The Problem with Parking

Will a new garage and a $240 parking fee be the answer?

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from the editor

This term we tried something different at Motions: Make every decision based on our mission of serving the reader.

We changed from a gray newspaper with random stories to a focused, reader friendly magazine. Law students read too much to face an impenetrable wall of text in the student newspaper.

We looked for stories that provide value to law students and bring us together as a community.

Fitz Tait, a transfer student with a magazine journalism degree, wrote how-to features on finding employment and taking exams (this issue). He also reported on the Halloween party and Surf Society's Baja trip.

Andrea Fischer and Laura Kaufman, a reporter for the National Bureau of Affairs and a former reporter for the San Diego Union-Tribune, wrote about the outstanding people who are part of our community, like Sophia Roach-Milner and Lauri Thompson.

To keep us on track, we appointed an Editorial Board that is dedicated to our mission and represents the law school community.

Secretary Melissa Soriya, 3L, was recommended by the Women's Law Caucus. Vice-Chair Tamala Choma, 3L, is regional director for the National Black Law Students Association. Chair Mark Weinstein, 3L, is an academic support tutor and the lone holdover from the previous board.

The newest board member is Leena Khan, a transfer student from Suffolk University law school, with a strong interest in press freedom.

Next term we begin publishing on our new Web site at http://www.acusd.edu/motions. By the time you read this we should have posted a list of USD students who passed the July bar.

We will continue to build momentum for the next staff. We are looking for editors, production staff, reporters and writers, and photographers and artists. If you find a story of interest to law students, publish it in Motions. We also need investigative reporters to unearth what the University is doing so students have a chance to give their input on major decisions.

Most of all, we need your feedback. Tell us what we can do to make Motions better. Phone us at 260-4600 Ext. 4343, or e-mail us at motions@acusd.edu.

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OPINION

The price of parking is going up

USD proposes $240 parking fee to pay for new parking garage

by Cheryl Yarbrough

You circle the parking lot one final time in desperation, hoping for one of those coveted spots, but knowing your efforts are futile. You roll down your window and ask every person in sight, "Excuse me, are you leaving?" They respond with a sideways nod and give you that, "Are you nuts?" look. Grudgingly you drive out towards the football field, knowing that you have to lug, what seems like half the library with you — all day.

We look to administration for help, and they seem to provide no answers. After all, they were willing to kick our butts off campus and make us park on a golf course parking lot, so they could feed the voracious media during the debates — never mind the fact that we're the $1 million a year debt service plus half the library with you.

Parking administrators said they were trying to alleviate the parking crunch by new spaces into the existing parking lots. In fact, they just added a few new spaces in the lot adjacent to the law school. But it hardly makes a difference. Currently, there are 3,611 total parking spaces on campus, while 6,321 students have permits. There are approximately 1,000 faculty and staff who will be subject to the fee increase, as well.

Parking administrators are open to suggestions and are looking for an alternative fee structure that would be fair and equitable to all. Nevertheless, "You can never solve all inequities," as Sampson said. Parking administrators urge all mathematicians to help them devise a workable fee structure and answer questions such as, "Should employees and administrators pay the same as faculty?"

Devising a parking permit fee structure that would be fair to all is what Sampson described as "the perfect SAT question." Any student, faculty, or administrator that has a workable solution to this problem is urged to come to a meeting discussing the increased fees on Tuesday at noon, December 10, in the Hahn University Center, Room 107.

"We pay enough that you'd think they could at least have a reasonable price for parking." — Jennifer Harris

Support your local editor

I write this letter in defense of current MOTIONS leadership.

Since my first year in law school, I have enjoyed the regular opportunity to read one of the few publications written by and for law students. Based on the number of students I observe reading MOTIONS month after month, I know that I am not alone.

When the former editor graduated last spring, a concerted effort was made to locate students who were willing to carry on the MOTIONS tradition. As the current dearth of support illustrates, few came forward.

In recent issues of MOTIONS, however, some members of our student body have editorialized their criticisms of how the newspaper is being run this year. While constructive criticism is vital to the health of the press, simply taking pot-shots from the sidelines is of marginal validity unaccompanied by a willingness to contribute in any meaningful way.

I am not personally acquainted with the current editor, but I would like to offer him my applause and support for taking on a thankless task which benefits all of us in the law-school community. Perhaps if the rest of us were not so focused on our own academic, professional, and personal prerogatives, he would be enjoying our assistance as well as our commentary.

Tony Boyd, 3L
Does USD Practice What It Preaches?

USD has begun a self-study called "Ethics Across the Campus." The purpose is to determine if the University's stated values and goals — what it preaches — reflect what the University does in daily operation — its practice. The main tool to be used in this study is a "Values Audit" questionnaire that will be distributed to students, staff, faculty, and administration. The questionnaire is currently under development by the Ad Hoc Ethics Committee.

Dr. John Wilcox, the Director for the Center for Professional Ethics at Manhattan College in New York, has been asked to assist USD in forming its values audit. Dr. Wilcox emphasized that the Audit was USD's and not his. He was simply here as a catalyst, bringing his experience with Values Audits from Manhattan College and St. John's University to USD. He also said that the process of the audit was just as important as the substance. Dr. Wilcox spent two days here explaining the process and interviewing students, faculty, staff, and administration.

The study will probably take two years to complete. Its success will depend largely on whether the campus takes it seriously. That means everyone must feel like the Audit is meaningful and not just a public relations exercise by the administration. That meaningfulness will no doubt be evident by the types of questions posed in the questionnaire. Everyone knows that when you get to pick the questions, you are in a large part picking the answers.

This leads to the inevitable question of whether a questionnaire, highly biased or slightly nuanced, is a good tool to use. There is a danger that those who are not happy with USD just won't be motivated enough to fill out a questionnaire or participate in small group discussions. The task of getting people involved in anything seems difficult enough these days, never mind for a study that they may be ambivalent about. This ambivalence could stem from a general disbelief that anything they say will be read or considered. A belief that their comments will be promptly ignored as business continues as usual.

