11-1-1998

The Loyola Reporter

Loyola Law School Los Angeles
By Tina MacNeil

"In November of 1996, a Loyola Law School student came forward and informed the administration that he had tested positive for active tuberculosis. The Los Angeles County Health Department was informed of the problem, and provided guidance to the Law School for testing procedures." From November until April 1997, three different groups of students, faculty and staff were tested. The final group testing took place on Monday, April 7th. "On Wednesday, April 9th, the Law School learned that there was a possibility of multiple use with one or more of the needles used to perform the tuberculosis skin tests which were conducted on the Law School campus on that Monday. "The nurse who conducted the tests indicated to University officials that she may have used the same needle on more than one individual who was tested. A university investigation began immediately and, in conjunction with the investigation, the Los Angeles County Department of Health was notified."

I was one of the approximately 120 people who were tested that Monday. While the above information was garnered from various letters and memos from Dean McLaughlin, the following is my personal account of those events.

Early testing
A guy in my section contracted tuberculosis, better known as TB, late in our first semester. Tuberculosis, which can be fatal, is an airborne virus, so naturally in our class there had concerns of exposure. To calm our fears and our consciences, my section had been offered a free TB test.

It wasn't until early in our second semester that we realized our concerns were valid: more than half my class had tested positive. Every day more and more classmates came forward admitting to have contracted inactive tuberculosis. While no one ended up contracting tuberculosis, many of my classmates needed to undergo daily medication for six months to prevent the virus. As one of my friends told me, "If I took it in the morning on an empty stomach, like I was supposed to, I got nauseous. If I took it at night I couldn't sleep. It was hell." When I indicated to my private doctor that I had been exposed to someone with active TB, he seemed alarmed that mandatory school testing was not taking place. He seemed especially concerned that I still had not been tested, given the early results of my classmates. I explained that I was still muddling up the courage. I was, and still am, terrified of needles. My fear is so strong that whenever I see a needle that is supposed to only prick the skin, I get the same mixed-up feeling as when I was a child and my friend and I used to pretend to HypnoDust ourselves."

I by the school. I figured that I would be responsible for submitting the test results to the Health Department. The results were negative and I was free to continue with my studies. It was very hard, but I knew that some TB patients might not be so lucky.

Final testing
I got tested in April which was the last group of students to be tested. I was one of only a few who had not been tested, given the fact that the school's liability was over. Everyone tested was supposed to meet in Moot Court the following Wednesday afternoon. As the room filled with people, students began talking with each other about the school's liability if someone contracted active tuberculosis. Factors towards liability included the fact that the school knew of the risk to the school community, but did not acknowledge it to the school as a whole.

Audience watches on as the Live Auction takes place at this years PILF Auction

PILF AUCTION 1998

BY JOSH GROSS

"You have no idea how screwed up this place is."

— Jacques Klein, the international community's deputy high representative in Bosnia, quoted in the Washington Post, 9/12/98 at A22.

Prior to this past summer, I knew little to nothing about the situation in Bosnia-Herzegovina. Like many, I saw the glaring headlines over the last few years about ethnic cleansing and other atrocities going on in the country. But, what is all of this excitement about? Is Bosnia just the rage these days? Right now there are two major motion pictures about Bosnia in the theaters. It seems as though everyday another celebrity jumps on the Bosnian bandwagon; these include, Richard Gere, Martin Scorsese, Harrison Ford, The Beastie Boys, Uma Thurman, to name a few. 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. Their 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 the son of a peasant farmer family. 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 well as a natural fortress. In 1950, shortly after the Chinese Revolution, the People's Liberation Army (PLA), under Chairman Mao, invaded Tibet.
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 does 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 State and Federal Tax returns, I highly recommend enrolling in the V.I.T.A. program to fulfill your Pro Bono requirement. The following is a 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 sessions will be on campus. If the program remains the same as last year, the training will require you to come to Loyola on Saturday’s from 9 a.m. to 1 p.m. During these sessions you will be provided with a handbook which explains how to do everything. There will also be a person from the I.R.S. giving lectures. As a result, you only need to spend 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 Teenage Find Peace

For every law student who has ever asked themselves, "Why am I torturing myself with all of this studying and exams taking," "Will I ever be a successful attorney?" I have the answer for you. Go spend a day, a week, a month or as long as you want, volunteering your time, effort, enthusiasm, and legal expertise at Public Counsel. Whether it be in the Children's Rights Project, the Immigration Project, the Youth Homeless Clinics Project, the Consumer Law Project, or any of the many other worthy projects, it will revitalize your drive and goal to be an attorney. Without using the trite phrases of "making a difference" or "helping someone" you will leave Public Counsel knowing again why you decided to go to law school in the first place.

