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The Loyola Reporter

Loyola Law School Los Angeles

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Rev. Jesse Jackson Speaks on Campus about “Change Agents”

BY MARTA HIGUERA
Rev. Jesse Jackson, President of the Rainbow/Push Coalition and lifelong participant and leader of the civil rights movement, spoke to Loyola students, staff, and faculty on February 19, 1998. He was in Los Angeles promoting his “Save the Dream” March – a March that protests the elimination of affirmative action programs and other perceived attacks on women, minorities and the poor.

Rev. Jackson invited lawyers-in-training to save Martin Luther King’s dream of a multicultural, multiracial setting by becoming what he termed “change agents.”

He characterized a “change agent” as an individual who is willing and able to challenge and change unjust laws and unjust ballot initiatives. This individual would be willing to sacrifice for the dream, and to choose “dignity over dollars and greens.”

The idea of choosing “dignity over dollars and greens” is not without a historical foundation. Rev. Jackson reminded his audience of the times when lawyers defined “change agents.”

The times when lawyers were looked upon as “hero’s” and “shero’s” and not stick, money-grubbing ambulance chasers. These were the times when “change agents” sacrificed their life to fight for the rights of individuals like Rosa Parks.

Without “change agents,” Rosa Parks and her descendants would still be sitting at the rear of the bus. While the thought of Rosa Park and her descendants sitting at the rear of the bus may appeal to some, it sends anger and despair throughout the masses. Rev. Jackson suggested that anger and despair has been a motivational basis for a setting inclusive of “many races, many faces, and many places” – “one big American tent.”

Rev. Jackson’s “one big American tent” would eliminate the worries and fill the air with equality. Racial and color barriers would be non-existent. Everyone would unite for a common good and for basic rights: “equal protection under the law, equal opportunity, equal access, fair share, and commitment to the least of these.”

Maybe these ideas are idealistic to some, but not to Rev. Jackson. His efforts are relentless and his.

REV. JESSE JACKSON SPEAKS: PAGE 2

Finals on Computer: The Virtual BlueBook

BY DOUG STENSTROM
You see computers in every classroom. A more precise description is to say you HEAR computers in every classroom. But the only sound during finals is the nervous scratching of the pen across blue books. The pecking of the keyboard has been noticeably absent.

That is about to change. This spring the school will implement a trial use of computers during finals. Three teachers, Tunick, Schchter and Nissenbaum, volunteered their upper division classes as the test run to allow laptop computers to be equipped with a special program called Examinator, allowing them to be used as “virtual blue books.” The students in these classes will have the option of using their laptops instead of hand writing the exam. And if all goes well the possibility exists of allowing everyone to take finals on their computers using the new software.

Examinator, developed by the S.W.A. Software Company, converts laptop computers into “virtual blue books” with a program called Secure Text. This software prevents access to all existing computer files or programs except for the Examinator word processor that is used during the final.

Security appears to be the main purpose behind the product. Every 60 seconds the student’s work is saved on the hard drive automatically. And at the completion of the exam, the Examinator stores an encrypted version of the exam on the hard drive. So no matter what problems may arise, such as a lost or malfunctioning Exam disk, an original version can be recovered from the laptop.

The software comes in two parts. The first part, the word processor, will be provided in advance to allow students time to practice on the software and allow the administration time to train the proctors of the exams. Installation takes only 5 minutes and requirements for the software are a PC with Window, 5MB of free hard disk space, a 486DX or better CPU, and 8 MB of RAM. A Mac version does not exist, but SWA informs us a Mac version will be available soon. Unfortunately, not before finals.

The second part of the software, the security system, comes on exam
JESSE: from page 1

vision is everlasting. He believes that "change agents" have the power to make the American dream become a reality.

Yet, his message could be lost if interpreted improperly. Does Rev. Jackson really mean that a "change agent" can not choose if interpreted improperly. Does have the power to make the American dream become a reality?

JESSE: from page 2

"change agent" can not choose if interpreted improperly. Does have the power to make the American dream become a reality. Natasha Travis, President of the American Association for education, says, "his message should mean that I will be in a better position to use that money and that power that I have." The fact that I want to work for a big law firm does not mean that I am turning my back on my people. It merely means that I will be in a better position to use that money and that power for good.

Javier Aguirre, member of the La Raza, agrees, "it is true, we can all be change agents without having to forego one for the other. Nowadays, we need capital to bring about change."

COMPUTERS: from page 1

day. The student is given a Exam Disk to use during the exam. The Exam Disk is designed with the students needs in mind as it comes with special features such as a ten minute warning before the final is over. Almost acting like a "virtual proctor." At the end of the examination, the Exam Disks are collected and the exams are printed on campus.

Examinator has been used in over 40 law schools and 12,000 exams across the country. It will also be used on the June 30 California Baby Bar as a trial run before utilizing it on the main Bar Exam. The error rate for the Examinator is .05, a reportedly higher retention rate than regular blue books.

The reports from most of the law school already using Examinator are favorable, indicating the software performed as promised. Students and administrators alike found it dependable reporting that "things went smoothly."

However, a few problems with the software have been cited. Besides the frustration for the Macintosh users, some students didn't have enough memory to run the software and a few operating errors occurred from students who mistakenly deleted part of the text. And one student who was unfamiliar with her own computer had trouble operating it during the final.

