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 lives 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 through-out 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

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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, Schobert 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 use 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 computer using the new software.

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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 computer using the new software.

Examinator, developed by the SWA 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 the Examinator word processor that is used during the final. No opportunity or temptation exists to access disallowed materials.

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

COMPUTERS: page 2

"Freedom of expression is the matrix, the indispensable condition, of nearly every other form of freedom."

Justice Benjamin Nathan Cardozo
BELIEVES THAT "CHANGE AGENTS" VISION IS EVERLASTING. HE
THINKS THAT WE CAN NOT CHOOSE TO WORK FOR A BIG LAW FIRM
AND THEN CHOOSE TO WORK FOR THE PEOPLE. THE
FACT THAT I WANT TO WORK FOR THE PEOPLE IS
PART OF THE AMERICAN DREAM BECOME A
REALITY.

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.

THE LOYOLA REPORTER
Loyola Law School Student Newspaper

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"I can try a lawsuit as well as other men, but the most important thing is to prevent lawsuits."
"We should make it our aim that there may be no lawsuits at all."
Confucius, c. 500 B.C.

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
in mind as it comes with special feature 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
the campus.

Examinator has been used in over 40 law schools and 12,000 exams
cross 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 0.05, 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 of the Macintosh users,
many 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 students 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 writing, enabling more information to be dis-
seminated 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 report 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
memo given to a colleague? If law school prepares us for the real world
maybe 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.

For a good time call:
We are looking for two or three staff writer for the Loyola Reporter
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cated staff writers. Training will be provided
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ing school year.

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dents as well as to day students.

SUBMISSION DEADLINES
for THE LOYOLA REPORTER

PUBLICATION
APRIL 8, 1998
DEADLINE DATE
APRIL 3, 1998

For the Loyola Reporter

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 (Library) 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!
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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 America, and Santa Clara University (formerly Pacific Christian College, 2500 East 20th Street, Santa Clara)

SACRAMENTO
• Saturday, March 14, 1998: Noon - 6:00 pm
• Sunday, March 15, 1998: Noon - 6:00 pm
• All sessions will be given at the Days Inn, Great America, and Sacramento University

ORANGE COUNTY
• Saturday, February 21, 1998: Noon - 6:00 pm
• Sunday, March 15, 1998: Noon - 6:00 pm
• All sessions will be given live at Hope International University

RIVERSIDE
• Saturday, March 7, 1998: Noon - 6:00 pm
• Sunday, March 8, 1998: Noon - 6:00 pm
• All sessions will be given at the Days Inn, Great America, and Riverside University

FRESNO
• Saturday, March 14, 1998: Noon - 6:00 pm
• Sunday, March 15, 1998: Noon - 6:00 pm
• All sessions will be given at the Days Inn, Great America, and Fresno University

LOS ANGELES
• Saturday, March 7, 1998: Noon - 6:00 pm
• Sunday, March 8, 1998: Noon - 6:00 pm
• All sessions will be given live at the Santa Monica College, 1530 Bristol Parkway, Culver City, in the Projection Room.

FLEMING'S FUNDAMENTALS OF LAW

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 all 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 Review. He is the Opener and Lecturer of the Baby Bar Review Seminar and the Founder and Lecturer of the Legal Exam Writing Workbook. Both are sessions involving intensive exam writing techniques designed to help the law student write the superior answer. He is the Founder and Lecturer of Long Shot Bar Review. In addition, Professor Fleming is the Publisher of the Performance Exam Solution and Multistate Examination Workbook, the creator of The Exam Solution Tape Series, which aids law students in exam preparation, the Author of the First Year Exam Writing Workbook, the Second Year Exam Writing Workbook, and the Third Year Essay Examination Workbook. These are available in legal bookstores throughout the United States.

Professor Fleming has determined that the major problem for most law students is weak analytical skills. Most students can learn the law, but application of the law is a stumbling block under exam conditions. Professor Fleming has structured his programs to include both substantive law and legal analysis training. This provides the combination necessary for the development of a more well-prepared and skilled law student and Bar candidate. These courses have made it possible for thousands of law students to improve their grades and ultimately pass the bar exam.

Registration Form

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Number of Semesters In Which Currently Enrolled: Graduation Date:

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Summer Abroad Program in Central America

Contact Vlasta Lebo for information

Summer Abroad Program in Central America

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 the country. 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 by 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) begin 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 most part about the lodging is it's location. Right in the heart of the "tiquila" or the hot spots. Suecia, 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 at 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

On the Way There

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 incredible 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 bused down from there. Guatemala airport is the most frightening airport I've 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 row of the passengers, this is par for the course.

"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

CHILE: page 9
ON THE WAY: page 8
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 who was none other than Jim Hogan. From Hogan he attained two things, his highest grade in law school, a 99 in Evidence, and also the inspiration to become a public defender.

Goldman started teaching part time at Western State the January after graduation. The very next day, he started serving as a Deputy Public Defender. His teaching career started with Trust and Wills at Western State. 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 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.

Sometimes 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 this was 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 it's fun. And I reached my adult life about a year and a half ago.