How do I know this, you ask? I know this because it happened to me. Just when I was questioning my motives, my potential for success, my ability to be a good attorney, I PEACE: page 3

"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
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THE EVOLUTION OF CONTRACT LAW
by Justin Levine

"Fat" Jimmy: I want to put out a contract on Paulie for another 10 days. He double-crossed me.

"Stumpy" Pete: So he offered you 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 would cest 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 ability to extend the deadline on the contract on Paulie's contract. That would cost me $500.

Pete: That sounds like a good deal.

Jimmy: Wait a sec... I'm confused... What is the contract for a contract for a contract on Paulie's contract? Or the contract for the contract? Or the contract for the contract.

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

Pete: Hey! That's kind of catchy!

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.
whole, and also that the school did not mandate testing, as other schools that same year had done. Isn’t it funny how much law stu-

dents think they know? God must have laughed, knowing what we were to learn next. 

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Key Education Resources

"No doubt one may quote history to support any cause, as the devil quotes scripture..." Learned Hand, Sources of Tolerance (1930)
1998 California General Election Certification List of Candidates

Governor
Gray Davis - Democrat
Lieutenant Governor
Dan Lungren - Republican
California State Treasurer
Nathan E. Johnson - American
Independent
Public Transit Worker
Dan Hamburg - Green
Educator
Steve W. Kubby - 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
Jim Leslie - Republican
Senator/Businessman
George M. McCoy - American
Independent
Businessman
Sara Amir - Green
Environmental Scientist
Thomas M. Tryon - Libertarian
County Supervisor/Rancher
Jaime Lais Gomez - Peace and Freedom
Educator
James J. Mangia - 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
II. Joseph Perrin, Sr. - American
Independent, Researcher
Ted Brown - Libertarian
Insurance Adjustor/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/Al-Law
Joseph S. Faria - Libertarian
Attorney
Robert J. Evans - Peace and Freedom
Criminal Defense Lawyer

Secretary of State
Michela Alloto - Democrat
Businesswoman
Bill Jones - Republican
Secretary of State
Carolyn 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 Sharpes-Geisler - 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. Bans Use of Specified & Trapped Poison.

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.

TB: from page 4
Factory: nice people, nice food, no unbearable stress. This was a place that cared for their employees.

What bothers me most about this whole mess is that, while I have letters from the administration offering services and health care, I do not have a letter that says they're sorry. A nurse re-used needles on 120 people, causing us to live with testing, treatments, and the fear of wondering if we might have contracted a disease because of the incompetence of a school employee. The school only offered later finals and no apology. Granted, this is a law school, and "sorry" usually indicates liability, but I have not sued, as I heard others have.

People ask me different questions about the last couple years. Why are you going back? Because I remember why I came here in the first place: to help build the ethical standards upon which the law school should be based, and to gain the skills necessary to help the poor, disabled, and the discriminated. I came back because Loyola offers programs that are built around these needs, and employs well respected professors from whom I can learn. But as to the question of how I can come back, knowing how I was treated? To this I do not have an answer. I just know that I came back to finish what I had started. After all, how can I expect the administration to apologize if I'm not here to make it convenient for them?*

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.