But the big question is how this will affect grades. Other schools have reported apprehension by many of the students over the possible advantages computer users will have over those who hand write their exams. Many students already believe type-written exams receive higher scores because they are easier to read. Now with computers, the student is able to revise and edit the exam, even insert new arguments by cutting and pasting.

Plus, the mind thinks at a speed closer to that of typing than of writing, enabling more information to be disseminated in a more efficient manner.

How many of us on the exams have felt our brain was three paragraphs ahead of our hands?

Even with all these concerns, there still appears to be no empirical proof of an advantage for computer users. Some schools reports that professors feel that, even though computer finals are easier to read, the exams from the Examinator appear to be no better than hand written exams and in some cases might even be worse.

And there is another side to this argument. The U.S. Department of Education anticipates over 70% of the incoming first year will use their computers for all of their writing tasks during law school, including note taking during class. Many students who prepare for a exam using their computer may be put at a disadvantage if they are forced to hand write that exam.

Plus, law school supposedly prepares you for the Bar and the real world. In the practice of law how many times do you see a handwritten brief given to a judge or a hand written memo given to a colleague? If law school prepares us for the real world may finals should allow us to use the tools we would use in the real world.

Right now these arguments are only hypothetical. The real proof will come this May.

THE LOYOLA REPORTER

Loyola Law School Student Newspaper

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The Loyola Reporter

The Loyola Reporter is a student run campus organization that serves the Loyola Law School community and is published monthly during the regular school year. The law school is affiliated with Loyola Marymount University in Westchester, Los Angeles, California. It accepts submissions from students, faculty, staff and alumnae.

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How to Reach us

The Loyola Reporter is located at Loyola Law school at 919 S. Albany Street, Los Angeles, California 90015. Phone number is (213) 376-8117 and fax number is (213) 380-3769.

For a good time call:

We are looking for two or three staff writers for the Loyola Reporter to serve during the 1998 school year. Great resume value! Hours are minimal and flexible to fit your schedule.

There is possibility for advancement to an editor position for dedicated staff writers. Training will be provided to the new editors, and the outgoing editors will be lending help and/or advice during the following school year.

Interested applicants should call (213) 736-8117 or leave a message at the Loyola Reporter office in the Rains Building, room 122. The positions are open to evening students as well as to day students.

SUBMISSION DEADLINES

FOR THE LOYOLA REPORTER

PUBLICATION
APRIL 8, 1998
DEADLINE DATE
APRIL 3, 1998

ALL STUDENTS AND FACULTY ARE INVITED TO SUBMIT ARTICLES FOR PUBLICATION.

Articles should be submitted on a 3.5" floppy disk in IBM compatible format. Preferable in Word Perfect 6.0 or Microsoft Word format. Specify which format the files are in. Also, attach a print copy of the article with your name and phone number attached.

You may include art work or photographs with your submission. Both black and white or color photographs are acceptable, half tone is not required.

Bring your article to the Loyola Reporter Office in the Rains Building, room 122. Either slip it under the door or leave it in the submission envelope posted outside the door.

If you have any questions please feel free to call at (213) 736-8117. We look forward to printing what you have to say!

"I can try a lawsuit as well as other men, but the most important thing is to prevent lawsuits." --Confucius, c. 500 B.C.
FLEMING'S FUNDAMENTALS OF LAW

Don't Miss...

THE LEGAL EXAM WRITING WORKSHOP

14 REASONS WHY YOU MUST ATTEND...
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  Strategies

✓ Learn How to Properly Interpret
  Calls of Questions
✓ Learn How to Develop Successful
  Legal Arguments (Fact to Element
  Analysis)
✓ Learn How to Use Public Policy Analysis
✓ Learn the Relationship Between the Casebook
  and Legal Exams
✓ Learn How to Get the Most Out of Class and
  Study Time
✓ Learn How to Write the Superior Answer

SCHEDULE OF SEMINARS

SANTA CLARA
• Saturday, February 14, 1998: Noon - 6:00 pm
• Sunday, February 15, 1998: Noon - 6:00 pm
• All sessions will be given live at the Days Inn, Great
  American Parkway, Santa Clara, in the
  Presentation Room.
SAN DIEGO
• Saturday, February 21, 1998: Noon - 6:00 pm
• Sunday, March 8, 1998: Noon - 6:00 pm
• All sessions will be given live at the Days Inn, Great
  America Parkway, Santa Clar-a, in the
  Presentation Room.
ORANGE COUNTY
• Saturday, February 14, 1998: Noon - 6:00 pm
• Sunday, March 8, 1998: Noon - 6:00 pm
• All sessions will be given live at Hope International
  University, 11200 Bristol Parkway, Culver City, in the
  Auditorium.
FRESNO
• Saturday, March 14, 1998: Noon - 6:00 pm
• Sunday, March 15, 1998: Noon - 6:00 pm
• All sessions will be given live at California Western School of
  Law, 4475 Market Street, Ventura, in the
  Auditorium.
SACRAMENTO
• Saturday, March 14, 1998: Noon-6:00 pm
• Sunday, March 15, 1998: Noon-6:00 pm
• All sessions will be given live at America's Books,
  Great America Parkway, Santa Clar-a, in the
  Presentation Room.
RIVERSIDE
• Saturday, March 14, 1998: Noon-6:00 pm
• Sunday, March 15, 1998: Noon-6:00 pm
• All sessions will be held at California Southern School of
  Law, 900 East Mission Road, Mission Viejo, California
  92692.

