**PILF AUCTION 1998**

**By Jennifer Wiseman & David Kimberly**

It seems as though the plight of the people of Tibet is all the rage these days. Right now there are two major motion pictures about Tibet in the theaters. It seems as though everyday another celebrity jumps on the Tibetan bandwagon; these include, Richard Gere, Martin Scorsese, Harrison Ford, The Tibetan Freedom Concerts of the last two years have been among the biggest rock ’n’ roll events of the decade. But, what is all of this excitement about? Is Tibet just the current cause du jour? Why should we care about the people of Tibet?

**Background**

Tibet is an ancient kingdom located high in the Himalayas. Tibetans practice a unique form of Buddhism adapted to their isolated location and fragile ecosystem. Their philosophy is based on a strong belief in reincarnation and in the sanctity of all life. The political and spiritual leader of Tibet is the Dalai Lama. He rules for life, or more accurately forever. Tibetans believe that when the current physical manifestation of the Dalai Lama passes away his soul or consciousness is reborn. When the Dalai Lama dies all the leaders have to do is go out and find the new body in which he has been reborn. The new leader may be found from any level of society. This leads to a form of mobility rarely seen elsewhere in the world. The new Dalai Lama has often been discovered as a small boy in a peasant or merchant family. The current Dalai Lama (the 14th) was born to a family of farmers, serving well as a natural fortress. Because of their belief that all life is sacred, throughout its history Tibet has had no real standing army. They depended on the protection of the Himalayas which for many years served as a natural fortress.

In 1950, shortly after the Chinese Revolution, the People’s Liberation Army (PLA), under Chairman Mao, invaded Tibet. TIBET: page 13
Volunteer Income Tax Assistance (aka V.I.T.A.)

In order to graduate from Loyola, we all must first satisfy our Pro Bono requirements (i.e. 40 hours of Community Service). It goes without saying that this requirement is good for the community as well as a good learning experience for us students. For anyone who doesn’t understand how to prepare their Federal Tax returns, I highly recommend enrolling in the V.I.T.A. program to fulfill your Pro Bono requirement. The following is a brief description of the program to help you determine if it is right for you.

The program is initiated only in the Spring semester (during tax season), and all of the training will be provided on campus. If you participate in the program, you will be provided with a handbook which explains how to do everything. There will also be a person assigned to you from the I.R.S. giving lectures. During these sessions you will learn how to prepare Federal and State Tax returns. After all three lectures, you will be required to do a take-home examination (which is very easy if you read the book and attended the lectures). If you pass the test, you are ready to go to V.I.T.A. sites and assist low-income individuals in preparing their State & Federal income tax returns.

The only negative thing I have to say about the program is that you can’t rely on the school to find a site for you to work at. Although Loyola does have 1 or 2 of its own sites, the time slots at these locations fill up very fast leaving those who were unable to get any time slots to find a location on their own. Fortunately, there are many locations throughout the city more than happy to have you help them; all you need to do is a little phone work. Once you find a location, just show up and apply what you’ve just learned. It’s that easy. You will be amazed at how rewarding the work can be. I found that most people were really happy to have you help them, even if it only took minutes.

If you are still unsure about whether V.I.T.A. is right for you, here are two additional things to think about:

1. Loyola will recognize the hours spent in the training sessions as part of the 40 hour requirement. As a result, you only need to spend up to 20 hours (I think it was), at a V.I.T.A. site preparing tax returns to fulfill the requirement;
2. Loyola will give you unit credit for students that want and register for the unit.

If you have any more questions or concerns about the program, go speak with someone in the Pro Bono/Externship department.

RYAN MICHELMAN, 3rd Year Student

Helping a Teenager Find Peace

There is a time in every man’s education when he arrives at the conviction that envy is ignorance; that imitation is suicide.”

Ralph Waldo Emerson
THE EVOLUTION OF CONTRACT LAW
by JUSTIN LEVINE

"Fat" Jimmy: I want to put out a contract on Paulie. He double-crossed me.

"Stumpy" Pete: So go see Luca. He double-crossed me.

Jimmy: I did. He says he wants a written contract to do the job.

Pete: He wants a contract for the contract? That's crazy.

Jimmy: That's what I said. But Luca claims that he doesn't want people changing their minds and flaking out on him anymore. He says he would do the job for $10,000 paid up front, and that I gotta let him know this week.

Pete: You gonna pay him?

Jimmy: I dunno. I don't have anyone else to go to, but I think 10K is a little steep.

Pete: So you gotta let him know this week?

Jimmy: Well, I told him that I wouldn't be able to decide that soon - so be offered me a deal that if I paid him $4,000, then he would keep the offer on the table for an extra 10 days. He also said that he would put that in writing.

Pete: So he offered you a contract that he would offer you contract for the contract on Paulie for another 10 days.

Jimmy: Yep.

Pete: That sounds like a deal.

Jimmy: Well, I don't know that I want to pay Four Grand just to have the ability to contract for the contract on the contract. So I counter-offered that I would pay $2,000 for the ability to keep the contract for the contract on Paulie's contract alive and viable for another two weeks while I think it over.

Pete: Wait a sec... I'm confused... What are you thinking over? Paulie's contract? Or the contract for the contract?

Jimmy: Neither. I'm thinking over the ability to think that over a bit longer. You see I'm not sure that I want to pay the contract price. That is, the contract for for the contract beyond the one week deadline. But as soon as he made the offer, I figured it's too much to pay - so I agreed that I would offer a contract for the ability to contract for the ability to extend the deadline on the contract on Paulie's contract. That would cost me $2,000.

Pete: I see... I think.

Jimmy: The only problem is that I won't have the money 'til tomorrow. Luca is desperate for cash today. So he counter-offered my counter-offer. He said he would offer a contract for an extra day on the ability to make up my mind on the contract for the contract for the contract which would only cost me $500.

Pete: That sounds like a good deal.