That would be a tragedy. The whole point of this Audit is to find out what is going on on the campus. If there is a problem and it is not communicated then the problem will continue. So, if you think a Catholic University that preaches human dignity but fails to hire union workers isn't practicing what it preaches, you need to fill out a questionnaire. If you think highly paid administration being charged the same $240 for a new parking space as an hourly staff employee isn't very Christian, fill out a form. If you have experienced an injustice at USD, let them know about it. If you feel others are being taken advantage of, or there is just something that could be done better, put it in the Values Audit.

It is a credit to this school that it is opening itself up to criticism. We can be a credit to ourselves by taking advantage of this opportunity: offering praise where it is deserved, constructive criticism where it is appropriate, and clear dissent when necessary.

This communication is vital to achieve the goals stated by the Ad Hoc Ethics Committee: 1) To determine if we do indeed practice what we preach at USD 2) To open up dialogue between various campus "entities", breaking down communication barriers between students, staff, faculty, and administration 3) To have everyone on campus, irrespective of position, perceive his or her role as an educator, and 4) To ensure that all members of the campus community are participants, giving special attention to the cultural diversity of the campus. A major problem in previous audits has been a lack of staff participation. USD hopes to remedy this by having the audit available in English and Spanish, written or oral.

This audit will be supplemented with small group discussions and town meetings. The final result will be a report with recommendations being presented to the President and the Board.

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MOTIONS 5
Don’t Get Buried By Exams  

How To Make A’s on Your Finals and Avoid Stress

By Fitz Tart

Tick . . . Tick . . . Tick . . .

Here they come. You can almost hear their faint screams in the back of your mind. With every tick on your wristwatch, with every morning alarm-clock, and with every afternoon sunset, you can feel your exams speeding devastatingly closer. You constantly ask yourself: Will I be ready? Have I done all I needed to? Why did I go to all those Thursday night Bar Reviews? What if I freak out? Can I make the A? Can I make the D? Why does everyone else seem so calm? Do they know something I don’t? If I skip town now, will financial aid really send a bounty hunter???

. . . . . . . RELAX!!

A million lousy lawyers have been doing this for centuries. If that stupid lawyer you saw on Court TV can do this, then so can you. You’ve paid your dues. You’ve put in your hours of stress, sporadic reading, and hasty note taking. This is what you have worked so hard for. When your professor called out to you, you answered. So what if your answers usually sounded like, “Well, that is what I haven’t been able to understand,” or “Yes, I believe that you have once again stated the law very accurately Professor,” or “I would love to answer you at this moment, but out of respect for my classmates, I feel that it would be better if I PASSED this time around to avoid confusing those that may not be prepared.”

The point is that you tried, you didn’t give up, and now you have made it — right to the brink of madness. No longer will you have to cruise around downtown to see crazy looking people who haven’t bathed. You can actually witness looks of madness, horror, panic, and desperation right here on campus. But all for what? A few hours of taking tests that have been rumored to determine the rest of your life? Don’t doubt yourself. You are ready. You just need to keep your wits, believe in yourself, get plenty of rest, and ignore all those crazies who tell you that you are wrong.

To help you on your way (to making that A), here are a some helpful tips. Remember, these are tips that have been generally helpful to most people. If something doesn’t work for you scrap it quickly and find something that does. Studying for and taking exams is an extremely personal experience. You must find what works for you.

**EXAM PREPARATION**

If you thought that a class outline was something your professor hands out a few days before the exam then you may have some work ahead of you. But don’t worry, you are not alone. Many people wait until the last few days before each exam to begin outlining their courses. If you have kept up in class, taken really good notes, and have a good student outline or a commercial outline (Emanuels, Quick Review, Legalines) to assist you, then this may be all you need to do.

Outlining your class shortly before a test can be a good way to study because when the test arrives you will have learned the material so recently that everything will be fresh in your mind. For example, if you are taking contracts, and you outlined the remedies nearly four months ago, you will have the basic information down in your outline. But unless your outline is very detailed, you may have forgotten some of the crucial reasoning that helped you understand the difference between reliance damages and expectation damages. However, if you perform all of this analysis three or four days before your exam, then the reasoning will be fresh.

The obvious downside to this preparation strategy, is the massive amount of information that you will need to compile in a short time. You could certainly utilize your three days more effectively by spending the time memorizing and applying rules to facts rather than scouring through piles of notes. Nevertheless, if you don’t yet have a class outline you still have time. Just try to give yourself at least two full days to review the outline you make. You don’t want to be learning what the Model Penal Code is on the night before your exam; instead, you want to be reviewing how it might apply to a burglary statute.

**Studying the Outline:** Once you have your outline all set up, you then need to learn it. Memorize the outline by rehearsing it, or by using flash cards. Rereading your outlines may work well for some, but the best way to learn — to memorize — is to rehearse. You should rehearse in your mind and on paper. By writing down the rules over and over you will not only reinforce what you have memorized, but you will be familiar with how the words look on paper which can help your ability to recall during the exam. Another way to help your ability to recall is to rehearse your outline topics in differing orders, according to a handout on exam taking by USD’s academic support associate director Janet Madden. You can get a copy of the handout in Warren Hall, Room 117.

You should always try to give yourself a few hours of study time to apply your new knowledge to actual fact patterns. You can usually get practice exams on reserve or from your professors, but if not, there are plenty of commercial practice tests available. Practice writing out your answers to see if you are able to apply what you know in writing. You may agree that it is generally better to find your weaknesses here than during the test.

**Personal Care:** Aside from taking LSD, the worst thing you can do before an exam is an all-nighter. Plan out your study/sleep strategy and stick to it. It is generally better to know a few areas really well than to spend those precious last few hours learning things that you still don’t understand. The lack of sleep
TAKING THE EXAM

Make sure you have your secret exam number, and as many pens, highlighters, and pencils as you think you may need. I've never needed more than one good pen for all of my exams, but for some reason I always bring seven. You may think that is a superstition, but the exam Gods told me seven is the required number of pens I need to bring in order to make A's. You should be prepared for the worst, but two or three pens should suffice.

Read the Instructions: After you sit down, your proctor will read you the exam instructions, or you will be allowed to read them to yourself. Read them very carefully because some professors are VERY picky about how they want their exam questions answered. Some want every question in a separate blue book. Some want every other page blank with every other line colored pink. Whatever the exam instructions are, follow them exactly or risk losing valuable points.