TWO DAY WORKSHOP SCHEDULE

SANTA CLARA
• Saturday, February 28, 1998: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
• Sunday, March 1, 1998: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
• All sessions will be given live at the Days Inn, Great
  American Parkway, Santa Clar-a, in the
  Presentation Room.
SAN DIEGO
• Saturday, February 21, 1998: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
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  Law, 900 East Mission Road, Mission Viejo, California
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Course Lecturer:
PROFESSOR JEFF A. FLEMING
Attorney at Law • Legal Education Consultant

For the past fifteen years, Professor Fleming has devoted his legal career towards the
development of legal preparatory seminars designed solely to aid Law Students and Bar
Candidates in exam writing techniques and substantive law.

Professor Fleming's experience includes the Lecturing of Pre-Law School Prep Seminars and
First and Second Year Law School Final Reviews. He is the Operator and Lecturer of the
Bar Exam Writer Workshops. He is also the author of the Legal Examination Writing Workbook.

The course will be structured to include both substantive law and legal analysis. Professor Fleming's
proven teaching techniques provide students with both a strong background in substantive law
and a solid foundation in legal analysis. This provides the combination necessary for the
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made it possible for thousands of law students to improve their grades and ultimately pass the bar exam.

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Students who pre-register for the Writing Course and June 1998 Baby Bar Review
($75 Deposit Required) will be given a $150 Discount Off the Regular Writing Course Price.
Summer Abroad Program in Central America

CONTACT VLASTA LEBO FOR INFORMATION

Convinced that we must train a generation of lawyers who are sophisticated in international and comparative law, knowledgeable about the global environmental crisis, dedicated to human rights, and attuned to Third World and Latino cultures, Loyola Law School opens a door to that training through this summer program which marks our eighth year in Central America. The program is limited to 28 students whose backgrounds demonstrate concern with these issues.

Past students have responded very favorably to the program. On a scale of 1 to 5, with 5 being best, students every year have rated their "overall experience" between 4 and 5. On request, we would be happy to provide you with some names and telephone numbers of students from last summer's program so that you might get a more personal evaluation.

A single, 4 semester-unit course is offered entitled International Protection of Human Rights. It is a study of basic human rights, women's rights, indigenous peoples' rights, civil, political, economic, social and cultural rights. The focus of the class is on the United Nations and Inter-American systems of international law designed to protect those rights. The course will also discuss the consideration of the political processes and non-governmental organizations that play key roles in protecting human rights outside of the formal legal framework. All classes are in English or will be consecutively translated to English.

Classes will be held at the School of Law, University of Costa Rica (UCR). UCR, with 24,000 students, is the principal public institution of higher education in Costa Rica. It is located at the edge of downtown San José on a large, garden campus offering pleasant study, food, and recreational facilities for students.

The School of Law, our host, has 1,000 women and 1,000 men students who attend classes in a modern five story building containing a separate law library, a bookstore, and cafeteria.

You will live and have breakfast and dinner with a family in San José. The cost is fully paid by Loyola as part of your tuition. Lunch is your responsibility (about $2 a day will buy lunch in a University cafeteria). Housing will be arranged by the University of Costa Rica Office for International Affairs, which has lists of dependable homes within walking or bus distance of the campus and which regularly places students in these homes.

The homes will be modest and clean. They may be simpler, and there may be more people living in the house than some U.S. students are accustomed to. Each student will share a room with another student or will have a single room. The rooms will be equipped with lamps for studying.

Living with a foreign family often turns out to be one of the most rewarding and memorable parts of a program like this. Nearly all students in last year's program were very pleased with their housing in San José.

You will have a superb chance to practice your Spanish, or start to learn it. (If you speak no Spanish, bring a phrase-book to help you through critical moments.) You will absorb more about local customs than you will ever find in any guidebook. And, if you approach the adventure as a courteous guest, chances are you will wind up with some fine Costa Rican friends.

Any student registered in, or a graduate of, any law school is eligible to enroll. The program is selective, limited to only 28 students from among numerous applicants. We are looking for a diverse group of students who will bring various talents and backgrounds to this summer program and who will particularly benefit from what it has to offer.

Chile

Rocks!!!

BY MAURICIO RAULD

O.K. maybe I'm biased. Maybe it's because I'm a native, visit the country twice a year and hope to one day live there. But believe me when I tell you, if your looking to have a great, fun summer, and willing to make life long friends, then the annual summer abroad program in Chile might just be for you. Oh yeah, six units in your back pocket isn't too shabby either. From what I hear, this year you even get to stop off in Argentina on your way there.

Academically, your six units include classes, taught in English, by distinguished Chilean law professors, business leaders, and community activists. Also, there are official visits to Congress, the Supreme Court. Classes are held in the mornings and only four times a week. This gives you plenty of time to experience Chile itself. Learning Comparative Law and International Trade in Latin America is all well and good, but the real fun (and experience) begins outside the classroom.