Jimmy: You bet. At first I only had the choice of doing the contract for the contract at $10,000 with a one week deadline. Now, I have a contract for a contract for a contract for a contract on Paulie's contract for only $500, which allows me to think about the contract for Paulie's contract for a total of 3 weeks plus 11 days.

Pete: Wait a sec... I have an idea.

Jimmy: What?

Pete: Instead of referring to a "contract for a contract," I think that it would be a lot easier if we came up with a new term. How about "an option?"

Jimmy: Hey! That's kind of catchy! Can I borrow that term from you?

Pete: Sure... for a price.

Jimmy: Ok. Send me a contract on it.
before Prof. Yamamoto arrived the girl I had talked to in line before Prof. Yamamoto arrived the girl I had talked to in line just then. She was making people bleed at the back of me. So the nurse not only may have reused needles, but was making people bleed at the same time? The word "incompetent" never held such a scary meaning as it did to me that day.

The best thing to do, the men advised us casually, was to have every person who was tested get a blood test that day, right then. That way, the tests that come back would be a more accurate assessment of the risks involved, and everyone could have peace of mind a little bit sooner.

I completely freaked out. I immediately gathered my stuff (loudly), and, choking back tears, made a dash for the door. I started, I was hyping myself up to make some pretty heavy medical decisions on risks and options that I had never considered possible before.

I later learned that the "double needle" testing, as it was now called, was part of a discussion on the Michael Reagan talk show. My friend was the producer at the time. She wished she had known what effects the show had on people who could not understand how someone could continue to go to a school that had been so careless with their student's bodies. Believe me, I don't know either.

Testing again
Loyola had made arrangements with Cedars-Sinai Medical Center to provide the testing free of charge for everyone involved. During my appointment, I continually cursed under my breath the University nurse who had put me in this situation in the first place. Here I had bided my time to get one "little" prick, and I ended up having to get about 5 or 6 really painful needles/shot.

My "new" doctor, Dr. Yang, told me I'd be tested for HIV, then asked if I wanted to go on a month-long regimen of the anti-HIV drug cocktail to combat possible infection. Then, he asked if there was any chance whatsoever that I might be pregnant, because it is not known what effects, if any, Hepatitis I, mumps, or Globalin infection would have on the fetus. Hang on, what? How would you feel if a doctor were offering you the option of getting pregnant while on anti-HIV drug cocktail? Or if you weren't celibate in the last month then your precaution against Hepatitis may harm your baby? Go ahead, I'll give you a few minutes to make up your mind, that's what I got.

Instead, in the last weeks before finals I took a 4-day trip to San Diego. I think I even went to Disneyland. I was determined not to go crazy thinking of all the horrible diseases I may have picked up.

My interest in doing well on finals had deteriorated almost to the point of nonexistence. I struggled to finish my study group's Civil Procedure outline but it never happened. You can imagine how frustrated my study partner must have been with me. And Contracts? If you can believe it, I didn't study that course for more than 15 minutes since the needle scare.

The administration took great pains in accommodating later finals dates for those who were affected, and had even allowed the option of switching from a numeric grade to that of pass/fail. That would have suited me fine, except I was first-year, and the option was only available for elective classes. Some friends told me I should've taken the offer for later finals, so that I could catch up on studying. But for me this was not an option. I hated this school so much, I just wanted out. I hated that I spent tens of thousands of dollars on classes I felt sure I was going to bomb (which I pretty much did), and on a school that had treated my health and safety with little or no regard.

Here I was, waiting for this whole mess, this whole school year to be over, and the administration thought later finals days would help me out? Please. I was up crying until 4:00 in the morning before my Contracts final, not studying, but trying to decide whether or not to take final exams at all. I was quite honestly at the point of dropping out. In my mind, I needed no more stress, and so I finally decided to take finals, though, hoping I'd pass. I figured if I passed, I could just take a leave of absence and decide later whether law school (i.e. law school) was the way to go.

That's exactly what I did. I took a year off. I quit my part-time law office job. Instead I happily worked in the bakery at Cheesecake Factory, where I learned how to make milk shakes and Baked Alaska.

The best thing to do, the men advised us casually, was to have every person who was tested get a blood test that day, right then. That way, the tests that come back would be a more accurate assessment of the risks involved, and everyone could have peace of mind a little bit sooner.
1998 California General Election
Certified List of Candidates

Governor
Gray Davis - Democrat
Dan Lungren - Republican
California Attorney General
Nathan E. Johnson - American Indian
Public Transit Worker
Dan Hamburg - Green
Educator
Steve W. Kadby - Libertarian
Publisher and Author
Harold H. Bloomfield - Natural Law
Physician, Author, Educator
Gloria Estela La Riva - Peace and Freedom
Newspaper Printer

Lieutenant Governor
Cruz Bustamante - Democrat
Lawmaker
Tim Leslie - Republican
Senator/Businessman
George M. McCoy - American Independent
Businessman
Sara Amir - Green
Environmental Scientist
Thomas M. Tryon - Libertarian
County Supervisor/Rancher
Jaime Luis Gomez - Reform
Children's Clinic Director

State Treasurer
Phil Angelides - Democrat
Financial Manager/Businessman
Curt Pringle - Republican
State Legislator/Businessman
Edmon V. Kaiser - American Independent
Doctor of Chiropractic
Jon Petersen - Libertarian
Senior Software Engineer
Carlos Aguirre - Natural Law Businessman

U.S. Senate
Barbara Boxer - Democrat
U.S. Senator
Matt Fong - Republican
California State Treasurer
IL. Joseph Petrini, Sr. - American Independent
Researcher
Ted Brown - Libertarian
Insurance Adjuster/Investigator
Brian M. Rees - Natural Law
Physician
Ophie C. Beltran - Peace and Freedom
Political Union Organizer
Timothy R. Erich - Reform
Teacher/School Principal