"A teacher affects eternity; he can never tell where his influence stops." - Henry B. Adams

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 sex scandal will definitively 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 evenly more conservative than before. In very close races, Grey 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.
Day SBA

The SBA has already begun to make its presence known on campus. In fact, it is quite possible that it will be the social outlet of a number of students, both day and evening, through its Turf Clubs. The SBA is expected to greatly increase its presence through new events and initiatives, including an increased emphasis on student involvement. The SBA is just not 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 event, which also feature wine and cheese and softball or basketball game for some unusual fun, also involved some interesting activities has been demonstrated not only through its generous funding of the PILF auction but individual board members such as Jason Glasgow and Ruth Jimenez have personally donated items such as "Chairman of a Turf Club" and a catered Mexican dinner party for six. The SBA is also involved in co-sponsoring speaker events, as it has recently done with the Criminal Law Society in bringing Louise Cobly to speak at a forum on campus. Sport's Chair Yasha Bronshteyn'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.

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Day SBA Board Members

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Day SBA Budget

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BOSNIA: from 15
vising and conducting the
Bosnian elections. That's where
I join the story.

This past summer, while working in Washington D.C., I applied to the State
department to become an OSCE
elections supervisor. I submitted
my application assuming it was
a "shot in the dark." You can
imagine my surprise when I received
word via e-mail that I would be sent to Bosnia to help supervise
the national elections.

On September 4, we were flown into Zagreb, Croatia,
for briefing and deployment. From there, we were split up
into different parts of the Bosnian countryside.
I was assigned to Zvornik, a small city
located on the Serbian border, about 25 miles
south of Sarajevo. On the bus ride to
Zvornik, at the border of Bosnia and Croatia, we witnessed
first-hand the widespread and sense-
less destruction that had gone on
during the war.

After our arrival in Zvornik, we learned that the city's econo-
my was in bad shape, suffering from
90% unemployment. Since
the city is comprised almost
totally of Serbs, hardly any
American aid is directed to
Zvornik. This is because
during the civil war, the United
States made it clear that they did not
approve of the Serbs' policy
toward America. Consequently, many Serbs foster
a great deal of resentment
toward Americans.

Zvornik was also the site
of some of the horrific "ethnic cleansing"
that we have heard so much about in the news.
Recently, bodies of about 240
Muslims were exhumed from a
mass grave in a town called
Glumina, about seven miles west
of Zvornik, at the border of Bosnia and
Herzegovina. It is the largest mass
grave discovered in Bosnia to date.

The elections took
place on a Sunday and Saturday.
Each polling station in the coun-
try was required to have at least
one international Polling
Supervisor, as well as the
Polling Station Committee
(PSC). The PSC consisted of a
Chairman, and five other people
from the community, whose job
was to physically run the polls.

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 vari-
ous 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 bal-
lots. 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 elec-
tion observers (from the radical
Serb-nationalist party) attempt-
ing 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,
to request that they send some
international police officers to
assist me with the count.

Before the police got there,
I naively decided to resume
the count. I made extra sure to
monitor the workers carefully,
to ensure that no one attempted
any hanky-panky with the ballots.

Roughly 15 minutes later,
the Chairman signaled to me
that one set of ballots had finished
being counted. The procedure
was for us to then record the
results on a scantron form,
which would be sent to the cen-
tral processing office.

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 can-
didate defeated the pro-American
Bosnian incumbent. On a larger
scale, the national vote in Bosnia
was representative of what I wit-
nessed in my polling place: they
want the United States out of
their country ASAP.

Unfortunately, the polling offi-
cials in Zvornik have no idea
what a free and fair election real-
ly means. And until they do, the
international presence in Bosnia
is not going to be leaving any-
time soon.

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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 opening 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."

II. QUESTION OF THE MONTH

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."

Charles Lew

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

Adriana Maestas

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

Christine Vu

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

By Robin Dier

Professor David Burcham began his teaching career in the Long Beach Unified School District in 1973, teaching classes in U.S. Government, U.S. History, Anthropology and Ethnic Studies. From 1980-1981, he served as an Assistant Principal at Football High School in Austin, California. Then, in 1981, he left a successful career as a high school teacher and administrator to enroll as a student here at Loyola Law School. He graduated first in his class in 1984, and went on to clerk for Chief Judge Ruggero J. Aldisert at the United States Court of Appeals for the Third Circuit, and later, to clerk for Justice Byron R. White at the United States Supreme Court during the 1986—1987 term.