Depending on how egregious your error is you may lose credit for an entire question if it the instructions are not followed precisely. Oh, and NEVER reveal who you may be in any way whatsoever. So if you are inclined to write something like this, "The issue here is very similar to the section, and when you want to attack that particular section.

The key is to score as many points as possible, as fast as you can. For example, in a 100 point test, if you spend two-and-a-half of your three hours on the first 35 point question, you may get all the points for that question but you could have scored 65 points by doing the shorter second question and all of the short answers instead. Another factor in your decision is the content of the question. If you realize right off the bat that the question is one that covers one of your weakest areas, then you will probably do well to skip it and rack up points in other areas.

Call of the Question: Call of the what? Before you delve into the four-page fact pattern, you can save yourself a great deal of time by going to the end of the facts and finding out what your professor wants you to answer, and how she wants you to answer it. By doing this you can avoid wasting time on issues that you aren't required to discuss. Then, once you know the who, what, when, and where of your professor's interests, you can then dive into the fact pattern with that in mind.

Attacking the Facts: Read the fact pattern at least one time through before writing anything. On your first time through you should only mark obvious issues that pop out. On your next time through, underline important words and phrases. Then jot down issues and relevant rules next to those words in the margins. For some people, this is all that is needed.

Many students however, find it helpful to spend about 25 percent of their test taking time organizing their answer to the questions in some type of outline or flowchart format. However you do it, you should organize your paper before you start writing. Your answers should be clear, logical, and easy to read. The more coherent your essay is to read, the easier it will be for your professor to give you points.

USE IRAC

Your answers should be organized according to issues. Their is a commonly known acronym — IRAC — that usually works well on law school essay exams. While the IRAC technique isn't always required or requested, it is probably one of the best ways to provide your professor with a clear format by which to grade your essay. Simply put, IRAC stands for Issue, Rule, Analysis, Conclusion. For each issue that presents itself there may be sub issues that need to be discussed.

Exams, continued on page 9
Discover principles that lead to success

By Lynne Gooley Baker

Covey establishes the importance of his SEVEN HABITS by reviewing the history of American success literature. The first 150 years of American literature focused on character as the foundation for success — things like integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty and the Golden Rule. The Character Ethic taught that there are basic principles of effective living, and that people can only experience true success and enduring happiness as they learn and integrate these principles into their basic character. After World War One a different view of success emerged; the Personality Ethic. Public image, attitudes, behaviors, skills and techniques that lubricate human interaction became the new focus. Reference to the character ethic became mostly lip service.

Covey says the character ethic is based on discovering the principles which govern human effectiveness — natural laws in the human dimension that are as real and unchanging as the law of gravity in the physical dimension. He quotes Cecil B. DeMille’s observation about his monumental movie, The Ten Commandments: “It is impossible for us to break the law. We can only break ourselves against the law.” Right character is the map to human effectiveness. Covey’s principle-centered path of seven habits aligns our maps with natural law.

Habit One: Be Proactive.

Use your energy only on that which is truly within your control. Covey focuses on the uniquely human power in the gap between stimuli and response.

We each encounter problems which fall into three areas: direct control (problems involving our own behavior); indirect control (problems involving other people’s behavior); or no control (problems we can do nothing about such as our past or situational realities). The proactive approach shows how in each of these areas, we have some power. Direct control problems are solved by working on our own habits (See Habits 1, 2 & 3). Indirect control problems are solved by changing our modes of reaction. Quadrant II crises by focusing their energies on high leverage capacity building activities of Quadrant II. What one thing could you do in your personal and professional life that, if you did it on a regular basis, would make a tremendous positive difference in your life? Quadrant II activities have that kind of impact. Remember, 80% of your results flow out of 20% of activity.

Reviewing class notes, or preparing an outline, discussing concepts with a professor . . . these are Quadrant II preventative measures, not urgent (until final week), but important if your goal is to prevent a crises after fourteen weeks. This is where Covey is at his strongest, clearly detailing the difference between the way we use our time and the effective use of our time. I feel chastised spending time writing this article just thinking about the concepts unless I justify this as relationships building. Do any of you actually read these articles?

Transitioning from Private Victory to Public Victory. Covey organizes these first three habits as Private Victory, utilizing habits of personal mastery which respond to those items of Direct concern. The next three habits are grouped as Public Victory. They describe the necessary balance in emphasis between production and production capacity (P/PC) in your dealings with others in order to have positive influence on those around you. Since we all understand the concepts of deposit and withdrawal in our financial bank accounts, he utilizes the metaphor of an emotional bank account to describe the trust built up in a relationship. If I make deposits with you through courtesy, kindness, honesty, and keeping my commitments to you, I build up a reserve. I can even make a mistake and that trust level, or emotional reserve, will compensate for it. When a trust account is high, communication is easy, instant and effective.

But if I have a habit of showing discourtesy, disrespect, cutting you off, overreacting, ignoring you, becoming arbitrary, betraying your trust, threatening you, eventually my Emotional Bank Account is overdrawn. Instead of rich, spontaneous understanding and communication, the situation becomes one of accommodation, or deteriorates further.

Covey takes this one step further and highlights how Production Problems are Production Capacity opportunities (P/PC). He highlights this (P/PC) in a business example, detailing the department store chain that has developed great loyalty by treating each customer who comes in with a problem as an opportunity to build that relationship. By recognizing that the P/PC balance is necessary for effectiveness in an interdependent reality, we value our problems as opportunities to increase PC. With the paradigm of the emotional bank account and the P/PC balance in mind he turns to the habits necessary for public victory.

Habit Four: Think Win/Win.

This has become a cliché, but Covey talks about the five interdependent dimensions which are required. It begins with character, moves toward relationships, out of which flow agreements. It is nurtured in an environment where structure and systems are based on Win/Win and it involves process. Win/win ends cannot be achieved with win/lose or lose/win means. Covey identifies three character traits essential to Win/Win: integrity, maturity and abundance mentality.
**Good luck on exams from Socrates**

**Exams, continued from page 7**

For instance, in a contracts exam, if the larger issue is whether their was a valid contract, there will be smaller issues that need to be addressed like: whether there was mutual assent, whether there was a valid offer, and whether there was valid acceptance, etc. The key is to separate the issues. Once you have determined the issues, try to discuss them in the order that they appear in the fact pattern. You can simply start like this, "The first issue is..."