Attorney General
Bill Lockyer - Democrat
Lawmaker/Attorney
Dave Stirling - Republican
Chief Deputy Attorney-General
Diane Beall Templin - American Independent
Attorney-At-Law
Joseph S. Farina - Libertarian
Attorney
Robert J. Evans - Peace and Freedom
Criminal Defense Lawyer

Secretary of State
Michella Alloto - Democrat
Businesswoman
Bill Jones - Republican
Secretary of State
Carolyne Rae Short - American Independent
Small Business Owner
Gail K. Lightfoot - Libertarian
Registered Nurse
Jane Ann Blalock - Natural Law
Teacher
Israel Feuer - Peace and Freedom
Political Reform Educator
Valli Sharp-Gelder - Reform
Educator/Technology Coordinator

Propositions

Proposition 1A
Class Size Reduction
Kindergarten-University, Public Education Facilities Bond of 1998

Proposition 1
Property Taxes: Contaminated Property

Proposition 2
Transportation: Funding

Proposition 3
Partisan Presidential Primary Elections

Proposition 4
Trapping Practices: Ban Use of Specified Traps & Animal Poisons

Proposition 5
Tribal-State Gaming Compacts. Tribal Casinos

Proposition 6
Criminal Law. Prohibition on Slaughter of Horses and Sale of Horsemeat for Human Consumption

Proposition 7
Air Quality Improvement. Tax Credits

Proposition 8

Proposition 9

Proposition 10
State and County Early Childhood Development Programs. Additional Tobacco Surtax

Proposition 11
Local Sales and Use Taxes--Revenue Sharing

Election Prediction: Your Guess is as Good as Mine

By Gil Serrano

In what has been one of the most infamous years in U.S. politics, the 1998 California General Election will unfortunately be remembered as the Year of Apathy. The lack of inspiring candidates or controversial Propositions will keep people home on November 3rd. However, predicting the ratio of Republicans to Democrats that do show up to vote is as easy as winning the State Lotto. Well, I haven't won the State Lotto, but you gotta be in it to win it right? So here are my predictions on the California Election.

First off, I believe that the California snow scandal will definitely hinder the Democratic candidates. Not only has the scandal disillusioned and disgusted Democrats, but it has also riled up Republicans. Now this doesn't mean I believe Republicans will come out to support their candidates just because of what Clinton did, but rather they won't be as ashamed to support their party. Democrats on the other hand, will have to swallow some pride.

The big number of Latino candidates including Cruz Bustamante, Diane Martinez, and various State Senate and Assembly candidates may help Democrats gain some ground. However, as the overwhelming victory of Prop 227 pointed out, Latino voters are more conservative than before. In very rural areas, Orn Davis will beat Dan Lungren for Governor and Barbara Boxer will beat Matt Fong for U.S. Senate if Latino Democrats show up to support their candidates. In campaigns based mostly on name recognition, Cruz Bustamante will beat Tim Leslie for Lieutenant Governor, Bill Lockyer will beat Dave Stirling for Attorney General, and Curt Pringle will beat Phil Angelides for State Treasurer. Incumbents Bill Jones, Kathleen Connell, Chuck Quackenbush, and Delaine Eastin will win their respective campaigns.

I bet Proposition 5, allowing more Indian casinos, will pass by a narrow margin. On the other hand Proposition 6, which makes it a crime to sell horsemeat for human consumption will pass by a huge margin. So sell your stock in McDonald's and Jack in the Box quick.

Oh, and one last prediction: 7, 22, 24, 37, 38, and 55.

DEAN'S OFFICE RESPONSE

The Law School has always been concerned with the welfare of its students. We made every effort possible to help those affected by the needle stick situation. If you would like more information regarding the Law School's efforts, please contact the Dean's Office.
Day SBA

The SBA has already begun to make its presence known on campus at the social outlet of a number of students, both day and evening, through its Turf Clubs held every other Thursday. The free flowing beer, wine and food will continue as well as the high quality beer, including Sam Adams to Heineken. Last year’s Turf Club with a D.J. and Chinese food was a great success as past Turf Clubs due to social chair, Jason Glasgo. Upcoming Turf Clubs will include Octoberfest with sausages and German beer as well as Korean night with Korean BBQ and katekore. It is not just about Turf Club, however, there is also Bar Review on alternating weeks. Next week’s Bar Review is co-sponsored with La Raza for half off the cover at the hottest, new Latin Club in town called the Congo Room.

The first Jazz Concert Series took place on Thursday, October 1st and definitely served its purpose of exposure to jazz and relaxation. The next concert will also feature wine and cheese and will take place on Thursday, October 15th at noon. IJC Chair, Charles Park and first year representative Allison are planning a Halloween party for the end of the month. The SBA’s speaker’s chair Carin LeVine is also involved in co-sponsoring speaker events, as it has recently done with the Criminal Law Society in bringing Louis Cusseti to speak at the Law School on campus. Sport’s Chair Yasha Bronshetyn’s plans include the acquisition of a pool table which will be available in the student lounge for $1.00 a game as well as co-sponsoring a basketball tournament with A.P.A.L.S.A. (Asian Pacific American Law Student Association). SBA plans also include supporting public interest activities.

SBA’s dedication to public interest activities has been demonstrated not only through its generous funding of the PILF auction but individual board members such as Jason Glasgo and Ruth Jimerson, who have personally donated items such as “Chairman of a Turf Club” and a catered Mexican dinner for its board members to a table at the Information Center, to any one wishing to attend. If there are any questions or assistance needed to make their choices, or calls them. We all remember the first few weeks. After the elections of the IL reps, we hosted a pizza party to announce the winners and give the ILs a chance to roles.

(1) Curriculum Guide to Practic Areas of Law

With fewer class choices available for evening students, we really need to make our choices count. We are in the process of creating a curriculum guide which will be handed out to students to assist them in knowing what classes should be taken if a student wants to practice in a certain area.

