UCLAW's goalie without a chance of stopping the shot. The final score was 1-0, and the "A" team fell two games short of the championship match.

Planned for the remainder of the semester will be coed games against USC Law and UCLA's MBA and Urban Planning schools.

Rehnquist

(Continued from Page 1)

efficiency and motivational effects of the free enterprise system, the law of supply and demand will apply to law school scheduling. Professors will be paid according to the popularity of their classes, measured by the number of students who want to take them. Price fixing and collusion among those teaching necessary bar courses will be punished by strict enforcement of the Sherman Act.

Speculation has been rife as to why Rehnquist was the one to volunteer to step down from his Supreme Court post. One possibility was proposed by Bob Woodward in the sequel to his earlier best-seller on the inside machinations of the Court. In the soon to be released volume entitled *The Siblings,* Woodward speculates that Rehnquist may not be too comfortable with the idea of a woman on the Supreme Court. That ugly theory was dispelled by our interview, however. Rehnquist stated that he was simply tired of being the lone dissenter on issues that were important to him. "The Nixon Court just is not conservative enough for me," he explained. "Besides, I always wanted to succeed Warren as chief . . . I mean dean."

Moot Court

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happening on a much larger scale during these sessions. We would like to also communicate to other minority students who may have had similar experiences; NO IT'S NOT ALL IN YOUR HEAD! In short, we are not asking for any type of preferential treatment. We only ask that we be treated with the same dignity and respect afforded other Moot Court participants.

ROBERT G. URIARTE
JAMES MONTEZ

Lowenstein

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stein apparently has had at least one persistent deficiency.

Ted Prim, executive director of the FPPC, told a Sacramento newspaper reporter two years ago that one of his greatest thrills was to work with Lowenstein on the commission. But Prim, who is blind, added, "At least I always wore the right pair of shoes to the office, which is more than I can say for him." The reporter, who described the UCLA professor as "a shrewd political theorist," went on to say that Lowenstein "was nonetheless something of a sartorial eyesore — even showing up for work one day wearing one black shoe, and one brown shoe."

Lowenstein, whose tie-tying techniques have puzzled a number of his students, said he'd be perfectly happy if that's all anybody ever found to criticize about him. He's certainly used to it by now.

"My mother used to say, at some point she just gave up," he related with a smile, "because no matter what she did, there'd always be something wrong."

Centro Legal . . .

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bined total of 130 hours and met close to fifty clients.

The Joint Project has submitted a proposal for over $100,000 from General Revenue Sharing funds, and is working on more proposals to improve the services to the community.

Centro Legal will hold a dinner/dance on March 20 with the proceeds going to the operating expense budget. The planning of this fund-raiser is entrusted upon the shoulders of new student board members, Ralph Venegas, treasurer; Arturo Cisneros and Ernesto Silva, co-directors; and Ellen Popp, secretary. And of course, Lucinda Moreno and Mary Helen Cunningham are still very much involved in the operation of the Centro.

Although Centro Legal currently has about 20 active student members, there is still a need for more participation. If you are interested in the workshops or want to volunteer time this or next semester leave a message in Arturo's or Ernesto's boxes. The Centro is opened on Tuesday and Thursday nights to accommodate student schedules.

Peripheral Canal

On Wednesday March 17, Dr. Malcom Gordon will discuss the proposed Peripheral Canal and Proposition 9 which will be on the June ballot. Dr. Gordon is a Professor of Biology at UCLA and in 1980 he served as Chairman of the Division of Ecology for the American Society of Zoologists. Dr. Gordon is also a representative of Californians for a Fair Water Policy and his talk, which is sponsored by the UCLA Environmental Law Society, will be at 4:00 in the Faculty Conference Room.

barbri FIRST YEAR REVIEW

FIRST YEAR REVIEW

1982

Los Angeles Location
11801 West Olympic Boulevard
Telephone: (213) 477-2542

barbri BAR REVIEW

SUBJECT		DATE	TIME
Contracts	John Moye, University of Denver	Sunday, March 21	9:30 A.M. - 5:00 P.M.
Civil Procedure	James K. Herbert, Nat'l BAR/BRI Staff	Saturday, March 27	9:30 A.M. - 5:00 P.M.
Crimes	James Hogan, U.C. Davis	Sunday, March 28	9:30 A.M. - 5:00 P.M.
Criminal Procedure	Charles Whitebread, U.S.C. (LIVE)	Saturday, April 3	9:30 A.M. - 1:00 P.M.
Future Interests	Paul Goldstein, Stanford	Saturday, April 3	1:45 P.M. - 5:00 P.M.
Torts	Richard Conviser, Chicago/Kent	Sunday, April 4	9:30 A.M. - 5:00 P.M.
Contracts (Repeat)	John Moye, University of Denver	Saturday, April 10 (EASTER WEEKEND)	9:30 A.M. - 5:00 P.M.
Real Property	Paul Goldstein, Stanford	Saturday, April 17	9:30 A.M. - 5:00 P.M.
Constitutional Law	Michael Spak, Chicago/Kent	Sunday, April 18	9:30 A.M. - 5:00 P.M.

Please note the following:

1. All the lectures will be on videotape except as indicated above.

2. A special videotape program will be set up in late May in Los Angeles for students planning to take the First Year Law School Examination.

3. Any student enrolled in BAR/BRI may plan his or her own study schedule. Audiotapes of each of the above lectures are available for listening in our audio cassette room in Los Angeles during weekdays (9 A.M. - 5 P.M.) and some weekends. Please call the Los Angeles office for more details.

YOUR CAMPUS REPRESENTATIVES ARE:

Henry Ben-Zvi 396-6590	S '82	Bruce Rosenblum 990-1668	S '82	Chris Grisham 826-0048	S '83	Joan Clover 244-7327	S '82	Frank Spees (805) 255-0338	S '82	Cathy Haymes 393-3476	S '83
Robin Gorelick 836-0786	S '82	Phyllis Tabon 829-2490	S '82	Ellen Klugman 475-3827	S '83	Juan Jimenez	S '82	Mary Lou Villar-Rodriquez	S '82	Jessica Sparks	S '83
Bruce Resnikoff 397-5116	S '82	Pamela Coe 397-8060	S '83	Wendy Stockton 208-5204	S '83	Ilean Richard 476-9470	S '82	Lani Dawson 824-1494	S '82	Miriam Krinsky 477-9728	S '84