**Rule:** After you write your first issue, then write the accompanying rule or rules that go along with it. There may be many rules for an issue, and you should generally write as many as you can to show that you know them, but try to keep your rules relevant to the facts to which you will be analyzing.

For instance, in a torts exam, if your facts suggest that you need to discuss whether there is a viable action for intentional infliction of emotional distress, you should present the rules covering the conduct required, the fault required, and the causation and damages required under each possible action, but you don't need to delve deeply into the rules surrounding bystander recovery for infliction of emotional distress unless the facts suggest that issue needs to be dealt with.

In other words, don't waste time on collateral issues. Collateral issues are a favorite for law professors and are commonly known as red herrings. Be aware of red herrings and don't waste time addressing issues that aren't relevant to the resolution of the problem.

**Analysis:** After stating the issue and the applicable rule, apply the facts in the question to the rule. Working the facts is generally where you can rack up most of your points. The analysis phase is where the professor can see if you really understand the rule that you spewed out after the issue. Make sure to write clearly and in short sentences and paragraphs. Every time you change a thought, you should make a new paragraph.

Also, your answer will be easier to read if you skip every other line and write on only one side of each page. This will also enable you to neatly amend your answers should you later remember something that you should have written.

When applying facts to the rules make sure to argue both sides. Even if you feel that one side may be the obvious winner, show that you know an alternate argument can be made, but that it is weak for various reasons. (It usually helps to include the reasons.)

Remember, your most valuable word is "Because." Don't make blunt conclusions of law. Instead of saying, "Johnny committed rape when he had intercourse with Jane without consent," say "Johnny seems to have committed rape because he had intercourse with Jane without her consent." Avoid using first person. Say "It seems this because of that," instead of "I think this because of that."

**Conclusion:** There usually aren't many points given for your conclusion because there is often no "right" answers on a law school exam. But, when you are done with your analysis, you should try to include a brief conclusion of what you just stated in order to clear up any confusion for the professor. The conclusion can help clarify your analysis.

**Finishing Up:** Your first instinct will probably be to get rid of the thing as quickly as possible. But, if you are fortunate enough to have finished early, read over your answers to make sure that your arguments included everything they needed.

When coming back to weak areas, you have given your subconscious some time to contemplate the problem. If you skim over your answers you may be surprised at the new tidbits that pop up. However, it is generally a bad idea to second guess yourself. Unless you are absolutely positive that something needs to be changed, keep it.

Don't be afraid if you haven't finished. Most of those people who finish early are usually missing valuable information. If time is running out on your test, you must make a strategic judgment call. The key is to get as many points as possible. It won't help at all if you just sit their freaking out about how little time is left. Instead, write out a legible outline of the issues and the rules remaining on the question you are working on. Then, quickly analyze the facts as they relate to your rules. You may not get a great deal of points, but you will probably get more than if you just spend time writing a detailed analysis of a minor issue.

**Emergency - My Mind Went Blank!**

If your mind goes blank on the test, just close your eyes and take a deep breath. Don't look around too much because it will only add to your anxiety. Try taking a quick break — go to the bathroom to splash some water on your face.

You have a great amount of knowledge in your head just waiting to be released. To do this, it may help to just begin writing anything you do know. Even if it isn't entirely relevant, simply writing something will help get your mind flowing again. If you begin your test with a quick outline/checklist this can accomplish the same thing.

When you are in the middle of a question, and you aren't sure if you've just written thirty minutes on an issue using the wrong rule and analysis, don't worry. Just write in the alternative.

For example, at the end of your thirty-minute spiel, just write, "But arguably, if that is not the correct test for determining a life estate, then this is the correct analysis..." This is called the say-and-spray method of exam taking. It is not highly recommended because it can waste a lot of time, but you generally won't get points off for your wrong answers, and you will still get the points for your right answer.

However, if you do write too much using the wrong analysis, show your professor that you do know the correct analysis. Sometimes, even if you used the totally wrong analysis, you may still get some points if you applied it well. The bottom line is to get as much out, as fast as you can, and as neatly as possible.

**AFTER THE EXAM**

Relax for a moment. You earned it. Take a couple of hours off, or take a nap. Don't dwell on the exam because there is absolutely nothing you can do at this point. Put it behind you and get your mind into gear for the next class. As much as you will want to, try not to talk to anyone about the exam. It will only get you worried when you find out they did things differently. The odds are that they are wrong anyway.

Take a break and then start the process all over again. When it is all over you will find yourself completely insane, but at least you will be done. If you work hard, stay focused, and believe in yourself, you can get the "A" you've dreamed of.

**Habit Five: Seek First to Understand... Then to be Understood.**

Empathic listening makes huge deposits in the emotional bank account between two people. It is hard to do, Covey says, because we all prefer to see things through the 'glasses' we've been wearing sharpening the saw, and thus struggled to chop down the tree. The Seventh Habit requires the personal renewal, for caring for our own production capacity (PC). It is preserving and enhancing the greatest asset you have — you. It is renewing the four dimensions of your nature — physical, spiritual, mental and social/emotional. Renewal is the principle and process that empowers us to move on an upward spiral or growth and change.
New books in the LRC

Compiled by
FRANKLIN A. WESTON
Senior Reference Librarian

AFTKEN, ROB. Dismantling the Mexican State?
Examines the administration of Mexican President Carlos Salinas de Gortari (1988-94) and particularly the impact of socio-economic reform on the political arena.

ALLEN, FRANCIS A. The Habits of Legality; Criminal Justice and the Rule of Law.
Provides a broad survey of American criminal justice and offers solutions on how to revitalize the rule of law.

ANAYA, S. JAMES. Indigenous Peoples in International Law.
A theoretically grounded and practically oriented synthesis of the historical, contemporary, and emerging international law related to indigenous peoples.