In conjunction with the book, we are working with the Administration and Faculty to create an evening brown bag lecture series of professors discussing the skills and knowledge required in certain practice areas.

(4) Significant Others Support Group

Spurred by an ambitious IL, the SISJA is planning specific events for the significant others in the first, second and possibly third year divisions. In this way, the ILs and friends can feel more apart of the student’s experience and the campus in general. If there are any questions regarding the Evening SBA Board, please drop us a note in our box at the Information Center, or ask your class reps for assistance.

**EVENING : page 7**
Finally, each political party was allowed to have an observer on site to watch the ballot box.

My station was located in a schoolhouse classroom in a remote part of Zvornik. With the PSC, the party observers, the voters, and observers from various relief agencies stopping by, the room often became crowded. As is the custom in most of Europe, everyone was smoking (indoors!), which made for a somewhat claustrophobic two days.

Specifically, my job as polling supervisor was to watch the PSC and make sure that everything ran smoothly. Predictably, things didn’t quite unfold as planned.

Upon the close of the polls on Sunday, we were supposed to open the ballot box, and then unfold, count and secure the ballots. I was supposed to monitor the count while a team of four polling workers tabulated the votes. After we began counting, I looked over to see one of election observers (from the radical Serb-nationalist party) attempting to mark a blank ballot with a pen. I yelled loudly for the workers to stop the count and expelled the corrupt observer from the building. I then got on my radio and called the OSCE, requesting that they send some international police officers to assist me with the count.

Before the police got there, I naïvely decided to resume the count. I made extra sure to monitor the workers carefully, to ensure that no one attempted anything hanky-panky with the ballots. Roughly 15 minutes later, the Chair signaled me that one set of ballots had finished being counted. The procedure was for us to then record the results on a scanntron form, which would be sent to the central processing office.

I spot-checked the Chairman’s pile of ballots, only to find that he had attempted to co-mingle several different candidates into the stack of his preferred party! He was attempting to rig the election right in front of my face. At this point I realized not only were the party observers corrupt, but so too was the Chairman and paid polling workers. I stopped the count once more and did not start again until the international police arrived.

With the help of several backup officers, we completed the count, secured the ballots for transport to Sarajevo. I couldn’t trust the Chairman to count the ballots fairly, and he knew it. From that moment on, the polling workers’ demeanor towards me changed dramatically. They resentment the fact that I had blown the whistle on their attempt to rig the tabulation in favor of their preferred candidate. One worker even made an anti-American comment to me as I walked out the door.

The election results were not good news for the United States. In the area I supervised, a radical Serb-nationalist candidate defeated the pro-American Bosnian incumbent. On a larger scale, the national vote in Bosnia was representative of what I witnessed in my polling place: they want the United States out of their country. Unfortunately, the polling officials in Zvornik have no idea what a free and fair election really means. And until they do, the international presence in Bosnia is not going to be leaving anytime soon.

HOW ARE YOU GOING TO FIND A JOB?

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"In the Halls of Justice the only justice is in the halls."

Lenny Bruce
GORDO’S GUIDE TO PROFESSOR INTIMIDATION

1. Smoke a pipe and respond to each point the professor makes by waving it and saying, "Quite right, old bean!"

2. Wear novelty X-Ray glasses. Tell the professor you "know what he's thinking.”

3. When the professor calls you, respond, "master of the pan flute, at your service."

4. Give the professor a copy of The Watchtower. Ask him where his soul would go if he died tomorrow (considering how he's treating you today).

5. Ask whether a particular case will be on the test. If the professor says no, rip the pages it out of your textbook.

6. Ask your professor who he thinks would win if Batman and Spiderman got into a fight.

7. If the professor is male, hold up a sign which says "CHECK YOUR FLY!"

8. Inform the professor that you are Belgian royalty, & have a friend bang cymbals together whenever your name is spoken.

9. When you are called upon, respond to the question as if God is talking to you.

10. Sit in the front, sniff suspiciously, and ask the professor if he's been drinking (be discrete when you use this one — it could be true).

11. Start a "wave" in a large lecture hall.

12. Ask for an additional handout for your "invisible friend."

13. A couple times a day, take a sheet of notebook paper, write "Official Attendance Sheet" at the top, and pass it around the room.

14. Say to your professor, "Why doesn't (insert other professor name here) like you?" If your prof acts surprised, say, "Well, if he liked you, he wouldn't have told me that he was going to kick your ass the next time he saw you."

If the Dean was engaging in the same type of behavior occurring in the Oval Office, would you demand his resignation?

Jose Cristobal

"Yes, because he is here as a model of an ethical lawyer."

Adriana Maestas

"It depends on what you mean by the word 'behavior.'"

Charles Lew

"We'd give him 'props' because he is getting more than we are."

Christine Vu

"No...especially if the Dean smokes Cohetas."

Q: Did you have any long term goals when you came to law school?
A: I was doing my doctorate at UCLA while I was an administrator at a high school. And as part of that course, I had a class with the UCLA Law School on legal issues that relate to the administration of public schools. And that looked to me like the fascinating legal issues in the public education context. And I also came to realize that, at that point, that the truly important decisions of the area of school finance and school desegregation were being made not by educators, but by lawyers and judges. So I decided that I would go to school part time (Loyola would be the place), and continue my job. But I changed my mind in May and decided to go to school full time. I resigned and came here in the day program from 1981 to 1984.

Q: What did you like the best about Loyola when you were a student?
A: The teachers and the students. I think that until I came to law school, I fell into the pattern of being a summer associate after my second year at a large law firm. I ended up clerking for three years, and then I went to a firm as a litigator for three and a half years before I came back and joined the faculty. I still maintain a profound interest in public education, and I have written in the area of school desegregation. But, I never did what I thought I would do when I started law school, which was to end up working as a general counsel for a school district, or something like that.

Q: In a recent interview for this paper, Professor Ides mentioned that you were a particularly troublesome student while you were here. Do you have any comment about that?
A: Yes, I do have a comment for that. I had a few troublesome professors. And I will leave it at that.