This six-week program begins with your arrival at the very nice apartment hotel where you are placed with one or two roommates. The apartment is not only excellently located, but also is extremely nice, far and beyond normal Chilean standards. Cable, the essential heater, and daily room service are also included. If at all possible, I highly recommend arriving in Chile a few days early and staying with people you know or a cheap hotel. The reason behind my madness is that the program officially begins on a Sunday and classes begin the next day, eight o'clock sharp. Academia and jetlag do not mix. While getting flashbacks from freshman year dorms, you meet the rest of the program as they arrive in shuttles from the airport. The program then treats you to a welcoming dinner at a top country club. In the weeks to come they'll treat you to trips to the beach (where dinner at Congress is included), skiing at one of the world's top resorts, and a visit to the Supreme Court where you actually get to hang out and talk to the Supreme Court Justices; what a trip.

As alluded to before, the best part about the lodging is it's location. Right in the heart of the "taquilla" or the hot spots. Sucia, as it is called, is a two square block area filled with restaurants, bars with live bands, and dance clubs (check out 'Entre Negros'). Primarily due to the fact that both your classes are pass/no pass, you spend somewhere between six to seven nights of the week, out in the town. If you don't, you are a fool. If you want to learn, there is no substitute for getting out there. Boomerang deserves a special mention for being a great place to go out and have a drink. And you simply can't visit Chile without going to "La Napa".

Loyola Student on the Pacata River

BY MARK WAGNER

I spent my summer in Costa Rica on the Loyola Summer Abroad Program in environmental law. Both the program and the country are incredibly but the most interesting part of the trip was getting down there. I'm not going to go into details on the layout of the country, you can get that information out of a brochure. But all of Central America is green and rich in culture. Instead I'll tell you about my trip down there with an old college buddy.

Rather than fly straight to Costa Rica I flew into Guatemala City and bussed down from there. Guatemala airport is the most frightening airport I have ever landed in. To get to the airport you have to weave through downtown office buildings. Wisely, the pilots refuse to land when it is cloudy and in Guatemala it rains about three hours every day during the summer. So we got rerouted to San Salvador, and judging from the number of passengers, this is par for the course. As you approach San Salvador, the city spreads out beneath you. The plane is flying at a very low altitude and you are able to get a great view of the city. The city is very large, and it seems as though everyone is driving. The traffic is very heavy, and it is very difficult to get around. The city is very hot, and it seems as though everyone is sweating.

When you go to court, you are putting your fate into the hands of twelve people who weren't smart enough to get out of jury duty.

Norm Crosby
Professor Profile

Professor Stanley Goldman

By Golareh Hamid

He professes to being shy about speaking in public, however one sitting in any of Professor Stanley Goldman's lectures would prove otherwise. His animated, dynamic and charismatic lecture style may possibly be a result of his minor in drama during his undergraduate studies at the University of California, Los Angeles.

After UCLA, he received his J.D. from Loyola Law School. Entering law school with the objective of becoming a trial lawyer, the class that "spoke to him" and captured his interests was Evidence. The instructor who played a pivotal role in his life was a visiting professor from Davis Law School, Jim Hogan. From Hogan he attained two things, his highest grade in law school, a 99 in Evidence, and also the inspiration to pursue teaching.

Goldman started teaching part time at Western State the January after graduation. The very next day, he started serving as a Los Angeles County Deputy Public Defender. His teaching career started with Trust and Wills. However, half way into the semester, an unfortunate occurrence became Goldman's good fortune, an Evidence professor became ill and he was asked to take over the class.

That year, Goldman also started teaching Bar Review courses for barbri, which he still does today. Four years later, "quite out of the blue," Loyola Law School hired Goldman as a part time summer Evidence professor. Three years later, Goldman received tenure.

Goldman is currently representing producer Ben Efrain in the appeal of the Pamela Anderson Lee case (The Private Movie Company vs Pamela Anderson, et al.), and can be seen daily on the Fox News Channel.

In an interview with Goldman, he talked about his views on teaching, the students, working at the Public Defender's office, Monica Lewinsky, President Clinton, and much more.

Question: Do you remember your most memorable case or your greatest performance at the Public Defender's Office?

Answer: My greatest performance and my most memorable case would definitely not be the same, or anywhere near it. It's hard to say what your most memorable case is. When you are a PD you represent some very interesting people, very interesting people. I represented a guy who blew up the Pomona Freeway, but got the kidnapper acquitted.

Sometime the most memorable trials are not the big ones. Sometimes your best performance is a totally losing effort. Sometimes it doesn't matter who it is, it could be Clarence Darrow and they would lose the case. Other cases, it could be a trained chimpanzee just sort of banging on the table, and you could win. So it varies greatly. I do remember one time winning a case in spite of the fact that they had a forty minute taped confession of my client that they played for the jury. I persuaded the jury that he was in fact confessing, but to a different crime. I suspect that something my client thanked me for, at least, if not society.

Q: Have you had the same teaching style from the beginning, or is it something you acquired through experience?

A: I just talk. [He shrugs.] I never really had a theory of teaching other than that. The one arguable theory is just that you could learn a lot just picking apart a case and trying to figure out what they did, if they did it right or did it wrong, and why they did it that way, and learn a whole world of information sort of irrespective of what the rule is, or ought to be, or anything else, just by thinking about it.

This is about the only philosophy I ever had. This is why I don't spend a lot of time on the facts in my classes. I think I always taught that way. It's hard for me to say that it ever got refined, some would suggest quite the opposite.