BLANCHARD, DALLAS A. The Anti-Abortion Movement; References and Resources.
Surveys the history of abortion in the United States, the rise of national pro-life organizations, and the changing tactics and future of the movement.

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Contains the common understanding of 17th century English politics is oversimplified and inaccurate. By examining the political opinions of key figures, concludes that the laws of the land represented a civilization no monarchist would have attacked.

CLOR, HARRY M. Public Morality and Liberal Society; Essays on Decency, Law, and Pornography.
Considers how public morality can be justified in theory and accommodated in practice within a liberal society.

COGSWORTH, RICHARD A. Scholars of the Law; English Jurisprudence from Blackstone to Hart. Begins with the emergence of the positivist belief that jurisprudence can solve the truly important social issues and leads us through the gradual divorce of legal theory from legal history.

DEGADO, RICHARD. The Coming Race War? And Other Apocalyptic Tales of America after Affirmative Action and Welfare.
Explores affirmative action and merit, the nature of false empathy, and the limitations of legal change.

MILLER'S Search and destroy demonstrates that an African-American male between the ages of 18 and 35 has an inordinate likelihood of encountering the criminal justice system.

DERS, GERARD E. Controversy and Complexity; Canadian Immigration Policy During the 1980s.
Describes the forces and factors that influenced the formulation and administration of immigration policy in the 1980s.

EVA NS, RICHARD J. Rituals of Retribution; Capital Punishment in Germany, 1600-1897.
Brings a mass of evidence to bear on the history of German attitudes to law and order, deviance, cruelty, suffering, and death. Tells the story of the men and women who went to the block, the politicians, philosophers, and officials who debated whether they should be sent there, and the executioners who job it was to kill them.

HEER, DAVID. Immigration in America's Future; Social Science Findings and the Policy Debate.
Examines the data and trends of immigration to the United States and welcomes thoughts on what our national immigration policy ought to be.

HIRSCHFELD, LAWRENCE A. Race in the Making; Cognition, Culture, and the Child's Construction of Human Kinds.
Provides a new understanding of how people conceptualize social categories and shows why this knowledge is so readily recruited to establish systems of unequal power.

KOPPELMAN, ANDREW. Anti-discrimination Law and Social Equality.
Addresses the controversial attempts to reshape society in the name of anti-discrimination.

KUPHINE, DALE S. Massachusetts Congregational Political Thought, 1760-1790; The Design of Heaven.
Shows that the Congregationalist sermons articulated an enlightened political theory informed by a variety of 17th and 18th century political thinkers, including John Locke. Yet, they remained influenced by their puritan heritage.

LOWENFELD, ANDREAS F. International Litigation and the Quest for Responsibility; Essays in Private International Law.
Addresses the cutting-edge issues in transnational litigation, including the debates on the reach of national jurisdiction, both legislative and judicial, as seen in the United States, England, and on the Continent.

MILLER, JEROME G. Search and Destroy; African-American Males in the Criminal Justice System.
Demonstrates that an African-American male between the ages of 18 and 35 has an inordinate likelihood of encountering the criminal justice system.

MINTZ, JOEL A. Enforcement at the EPA; High Stakes and Hard Choices.
Offers a comprehensive history of EPA's responsibilities -- enforcing federal environmental standards.

MORISON, JOHN. Tall Stories? Reading Law and Literature.
Explores the relationships between literature and the study of law by exploring issues relating to the nature of law and legal discourse.

MOSS, DAVID A. Socializing Security; Progressive-Era Economists and the Origins of American Social Policy.
Examines the early movement for worker-security legislation in the United States, and focuses on a group of academic economists who became leading proponents of social insurance and protective labor legislation during the first decades of the 20th century.

NAGEL, JOANE. American Indian Ethnic Renewal; Red Power and the Resurgence of Identity and Culture.
Traces the growth of the American Indian population over the past forty years, and identifies several historical forces which have converged to create an urban population base, a reservation and urban Indian organizational infrastructure, and a broad cultural climate of ethnic pride and militancy.

NEY, TARA. True and False Allegations of Child Sexual Abuse; Assessment and Case Management.
Addresses, through the expertise of a diverse group of scholars and practitioners, current research and the clinical, legal, and ethical issues that arise in sexual abuse cases.

OOSTHUIZEN, FREDIE. The Future for the Global Securities Market; Legal and Regulatory Aspects.
Consists of the most recent Oxford Law Colloquium which was concerned with the global regulation of the securities market.

OWEN, DAVID G. Philosophical Foundations of Tort Law.
Leading commentator on law and philosophy examine the philosophical origins of tort law, from Aristotle, Aquinas, and Kant to rights-based and economic theories of legal responsibility.

RAINEY, R. RANDALL. Abortion and Public Policy; Interdisciplinary Investigation Within the Catholic Tradition. Analysis of the abortion debate in the United States from a Catholic tradition.

PARKER, STEPHEN. Legal Ethics and Legal Practice; Contemporary Issues.
Offers a collection of essays that address some of the key issues, suggests possible solutions, and provides readers with strategies for devising more "ethical" practices.

STEBBE, DAVID L. Arthur J. Goldberg; New Deal Liberal.
Tells the story of the former U.S. States Supreme Court Justice, Secretary of Labor, and U.S. Representative to the United Nations.

UILLER, H. RICHARD. Virtual Justice; The Flawed Prosecution of Crime in America.
Covers major aspects of the criminal justice process, from the gathering of evidence, capture and custody, and eyewitness identification to plea bargaining, selecting the jury, and the role of the judge.

WACK, RAYMOND. Human Rights in Hong Kong.
Analyzes the law and practice concerning a number of specific human rights in Hong Kong, and questions the ability of the Colony to control the future when it is returned to Chinese sovereignty in the near future.

WATSON, ALAN. Jesus and the Law.
Measures the success of Jesus' ministry by explaining his attitude toward, and knowledge of, certain laws and legal customs, and assesses the legal implications of his actions and teachings.

WILDHOOD, PETER. Against the Law.
Tells the story of what it means to be a homosexual and how he was sentenced to eighteen months' imprisonment for homosexual offenses.