Q: You were a very successful student here. Do you have any advice for Loyola students about how to be a successful law student?
A: What I usually tell students is that you should approach law school like a job. Which gives people that have been out in the work world for a year or two a little of an advantage. You should come in and do what the undergraduate routine is, which is to go to class, and hang out, and just sort of wait until you really need to study. I looked at it as if I was going to put in eight to nine hours a day, just like I would a job. So, when I was not in class, I was studying, and I was disciplined to put in eight hours a day. Then I stopped. That was good for a lot of reasons because it enabled me to work well in school, but it also enabled me to be with my family. I was married during law school and had two kids. That forces you to have good time management, I think.

On hearing that they were drinking too much, the Justices of the Supreme Court decided they would henceforth drink nothing on their weekly cons.
Q: Do you have any advice in particular for students of yours now?
A: I think that students spend a lot of time, in my Constitutional Law courses at least, preparing outlines. The ones that I have seen have are quite impressive in terms of both the length, scope and depth that the students go into. I think that is an important endeavor. I think that the students that do well on my exams, at least, are the ones that spend at least an equal amount of time in developing their own outlines and answering them. If you can write your own outlines about a subject matter, and see the nuances, and see how the black letter law applies to those facts, you can test yourself in a real good way as to your understanding of the concepts.

Q: What is your favorite class to teach?
A: It had benefits at different levels. The clerkship caused me to hone my research and writing skills in a way that I don't think you can do, for example, in a law firm, or working as a first year or second year lawyer somewhere. You have to write quickly, and you have to write well, under pressure. That was a real tangible benefit that the clerkship gave me. At a different level, it gives you an insight into the workings of that court that very few practitioners get the opportunity to develop. The whole process of the Supreme Court as an institution, and the process of litigating there, became demystified in a way that, even though I had read books, including The Brethren.

Q: What was the most valuable experience you had during your clerkship with the United States Supreme Court?
A: It had benefits at different levels. The clerkship caused me to hone my research and writing skills in a way that I don't think you can do, for example, in a law firm, or working as a first year or second year lawyer somewhere. You have to write quickly, and you have to write well, under pressure. That was a real tangible benefit that the clerkship gave me. At a different level, it gives you an insight into the workings of that court that very few practitioners get the opportunity to develop. The whole process of the Supreme Court as an institution, and the process of litigating there, became demystified in a way that, even though I had read books, including The Brethren.

Q: What was the most valuable experlence you had during your clerkship with the United States Supreme Court?
A: I got along fine with him. His style is at times a combative one with his clerks, which was fine with me. Before arguments, he would meet with his clerks in his office and we would discuss the cases that were going to be argued the following day. He would ask us our views, and he would rebuke the "verbale" or verbal karate, where he would try to get the clerk into a corner, and then slowly cut off their error, or see how well the clerk could get himself or herself out of the corner. That was done for the most part, in humor, and I found that amusing and exciting.

Q: What happened when the "verbale" or verbal karate was used?
A: He would meet with his clerks in his office, which was fine with me. Before arguments, he would meet with his clerks in his office and we would discuss the cases that were going to be argued the following day. He would ask us our views, and he would rebuke the "verbale" or verbal karate, where he would try to get the clerk into a corner, and then slowly cut off their error, or see how well the clerk could get himself or herself out of the corner. That was done for the most part, in humor, and I found that amusing and exciting.
The Loyola Law School Center For Conflict Resolution

The Loyola Law School Center For Conflict Resolution provides mediation, conciliation and facilitation (ADR) services, and conflict resolution training to the communities adjacent to the Law School. These services are provided in English, Spanish and Armenian at the Law School and in the community. All of The Center’s services are also available to Law School Faculty, Staff and Students. The office is located in Casassa 102.

The Center has many opportunities and services to offer such as The Community Conflict Resolution Clinic, The Immaculate Conception School Peer Mediation Program, Work-Study Positions and Public-Interest Employment Positions.

The Community Conflict Resolution Clinic is a public interest clinic which is offered year-round. Preference for students applying for The Clinic is given to students with a career interest in public interest law. A two consecutive semester commitment is preferred which would be a minimum of 2 or more units per semester for day students and 1 or more units per semester for evening students. Additional semesters are encouraged.

During the first semester, students are trained before beginning their hours in The Center. During these hours and during the second semester, students do intake work and conciliation in The Center under supervision. Some research work and office work may also be required. This clinic satisfies the Law School’s pro bono graduation requirement.

Students are graded pass/fail. Enrollment is by interview with Professor Hobbs. His office is Casassa 105 and his telephone number is (213)736-1083. Please pick up a Questionnaire from Bridget in Faculty Support (Burns 320), complete it and return it with a resume to Professor Hobbs. Evening students are welcome as well as Spanish and Armenian speakers. To enroll in a clinic at Loyola, you must have a minimum GPA of 74.5.

The Immaculate Conception School Peer Mediation Program is a cooperative program between The Center and the Immaculate Conception school in which seventh and eighth grade students, who have been trained by Clinic faculty and facilitation (ADR) services, are provided mediation, conciliation and training in The Center under supervision. Some research work and office work may also be required. This clinic satisfies the Law School’s pro bono graduation requirement.