Q: What do you think about the quality of legal writing being 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 fairily good memory. Illiterate civilizations are known for having very strong oral memories. For example, in 1995, I had about 1000 radio and television shows of Shakespeare and the people in the class would seemingly know what you were talking about...you just don't get the feel for that class for a number of years, and in fact, definitely get the impression that the students aren't being taught, either in high school or college, anything about critical thinking. They are being programmed to memorize and you can identify that because I don't tend to get the critical thinking kind of play in class that I used to get.

Q: Do you feel the same is true about the night students?

A: The same is also true. There is always people with a lot of education and experience with vast knowledge of the world. I just get the impression that we have seen a decrease in secondary and college education. This could be due to the size of the class or the faculty not being interested in teaching people how to think...The whole idea of being a lawyer is to critically think and knowing what is important...and what the issues are...It's a lot of sophistry and game playing. And the students these days are far less interested in game playing as opposed to is the answer 6 or 7.

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A: The same is also true. There is always people with a lot of education and experience with vast knowledge of the world. I just get the impression that we have seen a decrease in secondary and college education. This could be due to the size of the class or the faculty not being interested in teaching people how to think...The whole idea of being a lawyer is to critically think and knowing what is important...and what the issues are...It's a lot of sophistry and game playing. And the students these days are far less interested in game playing as opposed to is the answer 6 or 7.

Q: What do you think about the quality of legal writing being taught to the students?

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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. Everyone, 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 Plea 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."

Loyola Students having fun at Turf Club on Thursday night.

Students taking advantage of the new basketball court.

Loyola Students having fun at Turf Club on Thursday night.

Around Campus

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 consultations. Justice Story replied, "Mr. Chief Justice, I have very carefully examined this case, and I have to give it up." Justice Marshall replied, "Justice Story, I think it is the shallowest and most illogical opinion I have ever heard you deliver; you say that..."
Motivation: If professors make this statement, it is:

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

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

If a classmate makes this same type of statement it is:

a) A way for them to flaunt masochistic tendencies.

b) A real ego trip.

c) Anticipates a bad grade.

d) Own stock in a paper company.

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

Truth:

Good grades are usually a result of well written exams. To be able to write an exam well does not require a lot of work or knowledge. It requires the ability to communicate what you know in the form the professor wants. What does the professor want? See "All the professors grade the same..." supra

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

Motivations:

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

b) Wants good grades to appear to be a result of shear 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
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 an hour and a half 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 kids from Belize who offered to help us. He got off the city bus with us at a bus central where he thought the buses left for Panachel. At first we didn't know where we were heading. We asked the owner his opinion. He told us to pay as we got on. We figured he must have been an ex-presidente of Guatemala. Not everyone seems to tell you. That's not to say that its fantastic either. We headed straight for the beach. My advice to you is not to try raw conch as it's not as bad as everyone seems to tell you. That's not to say that it's not the most comfortable ride I've been on. If you're one of those who believes 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 grandios temples in a national park that has been completely reforested. Its reason enough to make a trip to Guatemala. After this detour 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 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 UCLA and convinced his father to grow sustainable 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 whatever she can to save the world, and didn't speak a word of Spanish. We then met the father who didn't speak English, but was a smooth, charming, short bald lawyer who had a story for everything. He served us lunch and invited us to come back and stay any time. He was very friendly, but as we later learned, he was the ex-presidente of Guatemala for four months and was also a former death-squad commander. Not often do you get to drink lemonade with a former death-squad commander.

We headed straight for the beaches, which doesn't compare with those in Costa Rica. We ate at a nice restaurant overhanging the water in La Libertad. My advice to you is not to try raw conch as it's not as bad as everyone seems to tell you. That's not to say that it's not the most comfortable ride I've been on. If you're one of those who believes 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.
ON THE WAY: from page 8

appealing as it may sound. If you thought that advice would be
unnecessary you thought wrong. This made for a rough time in San
Salvador the next day. Not for me but for my buddy-yes I've learned
my lesson.

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
profitable, 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
told us to 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. The bus driver couldn't hear
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to Costa Rica but I've used up the
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back to you on that part.
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 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 convincing 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 what he thinks would be able to 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 them know you've reconsidered this 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 guid-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 shondah." For a nice Jewish girl its a shonda. [Note: loosely translated, a 'shandah' means a disgrace, a Jewish disgrace.]

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, its 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 happens. But, I think stranger things have happened than the Lewinsky allega-tions being false. It is a possibility, and clearly if you ask me if they have established enough evidence to satisfy me if I was a civil judge having this case civility, then, no, they don't have any admissible evi-dence that he did it as far as I can tell. ...And if she says he didn't do it, then how in the world will they prove that he did? Or that she was lying.

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

Q: What do you think about Kenneth Starr?
A: Kenneth Starr, 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 bril-liant. He understood the public impor-tance 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 teach-ing 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 nice 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 trial?
A: I don't know if its import-ant that they that know 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 remember." 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 be.

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
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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; currency 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. 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.

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8. Care should be used so as not to overhunt 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.

Read the paper that covers the law better than any other source: the Los Angeles Daily Journal.

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