YOUNG-BRUEHL, ELSABETH. The Anatomy of Prejudices.
Proposes a fresh start, and suggests an approach that distinguishes between different types of prejudices, the people who hold them, the social and political settings that promote them, and the human needs they fill.
Modems that Sizzle

COMPUTING

in the LRC

LARRY DERSHEM
Computer Research Specialist
Legal Research Center

Y ou are sitting in a new office-tower overlooking San Diego watching a cargo tanker leisurely amble its way out to sea. Suddenly your computer phone rings. It’s one of your clients, Matsuma, Electronic, calling from Tokyo. You press a button to bring them up on your computer screen. You’re standing at the entire corporate board at Matsuma, and they are looking back at you through the color camera mounted on top of your monitor. They want to change several lines of a contract you are negotiating on their behalf with the U.S. based QualTech Corporation.

While in secure mode, you display a draft contract on your screen so it can be viewed from both ends of the connection. You watch as the Matsuma chairman crosses out three lines of text on the contract, and writes in two replacement sentences. After you assure the board that the change looks fine, the chairman signs his name to the screen document, and the contract is printed for execution later that day at QualTech headquarters. Fiction? Not really. These types of transactions are now possible using today’s high speed modems. And it is only the beginning.

Law related uses of modems range from video conferencing with clients, to performing legal research using LEXIS-NEXIS, WESTLAW, and the Internet, to attending virtual continuing legal education courses via the World Wide Web. This multimedia aspect of future law practice will increase demands on modem speeds, as more and more data gets transmitted through telephone lines and cables.

Modems are electronic devices that allow your computer to send and receive data over telephone lines, cables, or via satellite or other wireless connection. Early modems were used to send telegrams, where they alternated between two different tones. This is called modulation, and the term modem was actually derived from this process of MODulating (and DEMODulating at the receiving end of the connection). As an example of how this process actually works, say you want to conduct research on WESTLAW. When you send your search query, your modem converts your digital data into sound signals that can be sent over standard telephone lines. When these signals reach West Publishing Company in Minnesota, a high-speed modem on that end translates these sound signals into digital signals that can be processed by their computers. When the WESTLAW computers are ready to send back the retrieved documents, the process just described is merely reversed. This back and forth translation of digital data, to sound signals, and back to digital data occurs so fast that it is totally transparent to the user.

Today’s modems transmit data with many different tones, signals, and complex algorithms, so that the term modem is really a misnomer.

So what kind of modem do you need? The answer depends first of all on whether you are buying one for your desktop or notebook computer. Modems for desktop units can be either an external box that sits next to your computer, or an internal card that plugs into one of the vacant slots inside your computer. For the sake of having a less cluttered desk, I recommend an internal modem. Besides causing less wire tangle, they are usually less expensive than external models. The bare bones minimum speed to purchase today is 14.4 kilobits per second, which is usually abbreviated in computer ads as 14.4 bps. These modems can be purchased locally for around $42.00. They are adequate for searching on LEXIS-NEXIS and WESTLAW, but may prove too slow for satisfactorily accessing the graphics intensive World Wide Web. If you plan to do any browsing on the Web, a 28.8 bps modem is highly recommended. These modems can be purchased in local San Diego County computer stores for around $100. Recently a new standard has emerged—the 33.6 bps modem, and modems with speeds of 56 bps will be available early next year from U.S. Robotics, Motorola, Rockwell, and others. Although these devices have the potential to increase data throughput, early tests conducted by PC World magazine showed little improvement over the 28.8 speed modems.

Apparently, standard telephone lines have trouble delivering data at speeds above 28.4 bps.

Many of the new modems include fax capability, that allows your computer to be turned into a fax machine. On the slightly higher end, are modems that come with voice mail capability, that allow you to set up a sophisticated voice mail system, just like a big corporation. Good bets for your desktop system, include modems from U.S. Robotics (http://www.usr.com), Motorola (http://www.mot.com/modems), Cardinal (http://www.cardtech.com), and Hayes (www.hayes.com). For an excellent review of these modems, and others, see the November 1996 issue of PC World.

If you are buying a modem for your notebook computer, you will probably want to purchase a PC card type modem. These devices are the size of a standard credit card, but a little thicker, and are designed to fit in the PC card slot found in most notebook computers today. Some of the best PC card modems are manufactured by Megahertz and U.S. Robotics. As with desktop modems, check out the features you need before buying. Some PC card modems, such as the Megahertz X314088 not only include fax capability, but are designed to work well with cellular telephones—great for accessing e-mail or CALR services from the court house steps.

So what is in store for the future. Well, in short—speed, speed, and more speed. For anyone who has contemplated reading his or her casebook while waiting for a graphic intensive web site to download, faster modems are just what the doctor of jurisprudence ordered. There are data transmission options available to you now (or in the very near future) that go beyond the speed of today’s fastest modems.

ISDN (which stands for Integrated Services Digital Network) lines are currently available from the phone company for about $34.95 per month (not including installation). As can be seen from the chart above, ISDN access will give you about 5 times the speed of a 28.8 modem. T1 connections will give you approximately 53 times the speed of the fastest desktop modems. T1 access is provided in the LRC computer lab on all 28 attorney workstations. Therefore, if you have heavy Web research to do, consider using our lab.

The phone companies are developing even faster speeds that will work over standard copper phone lines. The two standards are called asymmetric digital subscriber-line (ADSL) and high-speed digital subscriber-line (xDSL), and will offer speeds of between 53 and 312 times the speed of a 28.8 bps modem.

Currently, the fastest data transmission speeds on the horizon will be available from cable companies via what are called cable modems. These rockets can send and receive data at speeds of between 10,000 and 27,000 kilobits per second (or about 1000 times faster than 28.8 bps modems), leaving other technologies behind in an electronic dust cloud. Scheduled for release locally in the first quarter of 1997 by Cox Cable, Southwestern Cable TV, and Daniels Cablevision, the first offering will be a one-way cable modem for use with coaxial cable lines for downloading Internet information. You will still be required to send all outbound transmissions (such as e-mail) over a standard phone line. Eventually, these one-way modems will be replaced with fast two-way modems that will require two-way fiber optics cable networks. Once this happens, it will be hard to define the limits of what you can do with your computer.
Let the Internet help in your job search

The Internet

By

Chris Rusch

Finding a job these days can be tough, especially for new graduates. Instead of firms and corporations coming to you, you may need to seek them out. One valuable tool in this pursuit is the Internet. You can search one of the many job banks, browse the human resource's section of a corporation's web site, check out job opportunities at law firms on the web, sign on to a discussion list and send your résumé via e-mail or post it for others to see...and all this is free to the applicant.