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## Loyola Law School Schedule of Events for the Week of October 26, 1998

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Ms. Bakhshian – LR Class</td>
<td>1:00-2:00</td>
<td>MC</td>
</tr>
<tr>
<td>10/26</td>
<td>Mr. Weiner – Cal-Air Meeting</td>
<td>2:00-2:45</td>
<td>Bannan</td>
</tr>
<tr>
<td></td>
<td>CCR – Mediation</td>
<td>3:00-7:00</td>
<td>Bannan</td>
</tr>
<tr>
<td></td>
<td>Ms. Bensinger – LR Class</td>
<td>3:00-4:00</td>
<td>DH</td>
</tr>
<tr>
<td></td>
<td>La Raza – Graduation Committee Meeting</td>
<td>5:00-6:00</td>
<td>C002</td>
</tr>
<tr>
<td></td>
<td>Evening SBA – Curriculum Guide to Practice</td>
<td>5:00-5:50</td>
<td>H'70</td>
</tr>
<tr>
<td></td>
<td>Ms. Poehls – Byrne Trial Advocacy</td>
<td>5:00-10:00</td>
<td>MC</td>
</tr>
<tr>
<td></td>
<td>Ms. Lehrman – Arbitration Mediation Class</td>
<td>6:00-9:00</td>
<td>S226AB</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Career Services – Dept. Of Corporations</td>
<td>12:15-1:00</td>
<td>B249</td>
</tr>
<tr>
<td>10/27</td>
<td>Christian Legal Society – Meeting</td>
<td>12:00-1:00</td>
<td>B255</td>
</tr>
<tr>
<td></td>
<td>Criminal Law Society – Speaker, Mr. Shapiro</td>
<td>12:00-12:50</td>
<td>H'80</td>
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<tr>
<td></td>
<td>Ms. Poehls – LR Class</td>
<td>12:45-1:45</td>
<td>MC</td>
</tr>
<tr>
<td></td>
<td>Ms. Michel – Law &amp; Medicine Seminar Class</td>
<td>2:00-7:30</td>
<td>S236AB</td>
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<tr>
<td></td>
<td>Ms. Fonda – LR Class</td>
<td>3:00-4:00</td>
<td>MC</td>
</tr>
<tr>
<td></td>
<td>Ms. Poehls/Mr. Siegel – LR Class</td>
<td>4:10-5:10</td>
<td>MC</td>
</tr>
<tr>
<td></td>
<td>Entertainment Law Society – Speaker</td>
<td>5:00-5:50</td>
<td>H'70</td>
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<tr>
<td></td>
<td>Ms. Boylan – LR Class</td>
<td>8:00-9:00p</td>
<td>MH</td>
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<tr>
<td></td>
<td>Mr. Wood – LR Class</td>
<td>8:00-9:00p</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>Mr. Hull – Building Committee Meeting</td>
<td>10:00-12:00</td>
<td>Bannan</td>
</tr>
<tr>
<td>10/28</td>
<td>Career Services – Info., Navy JAG</td>
<td>12:00-12:50</td>
<td>B255</td>
</tr>
<tr>
<td></td>
<td>Ms. Bakhshian – LR Class</td>
<td>12:45-1:45</td>
<td>MC</td>
</tr>
<tr>
<td></td>
<td>Ms. Poehls/Mr. Siegel – LR Class</td>
<td>2:00-3:10</td>
<td>MC</td>
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<td></td>
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<td>5:00-4:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Ms. Poehls – Byrne Trial Advocacy</td>
<td>5:30-10:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Evening SBA – Halloween Party</td>
<td>9:00-11:00</td>
<td>Stu. Lnge.</td>
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<tr>
<td>Thursday</td>
<td>Registrar – Fingerprinting</td>
<td>9:00-7:00p</td>
<td>Stu. Lnge.</td>
</tr>
<tr>
<td>10/29</td>
<td>Dean Yamamoto – Computer Meeting</td>
<td>10:15-12:15</td>
<td>S236AB</td>
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<tr>
<td></td>
<td>Mr. Pillsbury – Library Committee Meeting</td>
<td>12:15-1:00</td>
<td>C002</td>
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<tr>
<td></td>
<td>APALSA – Meeting</td>
<td>12:15-12:50</td>
<td>DH</td>
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<tr>
<td></td>
<td>Ms. Boylan – Luncheon</td>
<td>12:00-1:00</td>
<td>Bannan</td>
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<tr>
<td></td>
<td>Ms. Poehls – LR Class</td>
<td>12:45-1:45</td>
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<td></td>
<td>Ms. Poehls/Mr. Siegel – LR Class</td>
<td>4:10-5:10</td>
<td>Bannan</td>
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<tr>
<td></td>
<td>WLA - Mixer</td>
<td>4:30-6:30</td>
<td>MC</td>
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<tr>
<td></td>
<td>Admissions – Open House</td>
<td>6:00-8:00</td>
<td>MH</td>
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<tr>
<td></td>
<td>Ms. Boylan – LR Class</td>
<td>8:00-9:00p</td>
<td>MH</td>
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<tr>
<td></td>
<td>Mr. Wood – LR Class</td>
<td>8:00-9:00p</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Ms. Poehls/Mr. Siegel – LR Class</td>
<td>2:10-3:10</td>
<td>MC</td>
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<tr>
<td>10/30</td>
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<tr>
<td>Saturday</td>
<td>Ms. Friedler – Immigration Law Make Up</td>
<td>9:00-10:30</td>
<td>B206</td>
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<tr>
<td>10/31</td>
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<td></td>
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<tr>
<td>Sunday</td>
<td>No Activities Scheduled</td>
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</tbody>
</table>

### Loyola Jazz Club: Schedule of Events

**Fall 1998 - C002**
- October 1 - Ahmad Jamal
- October 15 - Duke Ellington
- November 5 - Art Blakey
- November 12 - Sarah Vaughan

**Spring 1999 - BANNAN ROOM**
- January 21 - Stan Getz
- February 4 - Wes Montgomery
- February 18 - Cedar Walton
- March 4 - Keith Jarrett
- March 18 - Latin Jazz

Two live concerts will be presented during the spring semester. The first will occur in February and the second in early April. Performers and dates TBA.

"I think we may class the lawyer in the natural history of monsters."  
John Keats
A shady law student who gambles. Wow, that's daring. What are they going to come up with next - a crooked cop? In "Rounders", Mike McDermott (Matt Damon) is a poker-playing law student. He breaks his promise to his girlfriend, Jo (Erika Christensen), that he will stop gambling.