After Prof. Burcham finished his clerkship with the United States Supreme Court, he went to work for Gibson Dunn & Crutcher here in Los Angeles for three and a half years, where he was a litigator specializing in Labor and Employment Law. But, it was his first passion—teaching—that pulled him back to Loyola. He joined the Loyola Law School faculty in 1991, and he has never looked back. Although he might not have planned it this way, Professor Burcham has managed to blend his passion for teaching with his love of the law in a way that is personally fulfilling for him, and also very rewarding for Loyola students.

This semester he is teaching Ethical Lawyering and working as the Chair of the Strategic Planning Committee here at Loyola. In the spring, he will teach Constitutional Law I and a Supreme Court Seminar.

Q: What led you away from teaching high school to go 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 hooked me. I became fascinated with legal issues in the public education context. And I also came to realize that, at that point, the truly important decisions in the areas of school finance and school desegregation were being made not by educators, but by lawyers and judges.

Q: Did you have any long term goals when you came to law school?

A: I think I followed the course that many first years follow that have previous careers or academic interests. I came in thinking that I wanted to figure out a way to meld together my previous experience in public education with legal training. But, after my first year, I sort of fell in love with all aspects of law, and I decided I did not know what I wanted to do. I followed the traditional 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: 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 that I know that many of my friends would talk about, and that is that you could think back and count on literally one hand, if not one or two fingers of one hand, the number of truly great teachers that we have had through grammar school, high school, college, and even graduate school. But, when I came to Loyola, it changed by a factor of two or three. I was very fascinated with legal issues in the public education context. And I also came to realize that, at that point, the truly important decisions in the areas of school finance and school desegregation were being made not by educators, but by lawyers and judges.

Q: In a recent interview for this paper, Professor Ives 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 shouldn't 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 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 my eight hours a day. Then I stopped. That was good for a lot of reasons because it enabled me to do 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.
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 in 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. And I think that that is an important endeavor. But, I think that the students that do real well on my exams, at least, are the ones that spend at least an equal amount of time in developing their own hypotheticals and answering them. If you can write your own hypothetical about a subject matter, 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. I think that my exams, as most exams I am aware of that are given here, ask for more than a mere regurgitation of black letters, but they require on the spot analysis in applying existing legal precepts to new fact patterns that the students might not have thought about. If you are able to do that it makes you a good lawyer, and it definitely makes you a good law student.

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 kind of rapport did you have with Justice White?
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 relish the “verbate,” 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 bemusing and exciting.

Q: What kind of relationship did you have with your fellow clerks?
A: We got along well my year. We were all quite different individuals. But, under the pressure of the job, it provides an environment where you realize that you need to stick together despite any differences, and that is what we did. I still maintain contact with all of the three that we did all very today, and we were able to forge lasting friendships.

Q: What made you decide to come back to teaching?
A: I knew eventually that I would teach because I just love teaching. But, it was not clear to me when and where. An opportunity arose where Loyola was looking for a few entry level people. I applied, went through the interview process, and I was fortunate enough to be selected by the faculty, and I have never looked back. It was a great decision for me, and I hope that the faculty feels the same way.

Q: What do you like best about teaching at Loyola?
A: Teaching, the students and the classroom experience. I find the classroom experience stimulating, rewarding and exciting. I enjoy my colleagues. We are a very diverse group. But, we are quite collegial on most matters. But, if I had to pick one thing, it would be the classroom experience.

Q: How would you describe your teaching style?
A: I don’t think that I’m very unique. It is sort of a modified Socratic method. What commands the Socratic method is the requirement that there be interaction between the student and the professor that benefits not only the student that is being questioned, but all other students that are listening should benefit as well. That is terribly important aspect of teaching in my opinion. A disadvantage of the Socratic method is that it can be intimidating, and cause an adversarial relationship between the student and the professor, and I do not think that is very constructive. So, I try to keep it non-threatening and dignified, even when a student is unprepared. I don’t try to humiliate, even when a student is unprepared.

Q: What is your favorite class to teach?
A: That is a hard one. I teach Constitutional Law I, Constitutional Law II, Ethical Lawyering, and a Supreme Court Seminar. There are aspects of all of those courses that I find enjoyable. But I felt I could teach only one course, it would probably be Constitutional Law II.