In order to get your résumé ready to go onto the net, you'll need to remove any formatting you've put into the document. For example, there can be no columns, bold faced or italicized words, more than one font, etc. It needs to be plain vanilla because formatted documents can not be sent directly as e-mail. Once this is done, you can get onto the Web and send your résumé to some prospective employers and post it in the databases.

The best places to begin your search is at those sites dedicated to the legal profession. These are web sites containing up-to-date lists of the various jobs available at law firms across the United States. You can get to them by typing their URL into your web browser (example: http://www.LawFirm.com). Once you're there, browse around a while, then go to the search engine and type in a word or two that describes what you're looking for. Try searching on words related to the type of law you want to practice, such as criminal or environmental. I also suggest not selecting a state you wish to practice in, so you will have the widest number of options and will be able to compare jobs in the various markets. Once you have found a firm or firm that looks good, an e-mail address or preferred method of sending your résumé will be provided. After you've reviewed the current postings, go back to the main page and put your résumé into their database. This will give prospective employers, who may not have posted their job openings yet, a chance to look you over.

Some good legal sites are: The Seamless Website Legal Job Center, at http://www.seamless.com/jobs/, allows you to post your résumé and discuss the legal market with fellow searchers. Gamos Legal Employment Classified takes the guess work out of searching their site by providing preset categories to organize your quest. They can be found at http://www.cgsg.com/hg/employ.html. Washburn University Law School, which includes career services, bar preparation, employment opportunities and career planning assistance. This is located at http://lawlib.wuacc.edu/postlaw/employ.htm.

Another good source of job listings are the general job banks. These are databases where the employer (a law firm or corporation) pays to place their listing on the service. They contain thousands of different types of job listings, but if you search using simple words, such as "law" or "attorney," you will narrow the listings down to a manageable size. Spend some time experimenting with these resources.


Another type of site takes the job listings from various news paper's classified ads sections and places them into a database. The best of these sites was 4Work, at http://www.4work.com, which had a very extensive listings of openings for attorneys. Another was Career Web at http://www.cweb.com.

One way corporations are using the Web is by giving a section of their system to their human resources department, to if a corporate position interests you, take a look at Open Markets Commercial Site Index, at http://www.directory.net/dir/directory.html. It contains a searchable database of corporate homepages. If you are looking for a specific company, try going to a search engine, such as Yahoo at http://www.yahoo.com, and typing in the companies name or the industry in which it operates.

The Web is not the only way to access the Internet. Another popular way to interact with others is through a Listserver. These are systems that send e-mail back and forth between list participants—facilitating discussions on a specific topic. One such list, LawJobs-L, a discussion group for employers and prospective employees in the legal field. Résumés are prohibited, but it's a great place to find out what's going on in the real world. To subscribe, send an e-mail message to listserv@lawlib.wuacc.edu and in the body of the message write: subscribe lawjobs-L, followed by your name, as in: subscribe lawjobs-L Chris Rusch. This same group maintains a web page at http://ftplaw.wuacc.edu/listproc/lawjobs-l/threads.html. For an organized list of the discussions from LawJobs-L, send an e-mail message to complawarchive-@complaw.com and in the subject line of the message write: archive. This archiving service also has a web page at http://www.complaw.com/joblist.html

Please send any comments or suggestions for the Computer Connection to me at ChrisPPC@AOL.COM. I appreciate your input.

Sites of the Month:

Team of librarians to teach advanced legal research

by Ruth Levor

Enthusiastic students are streaming into the library administrative office to ask questions about the new course in Advanced Legal Research being offered this Spring. This limited-enrollment, two-credit course is designed to broaden students' knowledge of the resources available for conducting legal research in a variety of contexts and to equip students to develop appropriate and efficient research strategies for any situation. The fact that this course with mandatory attendance, weekly reading and research assignments, a take-home final, and numerical grading, is not for the faint of heart does not appear to be deterring determined students who want to shine in their summer jobs and post-graduation positions.

Advanced Legal Research will be taught by a crack team of librarians: Director Nancy Carter will teach a session on statutory compilations before leaving for her Sabbatical; Associate Director Ruth Levor will cover court rules, federal administrative law, secondary materials, and human rights; Senior Reference Librarian Frank Weston will teach California legislative history, jury instructions, form books, periodicals, tax research, and Mexican law research; Computer Services Librarian Larry Dershem will teach advanced LEXIS and WESTLAW searching, legal research on the Internet, and federal legislative history and administrative law; Reference Librarian Jin Wang will cover public records, treaties, and British law; Collection Services Librarian Sushila Selness will talk about global lawyering, United Nations materials, and the European Union; and Copley Head of Reference Tony Harvell will discuss business and medical research. Ruth Levor will be the coordinator of the course.

A major draw is the course's emphasis on presenting the materials in a fashion that will integrate on-line and hard copy research. Students will have the opportunity to compare resources and media in order to be able to make reasoned decisions about choice of format. Many of the class sessions will be held in the LRC Computer Lab.

Each weekly assignment will be based on a hypothetical research problem. Students will maintain Research Journals in which they document the steps taken to arrive at the answer to the problem by filling in Journal Entry forms supplied by the instructor. These forms will be turned in before the following week's class along with Research Evaluation forms, on which the students will analyze the strengths and weaknesses of the strategy they used. Both forms will be graded and returned at the beginning of the next class. The first segment of each class session will consist of a review and discussion of the various techniques used to complete the previous week's assignment and suggested alternative strategies.