And why does Mike return to the underworld of Texas poker? Because he feels obligated to help a friend named "Worm" (Edward Norton) get out of debt. OK, I'm no genius, but a guy named Worm comes to me after being released from prison with a $25,000 debt to some one named KGB - I'd say I've got a fascinating legal research class to get to.

Now, I'm no stickler for details. For instance, the law school in the movie doesn't have to be extremely true-to-life, but it would have been nice to see some vats parking at the law school in the movie.

If you liked "Rounders", you might like this movie - because that was another movie that sucked.

A: I am married and have one child who is still at home, and a daughter who is a senior in college. I spend as much time as I can with each of them. With a friend, I do a lot of ocean fishing, and water ski as much as I can. I also like to work out at a local gym near where I live.

Q: What do you do in your free time, if you have any?

A: I'm a lawyer and I have one child who is in college. I spend as much time as possible with each of them. I also like to work out at a local gym near where I live.

Q: Do you have a most memorable student or day of teaching?

A: There are many students that are memorable, so it is hard to say that one was most memorable. But a day in teaching stands out, about four or five years ago in Constitutional Law II. We were in the Equal Protection Area discussing the affirmative action cases. There was a diversity of opinion in the class, and I had some students that were fairly polarized in their academic views as to the merits of preferential treatment. I knew that it was going to be an emotional discussion if I allowed the class to let it go. I knew that there was risk involved, because I did not want to end up with a further polarized class. And we had for about an hour and a half, I think a very important discussion, in which people were very emotional, in the sense that they were not just dismissing the legal precepts, but they were including personal experiences. And I think, although you can't draw too many conclusions from a mere hour and a half out of a school year, or out of a school career, I think that in that class (and that was shared by some of the students I spoke to after the class), instead of an increased polarization, there was an increased understanding, and a softening of some of the hard line positions on both sides. To me, that was terribly important, and at least, memorable.

Q: If you won the lottery tomorrow, what would you do?

A: Buy a bigger boat. I think I would continue to work, because I do not think that I would make a very good retiree.

Mike McDermott (Matt Damon) plays poker in order to put himself through law school. He only plays to pay his tuition until his old high school friend, Worm (Edward Norton) needs Mike to help pay back a debt. After winning a few rounds, Mike realizes his true calling is professional poker, not law.

Some people could have a problem with the moral implications of a student giving up school in order to gamble. However, the movie tries to stress that poker is a game of skill, not chance, and therefore it involves more than just gambling. Also, morality aside, unlike the majority of us, Mike will not be making student loan payments for the next two decades - can we really criticize his choice?

The only think Jeff and I agreed on in our opinion of the movie was that the suspension of disbelief was broken in the movie's depiction of the fictional law school. I can pretty much assure all of you first year students that you will not find yourself owing a scary Russian thug some money, no matter how much you participate in class, your professors will not be writing you a personal check as Mike McDermott's professor did in the movie.

And finally, let me just say that "Return to Paradise" did not "suck" (although Jeff hated it, it really wasn't a waste of his time - he got to practice his oral advocacy skills when he got his money back after watching all but the last ten minutes of the movie).

The Loyola Gourmet takes on Expresso! a la Cart

As I am writing my first (and only) cuisine review for this paper, I am more wired than a two-ton bomb. Why? I have just sampled many of the fine beverages at Expresso! a la Cart, the new coffee cart over by Hall of the 70's. The general consensus is that this cart is an enormous improvement over the last caffeine supplier, Zebra a la Crap. The coffee is far more skilled in the cold beverage area. The ice is blended vanilla is my personal favorite. Forget the whipped cream as it only interferes with the drink's silky smooth texture. However, drink these cold beverages quick as it loses its flavor.

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TIBET: from page 1

According to Mao, this invasion was meant to "liberate" the Tibetans and to "unify the motherland." This "liberation" involved the confiscation of the unique wildlife of the Tibetan plateau and the rape, torture, murder, imprisonment and public humiliation of the Tibetan people. Tibetan monks and nuns were especially targeted as well as the systematic destruction of Buddhist monasteries.

The Tibetan government under the 14th Dalai Lama tried to negotiate with the PLA and Chairman Mao. The Chinese interpreted the Tibetans' desire to negotiate as a sign of weakness and increased the cruelty and severity of their occupation. On March 10, 1959 the people of Tibet rose up against the Chinese forces. The PLA reacted swiftly by killing many of the demonstrators. The Dalai Lama, fearing for his life escaped to India where he established a government in exile.

During the past forty years the Chinese government has inflicted a policy of genocide on the Tibetan people. Over a million Tibetans have been killed under the Chinese occupation. The Tibetan language is no longer taught in the schools. Tibet has been transformed from an agricultural and nomadic society into one that is heavily dependent on mining and grazing. The Tibetan plateau has been part of the cause of the global destabilization of weather patterns. The unabated pollution and silting of the waters of Tibet has created great problems throughout Asia, including crop failures and famine. When there is a famine in India or China it is our tax dollars that are used to assist the people.

Most importantly, the Tibetan people are a tremendous resource. Prior to the Chinese invasion, Tibetans lived independently for many years with little military or police. There were few prisons and little crime. They cultivated a delicate and unrefined balance that they had never known before. There are few if any cultures in the world today as devout and aware of their connection to the environment and to each other as the Tibetans.

What can we do?

There are many things you and I can do to support the people and rightful government of Tibet. Just a few effective ways are Boycott Chinese consumer goods.

So is it as check as checking the tags or small print on the item you are buying. If you can't find out where an item is produced ask the clerk. This will give you the opportunity to explain why you choose not to buy a Chinese produced item and perhaps, raise the clerks consciousness.

Write letters. Letters are an under appreciated way of getting your point across.