Q: Do you enjoy teaching?

A: Well, I like teaching. I've been doing it for all my adult life. And I can say is that the one thing I ever did taught to the students!

A: I taught legal writing, as all professors are asked to do, ...and the one thing I can say is that I didn't suck. The problem with teaching people how to write is that they have already picked up a lot of bad habits or they don't understand the significance of it. I was one of them in the sense that, if I ever did bloom, it was quite late, and I'm not entirely certain that it ever happened. I was one of those 'Teaching Johnny to Read' kids. I'm a dyslexic and they didn't know about that when I was going to school. I flunked the first grade because I could never read anything. They kept passing me on because I was the oldest kid in the class and they couldn't keep flunking me. Eventually, by about age 16, I finally learned to read, and at that point I started absorbing things. Of course, I credit my illiteracy to my fairly good memory. Illiterate civilizations are known for having very strong oral memories. For example, in 1995, I had about 1000 radio and television

GOLDMAN: page 10

"I never met a litigator who did not think that he was winning the case right up to the moment when the guillotine came down." William F. Baxter, American Lawyer and Assistant U.S. Attorney General.
IL QUESTION OF THE MONTH

Q: If you were Monica Lewinsky's Attorney, what would be your strategy?

Joseph Becerra
A: "Divide and Conquer"

Alex Shlafman
A: "I would diligently represent her to the best of my ability. Every person, no matter who they are, deserve to be treated as if they are innocence, until proven guilty by a court of law. I would do everything within my power to make sure that she got a chance to have her side of the story be told" 

Ted Venegas
A: "I would Plead promiscuity"

Gilbert Serrano
A: "I would tell her to keep her mouth shut."

Andy Chen
A: "Run far away from that situation. But still get paid"

LAW SCHOOL

Lies and Half-Truths

BY EDWARD VALACHOVIC

For those new to law school, and those who have not quite caught on to the big picture yet, the Reporter has compiled a list of typical lies or half-truths which are commonly encountered. After each lie/half-truth there is a list of suggested motivations for the speaker of the statement. The "Truth" of the matter is an attempt to led you a little closer to reality.

1. "$HORNBOOKS AND COMMERCIAL OUTLINES DON'T HELP YOU."

Motivations: Professors may say this because they:

a) Are angry they didn't make use of them when in law school.
b) Don't want you to see that the entire lecture comes straight out of a study aid.
c) Is truly pissed off that one paragraph is more valuable than three weeks in their class.

Truth: Sometimes the outlines contain extraneous information and are as confusing as the professor. Above all, remember that you get tempted. o~~~ what the professor thinks is right.

2. "ALL PROFESSOR'S GRADE THE SAME WAY AND LOOK FOR THE SAME THINGS IN AN EXAM."

Motivation: Professors make this statement because they:

a) Are plagues with guilt, and remember how it feels to get a lousy grade on a course that took 110% effort.
b) Are trying desperately to prop up a baseless hierarchal system which has given them the cushy job they have today.
c) Has no idea how they grade.

Truth: It is no different than undergradate school. The object of the game is to guess what the professor wants to hear. Hint: Don't always believe what they tell you.

3. "LAW SCHOOL GETS EASIER AFTER THE FIRST YEAR."

Motivation: If a professor makes this statement, it is:

a) Meant to be supportive
b) Due to loss of memory from age or Alzheimer's disease

c) A method to encourage you to come back and pay tuition for another year.

Truth: In your dreams. It's just that most students are so discouraged from lack of any positive reinforcement that they just don't give a crap after the first year. That's what makes it seem easier.

4. "THE SOCRATIC METHOD IS THE BEST METHOD TO TEACH LAW."

Motivation: Professors says this:

a) To see if anyone would really believe it.
b) Because confusing students is the secret pleasure if their lives.
c) It would take too much effort to find a better way to teach.

Truth: Answering a question with another question is a good way to avoid ever committing yourself(i.e. being wrong).

5. "YOUR GRADES REFLECT BOTH THE NUMBER OF HOURS YOU SPENT PREPARING FOR CLASS AND HOW INTELLIGENT YOU ARE."

On hearing it said that they were drinking too much, the Justices of the Supreme Court decided they would henceforth drink nothing on their weekly consult.

Justice Story replied, "Mr. Chief Justice, I have very carefully examined this case, and I have to give it an "

Justice Marshall replied, "Justice Story, I think that is the shallowest and most illogical opinion have ever heard you deliver; you for get that..."
COMMUNITY

Heard in Law School

**Motivation:** If professors makes this statement, it is:

a) A way to avoid explaining their grading system (if in fact one even exists).

b) A deliberate way to tell you to consider a career in fast food management.

c) As strange as the Republic, and by the laws of nature.

d) An opinion that there is not the slightest sign of rain.

--- **Motivations:** Professors make their... know in the form the professor wants. What does the professor want? See "All the professors that..." supra.

6. "HAVEN'T STUDIED MUCH / I ENJOY PARTYING TOO MUCH."

**Motivations:**

a) To lure other students into a false sense of security.

b) Wants good grades to appear to be a result of sheer brilliance.

c) Anticipates a bad grade.

**Truth:** Nobody got into law school solely for their ability to party. Each person works hard given their personal circumstances.