Burcham: page 12
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 students, mediate the conflicts of other students at their school under the supervision of Clinic students.

Work-Study Positions are available year-round. Preference is given to students with a career interest in public interest law. A year long commitment is preferred and students will be asked to take the Clinic Training. The Application process is the same as for the Clinic.

You may qualify for a Summer Public Interest Employment Position at The Center. Applications for this position must be made through the Law School Externship Office in Burns 202. Please watch for an announcement of this by the Externship Office early in the Spring Semester. These students will also be asked to take the Clinic Training.

The Loyola Law School Center For Conflict Resolution

Present:

The Can't We Talk About It? Series

Prof. Hobbs will be the presenter.

Bring your lunch to Burns 213 at noon.

October 15 - Thursday

“That’s Not What I Said”

October 20 - Tuesday

October 22 - Thursday

October 29 - Thursday

It’s Not the Toothpaste (in 3 parts)

November 3 - Tuesday

November 5 - Thursday

November 12 - Thursday

“I Know Exactly What You Should Do!”

Prof. Hobbs’

On-Campus Mediation Clinic

Applying for Spring on-campus mediation clinic

Available for units or work-study

Satisfies your pro bono requirement

Open to Day and Evening Students

See Bridget in Faculty Support (Burns 320)

Interviews for Prof. Hobbs’

Trial Advocacy Class

Professor Bill Hobbs teaches a trial advocacy class which is a prerequisite to participation in a District Attorney’s Clinic. Because of the limited number of placements in the DA’s Office, interviews will be necessary for admittance to this class.

Students may sign up for interviews for the class Spring 1999 from September 8 through October 5. Sign-ups for interviews is not on a first-come, first served basis - all students who sign up will be eligible for the lottery; if a lottery is necessary. Please watch for an announcement of this by the Externship Office early in the spring Semester. These students will also be asked to take the Clinic Training.

The Loyola Law School Center For Conflict Resolution

After years of rigid schooling, you deserve a little flexibility. That’s why Key offers you the option of varying your loan payments to fit your changing budgets and lifestyles. For details, call our Education Resources Line at 1-800-KEY-LEND www.Key.com/educate

HELP AT EVERY TURN

Key Education Resources

“I have come to the conclusion that one useless man is called a disgrace, two men are called a law firm, and three or more become a Congress.”