Currently, the Milarepa Foundation, the organization started by Adam Yauch of the Beastie Boys, is in the midst of a postcard campaign. They are attempting to collect 1.2 million (the number of Tibetans believed to have been killed by the Chinese) cards to deliver to President Clinton. Join a Tibetan rights group. Los Angeles Friends of Tibet can be contacted at (310) 289-4654. Pasadena and Orange County also have Friends of Tibet chapters. There are many other diverse groups that are working on the Tibet issue. The Internet is a great source. There are so many other things you can do. The important thing is to do something.

Tibet is a beautiful land and the Tibetan people are the kind of civilization from which we can learn a great deal. However, unless more people begin to take action starting now it may not last another generation. I recently heard a gentleman speak who was a survivor of the nazi concentration camps. He said, "We say that we will never let it happen again. Yet we allow the Chinese to make hair of us as we do nothing."

P.I.L.F.

Thanks All

Faculty, Staff, Students, Alumni, Friends, & Family for their Generous Support and Attendance at the 6th Annual Auction & Casino Night!

We Have Raised over $20,000 so far.

To claim your silent auction item please stop by the PILF office.

Everyone's invited to PILF's GENERAL MEETING: October 22nd, at 12 & 5, room TBA.

"The Ten Commandments contain 297 words. The Bill of Rights is stated in 463 words. Lincoln's Gettysburg Address contains 266 words. A recent federal directive to regulate the price of cabbage contains 26,991 words." - The Atlanta Journal
Dear Editor:

I want to discuss the parking situation on campus.

After facing rush hour traffic, the last thing we want to experience is another vehicular nightmare. However, that is exactly what we face daily. The parking facility at Loyola is inadequate, at best. There are too many carpool and faculty parking spaces which remain empty throughout, while we students who pay ridiculous fees for parking alone, are forced to leave our cars unattended, unlocked, and with the keys often left either on the front tire or in the ignition.

Additionally, if Loyola is going to implement an appropriate valet parking system, it would need to undergo severe changes. First, the parking attendants are not valets, and even if they were, there should be more of them. Second, after a long day at school, the last thing I need is to go through a parking attendant-ride the elevators for three hours just to find one and hope that he has the keys to my car. As opposed to the other attendant who of course, is no where to be found— that’s if my keys are not still in the ignition—where everyone has access to them. Third, after finding the attendant, locating my car is yet another obstacle. Fourth, not only are the people who valet the cars looking for the attendants, but everyone whose car is blocked by another stack parked car, has to ride the elevator in search of the attendant as well. Again, they are understaffed, so this takes forever.

There are anywhere between 20 to 40 cars stacked parked at any given time of the day. Why are there so many excess cars and not enough spaces? Why are the carpool and faculty spaces left vacant? Could this be because Loyola’s enrollment for first year students increased by 40 students this year? The first year students are new forced to go through the hassle of trying to locate a parking spot on the lower level, and then find a place to park to the upper levels. There are unlikely to find a spot, or take away spots that should be available to advanced students.

A second year student who would prefer to remain anonymous, has said, “Why do they implement a better system? When I was a student at UCLA, they had a valet system and there was never my confusion. If they are going to valet, they should give you a ticket, look your car and keep the keys in a secure location. When you are ready to leave, you should bring the car to you by providing a corresponding ticket stub. Then there would be no hassles and less gripes.”

Second another second year student said, “I have a Honda, so I don’t really mind, but if I had a new car— I wouldn’t want to leave it unattended so that any one could take it off with it- we all know law students would never do anything dishonest.”

What is going to happen when someone’s car is stolen or vandalized? Who is going to pay the penalty? The liability that Loyola has assumed should be enough to deter it from future over enrollment, however, the fact that they did not even consider it that it would cause consequences extra aggravation seems indiscriminate.

The sentiment ranges from not caring to being upset by the aggravation. It is safe to say that no one prefers this situation over last years, but when asked about the parking situation several students replied, “We have valet.” For those students who are indifferent to the current parking situation any change might have been inconsequential, but for those students with grievances, an improvement is a necessity.

Anat Birman

SPECIAL THANKS

La Raza de Loyola Law School

Thank You

For over a year I have run the Loyola Reporter. Every degree of success. As this is my last issue, I want to thank everyone who helped me in this project starting with the past Editor-in-Chief who told me with a straight face, “The paper only takes a few hours a week, you don’t even need much help with it.” I now know he walked out of that first meeting laughing, “Sucker.” I thank him because without him I would not have the pain or pleasure of putting out the paper. I want to thank all the professionals who diligently helped me, especially Eliseo Teklu in Public Relations. I also want to thank all the friends I budding into helping me set up to join every issue at the last minute. And lastly, I want to thank Gil Serrano, the next Sucker... err, I mean Editor-in-Chief.

But before I go, some advice to the student body as my “Thank You” to them.

This school is against you. Everyone in the student body has stories complaining about the administration. Here are just a few of mine.

During my first year of law school, Tuberculosis swept through my section. The administration ignored the problem for a few months until over half my section developed mactive TB. Who knows how many of those students would not have had the take the six months of painful medication to contain the virus if the administration had acted sooner.

The school tried to ignore the problem at first. Then a student called in a local TV news crew to investigate. The administration suddenly started to respond to our problems go figure.

While I am sure the administration cares about the students, it still saddens me that only when the threat of negative press arose did the school respond.

During the TB epidemic, one of my friends was stuck with a used needle by a school nurse. She had to undergo press arose did the school respond. The school never apologized and while I am sure the administration think about the students, it still saddens me that only when the threat of negative press arose did the school respond.

During the TB epidemic, one of my friends was stuck with a used needle by a school nurse. She had undergone the school, retain those students with the highest grades or prevent bad press, prevent law suits, etc...

Your job is to stand up for yourself and fight back. That is the solution.

The administration’s job is to run the school and keep its students with the highest grades, prevent bad press, prevent law suits, etc...

Doug Stenstrom
Editor-in-Chief
Loyola Reporter

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