7. "STUDY GROUPS ARE THE BEST WAY TO PREPARE FOR CLASS OR EXAMS."

**Motivations:**

a) Nostalgia

b) Saw Paper Chase once too often.

c) Fantasizes about a late night study group resulting in group sex.

**Truth:** Albeit time consuming, it is a good way to learn to argue both sides of an issue. Study groups are also an excellent way to make some of your worst enemies in law school.

8. "BRIEFING IS THE KEY TO GOOD GRADES."

**Motivations:** Professors make this statement because they:

a) Base their ego trip on how long you have to study for their class.

b) Get a percentage of the money spent on buying study aids.

c) Own stock in a paper company.

**Truth:** It is a good way to get into the habit of recognizing the different elements of an issue and how they were satisfied. Beyond that, there is no magic.

9. "LAW SCHOOL IS REALLY CUT-THROAT."

**Motivation:** This person is for some sadistic reason, attempting to set students against each other.

**Truth:** The statement is self-perpetuating. Like everything else, law school is what you make it.

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**SBA NEWS**

**BY TODD CARPER**

Sports and recreation have reached Loyola Law School. Finally, there will be something to do on this campus during free time, or study break time... or for some students, all the time (besides contemplating what to do while not reading for class).

The Student Bar Association (SBA) has made available a supply of basketballs, footballs, volleyballs, and frisbees for students' use on Loyola's new basketball court and grass area (and anywhere else that does not interfere with others). Equipment can be checked out at the Security Office in the parking structure with a student identification card.

Additionally, the SBA has purchased a ping-pong table for the student lounge. Paddles and balls are also available for checkout from the Security Office. And be looking for some more changes to the student lounge that are coming soon.

Softball season is in full swing. The Loyola Softball team was undefeated through the first half of the season, competing in the L.A. City League on Thursday nights at Rancho Park last semester. The SBA congratulates those who participated and thanks the Loyola fans who have come out to support the team. The team will continue its onslaught this semester, and is looking forward to taking on the other law schools from the region in the ABA/Law School Division Ninth Circuit Softball Tournament this spring, hosted by the University of San Diego (last year's champion).

Be on the lookout for the following activities on campus this semester: Intramural basketball tournament. First annual student golf tournament. Flag football / powder puff football. Bowling night (in conjunction with a Bar Review).

Students who have any sports related questions or suggestions are encouraged to call Todd Carper, SBA Sports Chair, at voicemail #2875.

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**Shutterbugs.**

The Reporter seeks a staff photographer as well as photograph submissions. If you have a photo that you think could tell a proverbial 1,000 words, send it in and we'll give it the once over.

Photographs will be returned on request.

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A way to avoid explaining their grading system (if in fact one even exists).

A delicate way to tell you to consider a career in fast food management.

A real ego trip.

A delicate way to tell you to consider a career in fast food management.

A way to avoid explaining their grading system (if in fact one even exists).
ON THE WAY: from page 4

my neighbors warned us to be ready to spend the night, we hear from the pilot that things have cleared up. So we head back to Guatemala where things haven't cleared up. Instead we spend the next two hours circling over crappy weather.

As most locals will tell you, Guatemala City is a dump. Eventually, we found some nice areas in the city out of our budget and in truth its not quite as bad as everyone seems to tell you. That's not to say that its fantastic either. So, we got the hell out of there as fast as we could. I have a friend who lived in Panajachel, about three hours outside of the capital. He offered us the use of his house. The bus drivers in the city had no idea how to get there but we met some kid from Belize who offered to help us. He got off the city bus with us at a bus central where he thought buses left for Panajachel. At first we were a little suspicious of this kid but in the end we figured he just wanted to practice his English. He told us to an intersection full of buses and asked around. The consensus was that the bus for Panajachel left within this two block radius within the next four hours, but no one knew exactly where or when. In our travels, we found that even if people don't know the answer to your question they feel the polite thing to do is to give an answer that may seem plausible. So we went to a local coffee shop and asked the owner his opinion. He told us the best spot to catch the bus was in the center of town, 10 blocks away. On our way there we got accosted by various people asking us where we were heading. We broke down and told one of them we were going to Panajachel, he grabbed our bags and tossed them on a bus and told us to pay as we got on. We figured the best thing to do was to follow the bags, as long as they were leaving Guatemala it didn't matter where they were heading.

So we got on the short bus, which in the United States holds two little kids per seat, three if they're young enough. This bus had three adults per seat and a kid on your lap, plus the standing room for those carrying chickens. We both had our backpacks in our laps to protect the bags and because a backpack beat having one of those kids pissing in your lap (something that had happened to one of my friends previously). This three hour ride was not the most comfortable ride I've been on. If you're one of those who believe you need 4-wheel drive in Los Angeles, then my advice to you is not to travel Guatemala by bus.

We made it to Panajachel which is a beautiful town with pristine lake surrounded by two volcanoes covered with grass, but you can check this place out yourself. We then headed north to Tikal, which you may recognize as the rebel base in the movie, The Empire Strikes Back. Tikal is a former Mayan city full of grandioses mayan temples in a national park that has been completely reforested. Its reason enough to make a trip to Guatemala.