The character “John Adams” in the play “1776”
## 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>
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<tr>
<td>10/26</td>
<td>Mr. Weiner - Cal-Air Meeting</td>
<td>2:00-2:45</td>
<td>Bannan</td>
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<tr>
<td></td>
<td>CCR - Mediation</td>
<td>3:00-7:00</td>
<td>Bannan</td>
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<tr>
<td></td>
<td>Ms. Bensinger - LR Class</td>
<td>3:00-4:00</td>
<td>DH</td>
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<td></td>
<td>La Raza - Graduation Committee Meeting</td>
<td>5:00-6:00</td>
<td>C002</td>
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<tr>
<td></td>
<td>Evening SBA - Curriculum Guide to Practice</td>
<td>5:00-5:50</td>
<td>H'70</td>
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<tr>
<td></td>
<td>Ms. Poehls - Byrne Trial Advocacy</td>
<td>5:00-10:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Ms. Lehrman - Arbitration Mediation Class</td>
<td>6:00-9:00</td>
<td>S236AB</td>
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<tr>
<td>Tuesday</td>
<td>Career Services - Dept. Of Corporations</td>
<td>12:15-1:00</td>
<td>B249</td>
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<tr>
<td>10/27</td>
<td>Christian Legal Society - Meeting</td>
<td>12:00-1:00</td>
<td>B255</td>
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<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>
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<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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<td></td>
<td>Ms. Fonda - LR Class</td>
<td>3:00-4:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Ms. Poehls/Mr. Siegel - LR Class</td>
<td>4:10-5:10</td>
<td>MC</td>
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<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>DH</td>
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<tr>
<td></td>
<td>Mr. Wood - LR Class</td>
<td>8:00-9:00p</td>
<td>MH</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Mr. Hull - Building Committee Meeting</td>
<td>10:00-12:00</td>
<td>Bannan</td>
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<tr>
<td>10/28</td>
<td>Career Services - Info., Navy JAG</td>
<td>12:00-12:50</td>
<td>B255</td>
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<tr>
<td></td>
<td>Ms. Bakhshian - LR Class</td>
<td>12:00-2:00</td>
<td>MC</td>
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<td></td>
<td>Ms. Poehls/Mr. Siegel - LR Class</td>
<td>2:10-3:10</td>
<td>MC</td>
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<tr>
<td></td>
<td>Ms. Bensinger - LR Class</td>
<td>5:00-4:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Ms. Poehls - Byrne Trial Advocacy</td>
<td>5:50-10:00</td>
<td>MC</td>
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<tr>
<td></td>
<td>Evening SBA - Halloween Party</td>
<td>9:00-11:00</td>
<td>Sua.Loge.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Registrar - Fingerprinting</td>
<td>9:00-7:00p</td>
<td>Sua.Loge.</td>
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<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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<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>
<td>MC</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>
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<tr>
<td></td>
<td>WLA - Mixer</td>
<td>4:30-6:30</td>
<td>Bannan</td>
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<tr>
<td></td>
<td>Admissions - Open House</td>
<td>6:00-8:00</td>
<td>MC</td>
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<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>MH</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>
<td>Ms. Poehls/Mr. Siegel - LR Class</td>
<td>2:10-3:10</td>
<td>MC</td>
</tr>
<tr>
<td>Saturday</td>
<td>Ms. Boylan - LR Class</td>
<td>9:00-10:30</td>
<td>B206</td>
</tr>
<tr>
<td>10/31</td>
<td>Ms. Friedler - Immigration Law Make Up</td>
<td>9:00-10:30</td>
<td>B206</td>
</tr>
<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.
A shaggy 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 (Evelyn Mc), 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 video parking at the law school in the movie.

If you liked “Casino” (or “Rounders”) you might like this movie - because that was another movie that sucked.

**Burcham:** from 9

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

**A:** I am married and have one child who is still at home, and a daughter who is in a sorority in college. I spend as much time as possible 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:** 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 precepts, but they were including personal experiences. And I told the class 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.
TIBET: from page 1

According to Mao, this invasion was meant to "liberate" the Tibetans and to "unify the motherland." This "liberation" involved the destruction 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. The Chinese have instituted a population transfer program. What the Chinese now significant outnumber Tibetans in their own country. The practice of Buddhism, once the center of Tibetan civilization is tightly controlled by the Chinese government. The traditional nomadic lifestyle has been destroyed. Tibetan agricultural methods have been supplanted by those of the Chinese. The traditional sources of Tibetan livelihood have been destroyed. Tibetan agricultural methods have been supplanted by those of the Chinese. The traditional sources of Tibetan livelihood have been destroyed.

The 14th Dalai Lama has worked tirelessly to gain the peaceful liberation of his country. He has devoted himself to non-violence and urged his people to forego violent resistance. In 1989 he was awarded the Nobel Prize for Peace. Today he continues to strive for a free Tibet.

Why should we care?

With this knowledge the basic question remains, "so what?" Why should we care about what is going on in Tibet? The main reason is that it matters. The suffering of any person is the responsibility of everyone. But, there are other, more concrete reasons to be concerned about the destruction of Tibet and the Chinese policies therein.

Strategically, Tibet is centered between three of the world's largest most populous nations. Russia, China and India are historical enemies. The Chinese have used Tibet's ideal location as a staging ground for its nuclear arsenal. Situated as it is on the world's highest plateau, the Chinese can shoot their missiles down on either of their enemies. Many observers consider this as the most likely nuclear war to start. No one is naive enough to think that there could be a limited nuclear war between any of these three nuclear powers.

Ideal as it is as a launching pad for war, Tibet would serve even better as a buffer between the three old enemies. The Dalai Lama, in his peace proposal, has suggested that Tibet become a "Zone of Peace." He suggests that it be completely demilitarized and monitored by an international group. This would have a tremendous positive effect not only the three nations in question but on the whole world.