After this tour we made a trip back to Panajachel, where we befriended a woman who invited us to visit her sustainable coffee farm (environmentally friendly). Since, I was heading down to an environmental program I figured it would be a worthwhile to visit an environmentally friendly farm. On the way to her farm she had us check out a farm run by the son of its owner. The son, Gabriel, graduated from SMU and convinced his father to grow coffee. They all swapped methods and he explained the process to us. We then met his wife, a stereotypical southern belle. She was extremely hospitable, doing the polite thing to do is to give an answer that may seem plausible. So we went to a local coffee shop and asked the owner his opinion. He told us the best spot to catch the bus was in the center of town, 10 blocks away. On our way there we got accosted by various people asking us where we were heading. We broke down and told one of them we were going to Panajachel, he grabbed our bags and tossed them on a bus and told us to pay as we got on. We figured the best thing to do was to follow the bags, as long as they were leaving Guatemala it didn't matter where they were heading.

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Help us make this newspaper one that serves the Loyola Law school student community. Please send us any suggestions or ideas about how to make this paper more interesting to you, the law student.

Tell us what you want to read. Tell us what you think will make your law school experience more fulfilling and personal. For example, would you like to see more editorials, opinion pieces, law student comments? Would you like to have articles on famous alumni or articles written by faculty. Would you like to know more about the surrounding community?

Remember, this is your law school and this is your newspaper. Make the most of it! Please call us at (213) 736-8177 or drop a note in the envelope outside our door.

"A contingency fee is an arrangement in which if you lose, your lawyer gets nothing -- and if you win, you get nothing." George M. Palmer
appealing as it may sound.

ON THE WAY: from page 8

Note this whole time we had been told not to travel at night in Guatemala or El Salvador, which is easy to do because the towns are dead once night falls. People still stick to the old curfews from war time and everyone is in bed by 6:00 pm.

Not until El Salvador did we start hearing warnings of safety, such as to watch our bags on buses.

In Costa Rica, I was travelling with eight people and we had our bags stolen right from under our noses, but that is another story. In El Salvador we kept hearing warnings about one particular bus ride, the one from San Salvador to La Libertad. Apparently former guerrillas find robbing buses is their best means of supporting themselves with the skills they know. So, while taking this trip we were comforted by the fact that the bus driver wouldn't come to a complete stop when picking up passengers, he'd only come to a slow roll. We weren't so comforted when he stopped the bus to fill it up with oil. And we were even less comfortable when he stopped the bus and asked us all to get off and catch the next bus. The other passengers didn't seem that nervous by the situation—maybe because they saw two gringos with huge backpacks as a safe buffer between the bandidos and them.

A bus finally came by after about a half-hour and shoved us back. The bus driver couldn't hear her screams and didn't stop for another half-mile. When he finally did, he yelled at her for her mistake and dropped her off to walk back and pick up the basket. He then took off leaving her to catch yet another bus.

We made it to San Salvador safely. San Salvador sort of reminded me of the old west in that there are bullet holes in the sides of the buildings. Hotel managers triple locked the hotel entrances and our rooms while we were there and you had to check your machetes and guns at the coat check before entering a bank. The only exciting thing there was the happy hour at the gas station around the corner from us which was difficult to deal with after trying raw conch.

We did eventually make it to Costa Rica but I've used up the space allotted and will have to get back to you on that part.

CHILE: from page 4

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H E L P AT E V E R Y T U R N

Education Resources
GOLDMAN: from page 5 appearances and I never wrote any- 
thing down. I just remember where I had to be. ... Had I been given more opportunities ... like having twice as much time to take exams, I'm not entirely sure I would be where I am today.

It's a very depressing thing if you are not a good writer when you learn that you are so far ahead of the game if you can simply explain what you want to say in a way that someone can understand it. ... You have a much better shot at convinc- ing people all over the place.

Q: Can you recall the best or 
worst student you've ever 
encountered during your teaching 
career?
A: I have had a number of truly exceptional students. The worst thing for me is, having stu- dents not prepared, on the first day of class, even though they have the assignments and they have the book. [This] has always irritated me tremendously because if they are going to be in that mood from the beginning, you have real prob- lems with them.

Q: What is the nastiest thing you've ever said to a student?
A: It was quite off the cuff. It was the first day of a two-hour ACJ class and I was now calling on the third or fourth person. The first three had recited quite well, and I called on someone who said they weren't prepared. It was not that people didn't have the books or that he was a late addition to the class or anything. I happen to know the students that I call on the first day because I do some investigation, which I sometimes do, to find out where people come from. I talk with the Dean of Admissions to find out who he thinks would be able survive a heart attack getting called on the first day. So I know who I'm calling on. I'm not calling on someone who was just admitted last week. I always research who I call on for first semester first year sections. I don't want to call on anyone who will have a heart attack or drop out of law school. So, I called on this student and he wasn't ready, and I just looked at him and I said, "You know, when class is finished, you may want to consider contacting Southwestern and letting me know when you re- considered that kind offer." That story made it around law school within two hours. I was known as the biggest son of a — on campus after that and for weeks to come; Probably still have that reputation.

Q: Do you care about your reputation?
A: You can't care about your reputation completely and be a good professor. ... Any professor worth their salt can manipulate a class by being the worlds greatest Joe and the nicest guy in the world by just telling jokes and not calling on anyone that doesn't want to be called on. But the reality is that there are too many students who will not have the self- discipline not to take advantage of it, or not understand that they are taking advantage of it and the net result is that you are not doing them a favor, you are hurting them. They may be adults, but there is still some guide- ance that you will have to provide.