The destruction of the Tibetan ecosystem directly and indirectly affects on the entire world. Scientists have theorized that the deforestation of the Tibetan plateau has been part of the cause of the global destabilization of weather patterns. The destabilization of weather patterns 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 or no contact with the outside world. They cultivated a delicate and unforgiving land so well that they had never known a famine. 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. Some positive ways are Boycott Chinese consumer goods. This is as easy as checking the tags or small print on the items 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) 289-4645. 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 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 heirs of us and do nothing."
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 several 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 hand down 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 nowhere 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 stack 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 now forced to go through the hassle of trying to locate a parking spot on the lower level, and then wait for the elevator to go 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 prefers to remain anonymous, has said, “Why don’t 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, they should bring the car to you providing a corresponding ticket stub. Then there would be no hassles and less gripes.”

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 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 tab? 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 that it would cause current students extra aggravation seems inconceivable.

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 would be inconsequential, but for those students with grievances, an improvement is a necessity.

Anat Birman

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 endeavor starting 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 knew he walked out of that first meeting laughing, "Sucker." I think him because without him I would not have the pain or pleasure of putting out the paper. I want to thank all the administrators so diligently helped me, especially Ellense Tekul in Public Relations. I also want to thank all the friends I brokered into helping me scrape together each issue at the last minute. And lastly, I want to thank Gil Serrano, the next Sucker... er, 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 spread throughout 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 to 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 problem... 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 months of testing just to identify if she might have been exposed to AIDS, hepatitis, and a variety of other diseases. See the front page of this article if you want a more in depth explanation. She is still trying to recover from the experience.

The school never apologized and never will. To them, she is a possible law suit, not a law student who pays way too much money to attend a school that would rather ignore her than treat her as a person.

One more story to drive home my point. A friend of mine, lets call him Jack, did extremely well his first year of law school but never heard from the administration about the scholarships someone in his position would normally receive. This troubled Jack, especially when he learned that many people with worse grades were already receiving money from the school. So he called the school to tell them he was transferring to UCLA law school.

The next day the barrage started. Not only was he unexpectedly home one night to tell him that his law firm would never hire a transfer student. The implication is, Go to UCLA and you won’t get a job.

Jack responded, “Your firm hires from Loyola right? So your firm will recognize what my Loyola grades indicate, that I am in the top 5% of my class. If you would hire me if I was still at Loyola, why wouldn’t you hire me if I was at UCLA.” The husband of the administrator never called back.

Then a professor told Jack he would not be able to handle the work load at UCLA. The implication was Loyola students were spoilt fed information and none of us would handle it a real law school.

Why would a Loyola Professor say such a thing? Maybe it was a scare tactic to retain a student with high grades or a true feeling among the faculty. I think a little of both.

And lastly, I transferred to UCLA. He did well at UCLA. He got a really good job.

Jack taught me a lesson. The administration is against you. Jack had to complain before they offered him full tuition. The administration only put on the full court press when he threatened to leave. And this has happened to others. During my first year a third year told me, “If your grades are at least reasonably good, threaten to leave and they will throw money at you to stay here.”

Why? Why should we have to complain? Why should we have to act like the administration is our adversary?

The reason is that this school is your adversary. As Editor-in-Chief, I would probably throw away this article because it is filled with hearsay, rumor and whining. But this is the last issue, so what the hell. At least I put it in the Editorial section.

And at least I offer a solution to the problem.

There is a quote at the bottom of page 3 of this article which says, “The theory of legal procedure is that if you have the funds to expose one another, the truth will emerge.” I am an adversarial process. Law school is no different.

The administration’s job is to run the school not to favor students with the highest grades, prevent bad press, prevent law suits... etc.

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

When they stick you with a used needle, sue. When they tell you you are not in transfer to UCLA because you won’t be able to handle it as a "real" law school, laugh at them. If you want something, anything at all, just ask for it until you get it. This school only responds to those people who complain and ignore the rest.

My advice to everyone I met at this school is to act like a lawyer. Just like in a courtroom, this school has two sides in direct opposition to each other. If you do fight for what you want, you will get what you want. They act like lawyers. So should you.

Doug Steenstrom
Editor-in-Chief
Loyola Reporter
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