Q: What are your thoughts on the current Monica Lewinsky controversy?
A: Monica Lewinsky? Well, as my mother would say, "If it's true, it's a shonda'." For a nice Jewish girl it's a shonda'. [Note: loosely translated, a 'shanda'd means a disgrace, a Jewish dis- grace.]

As for my personal opinion, I reserve my personal opinion on this as to whether this is true or not. But I will simply say that if its true, it's a terrible shame, but I don't find it grounds for impeach- ment.

Q: What do you think about the recent news of Monica Lewinsky allegations being false?
A: Stranger things have happened. If someone asked be if its possible that O.J. Simpson is inno- cent, and my response would be "Stranger things have happened,' I'd have to pass and say, No- so that would be the strangest thing that happened. But, I think stranger things have happened than the Lewinsky allega- tions being false. Is it a possibility, and clearly if you ask me if they

Q: If you were Monica Lewinsky's lawyer, what would your strategy be?
A: To try and get her transactional immunity. My strategy would not be. I would hope, to go on every television show that would have me and divulge all sorts of potentail confidences to the point that one might argue that there would be some waiver of attorney privilege.

Q: What do you think about Kenneth Starr?
A: Kenneth Star, I think, will make a fine Dean of Pepperdine.

Q: Who is your favorite Supreme Court Justice and why?
A: Justice Brennan because he embodies a combo of superb writ- ing, critical legal thought and an understanding of what the constitu- tion really meant. Justice Harlan because although I disagreed with four fifth of his opinions, was none the less a dedicated jurist who I had nothing but respect for. Justice Brandies because he was just brilli- ant. He understood the public impat of the court and was the first real public lawyer to be appointed.

Q: If you were to win the lot- tery tomorrow, what would you do?
A: I would not give up teaching at Loyola, although I might give up teaching Bar Review courses.

Q: What would be the first thing you would spend the money on?
A: If my mother was still alive, I would buy her a nicer place to live in.

Q: When you wake up in the morning, what is your passion? What drives you?
A: What drives me is to stop the darn phone from ringing. It's usually a call to do early morning TV. ... So my passion would be to sleep another hour.

Q: How did you initially get into making TV appearances?
A: They called. They called for the Simpson trial. Although I had done the occasional TV news, there were days during Simpson where I was doing 30 interviews a day. Before that day, there was much less in the business of legal analysts.

Q: What do you think the public remembers today about the OJ Simpson trial?
A: I don't know if its important that they know that they remember anything.

There is a wonderful line that begins the fifth chapter of William Faulkner's novel Light in August, "Memory believes before knowing remem- bers." And I think that's very true about long experiences and formative experiences like the Simpson case. It was, for a fair segment of the American public, their first exposure to the criminal justice system, and even though they may not realize it, in years to come, as they sit on a jury, or dis- cuss the law or someone's guilt or innocence, they may not understand that it is the memory of the OJ Simpson case that is slanting their views, but it will.

Q: Do you have any advice for graduating students ready to embark upon the three-day quiz? A: Don't sweat the small stuff, it will take care of itself. And just remember that if you have succeed- ed at all in law school, just be cau- tious and do the same thing for the bar exam and you will get through it.

Q: Where do you see yourself in 10 years?
A: Ah, hopefully still walking. [He smirks] I have no idea. I gave up doing that when I turned about 32.

Q: In one word, can you describe How you will be in 10 years?
A: Tired.

SPECIAL THANKS TO:

Rod Rummelsburg
John Rogers
Joseph Windolph and Rebecca Villalobos at the Computer Center
Stuart Miller at Instructional Media

"Definition of Litigation: A machine which you go into as a pig and come out as sausage."  
Proverb
Title 9, Section 1.01
California 1997-1998 Season
Bag limit on Attorneys

1. Any person with a valid California hunting license may harvest attorneys. There is no bag or possession limit.

2. The attorney season is closed during the meeting of the State Bar in September each year, this being the equivalent of mating season.

3. Attorneys may be taken with traps and dead falls; current may not be used as bait.

4. Attorneys may not be killed with motorized vehicle. If accidentally struck, the hunter should move the carcass to the roadside, and proceed immediately to a car wash.

5. It is unlawful to shout "WHIPLASH", "AMBULANCE", or "FREE SCOTCH", for the purpose of trapping attorneys.

6. It is unlawful for a hunter to disguise himself as a reporter, drug dealer, accident victim, physician, or female law clerk for the purpose of hunting attorneys.

7. Attorneys may be taken with any form of deadly weaponry including rifles, pistols, shotguns, or bow and arrow. Elephant guns are recommended. These provision are for hunter safety, as attorneys have been known to charge ferociously even when unmolested. (If attacked by an attorney, hunters are advised to abandon their billfolds, as the attorney will always stop for the cash, allowing the hunter to escape.

8. Care should be used so as not to over hunt the species. We do not want a repetition of the disaster that followed the "no limit" season on the subspecies "Honest Lawyer". That particular variety is now extinct. Excessive harvesting of other species could dry up the supply of cheap three piece suits and severely cripple the student loan business.

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