Advanced Legal Research will meet every Friday morning from 9:00 A.M. to 10:50 A.M. The librarians are delighted with this opportunity to share their considerable knowledge, and classes promise to be lively and productive.
Prosecution and Defense Summer Employment Info:

The black binders with the purple and yellow labels marked "Prosecution and Defense Agencies" contain a wealth of information about prosecution and defense agencies within the State of California. USD is the only Southern California law school which conducts annual hiring surveys of California government agencies. We collect information on both law clerk and attorney hiring - outlining contacts, hiring qualifications/requirements, salary information, and application deadlines. In your review of the binders, you may come across old information: this happens because agencies do not respond to our multiple requests for information. Old information bears no information any day.

Below, you'll find a sampling of law clerk - both 1L and 2L — opportunities available. Please visit Career Services (Warren Hall, Room 111), check in with the front desk, and request the black Prosecution and Defense binders.

In addition to law clerk positions, information on post-bar clerkships and attorney positions is outlined in the PROSECUTION AND DEFENSE binders. Career Services also surveys CA State Government Agencies, State Attorney General

**Prosecution**

**PACIFICO ATTORNEYS**

**Fresno**  Hiring three volunteers.  4/30/97 application deadline for 1L's and 2L's

**San Francisco**  Hiring 40 volunteers.  No deadline specified.

**Santa Monica**  Hiring three to four volunteers.  5/1/97 deadline for 1L's and 2L's.

**COUNTY COUNCILS**

**Fresno County**  Hiring one paid law clerk.  "Open until filled" deadline for 2L's.

**Marin County**  Hiring two to three paid law clerks.  12/31/96 deadline for 1L's and 2L's.

**San Luis Obispo County**  Hiring one volunteer.  5/1/97 deadline for 2L's.

**Santa Cruz County**  Hiring one volunteer.  4/1/97 deadline for 1L's.

**DISTRICT ATTORNEY**

**El Dorado County**  Hiring an unspecified number of volunteers.  No deadline specified.

**Kern County**  Hiring an undetermined number of volunteers.  Spring 1997 deadline.

**Mono County**  Hiring an unspecified number of paid law clerks.  5/1/97 deadline.

**Baldwin County**  Hiring one or two law clerks (salary, if any, dependent on budget issues).  No deadline specified.

**Riverside County**  Hiring four 1L paid law clerks.  1/31/97 deadline for 1L's.

**Santa Barbara County**  Hiring two volunteers.  No deadline specified.

**Santa Cruz County**  Hiring five volunteers.  2/97 deadline for 2L's.

**San Diego County**  Hiring 15 to 25 volunteers.  1/15/97 application deadline for 2L's.

**Sonoma County**  Hiring number still unknown for paid law clerk positions.  No deadline specified for 1L's and 2L's.

**D Valencia County**

**County Counsel, Santa Barbara County**  Hiring four to five volunteers.  March/April 1997 deadline.

**County Counsel, Santa Clara County**  Hiring two volunteers.  3/97 deadline for 2L's.

**PUBLIC DEFENDER**

**Los Angeles County**  Hiring 15 to 20 volunteers.  3/1/97 deadline for 1L's & 2L's.

**Madera County**  Hiring three to four volunteers.  Deadline for 2L's "open".

**Marin County**  Hiring an unspecified number of volunteers.  4/1/97 deadline for 1L's and 2L's.

**Riverside County**  Hiring eight volunteers.  5/1/97 deadline for 1L's and 2L's.

**Sacramento County**  Hiring undetermined number of paid law clerks.  No deadline specified.

**Santa Barbara County**  Hiring four to five volunteers.  March/April 1997 deadline.

**Santa Clara County**  Hiring two volunteers.  3/97 deadline for 2L's.

**Yolo County**  Hiring two volunteers.  6/97 deadline for 2L's.

**Yuba County**  Hiring one volunteer.  No deadline specified.

Where USD law Students Worked Summer '96

Large, mid-sized, and small locally based firms:


California firms outside San Diego: Crosby Heafy - Oakland; Fulbright & Jaworski - Los Angeles; Gibson Dunn — Irvine; Gresham Varner — San Bernardino, Keesal Young — Long Beach; Haight Brown — Santa Monica; Pillsbury Madison — Los Angeles; Ropers Majeski — Los Angeles.

Out-of-state firms: Baker Hostetler — Denver; Davis Wright — Seattle; Alverston Taylor — Las Vegas; Jimmerson Davis — Las Vegas; McGuire Woods — D.C. area; Quirk & Tratos — Las Vegas; Tilleke & Gibbons — Bangkok.

Prosecution and defense agencies: Appellate Defenders; Federal Defenders; Los Angeles City Attorney; Los Angeles District Attorney; Merced District Attorney, Orange County Public Defender, Riverside District Attorney — Indio and Riverside, San Diego City Attorney, San Diego District Attorney; San Diego Public Defender; San Francisco City Attorney; San Luis Obispo District Attorney, U.S. Attorney — San Diego and Santa Ana.


State and local government agencies: California Attorney General, California Legislative Counsel Bureau, Nevada Attorney General Gaming Division, San Diego County Counsel, Vermont Attorney General.

Judicial internships with judges in federal, state, and municipal courts: Arizona Court of Appeal, El Cajon Municipal Court, Mississippi Court of Appeals, San Diego Municipal Court, San Diego Superior Court, U.S. District Court, U.S. Bankruptcy Court.

Public interest organizations: California Rural Legal Assistance; AIDS Foundation of San Diego; California Indian Legal Services; Environmental Health Coalition; Korean Immigrant Workers’ Advocates; Legal Aid-Los Angeles-Oceanside-San Diego; Native American Rights Fund; San Diego Baykeeper; and San Diego Volunteer Lawyer.

If you would like more information about any of the above employers or about other USD law student employers, please stop by Career Services to speak with Kate Vargas (preferably during her drop-in hours) who can put you in touch with a student who has clerked at the firm/agency of your interest.
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President's message:

The meaning of Thanksgiving

This past Thanksgiving, for the first time in my life, I volunteered to help feed the homeless and less fortunate. My wife and I arrived at Brother Benno’s mission in Oceanside at 10:30 a.m., Thanksgiving Day.

After learning who does what and when, we prepared to receive the guests. As a procession of society’s less fortunate entered the small dining hall, a rush of emotion came over me. I must admit, I fought back tears. In walked individuals with all of their possessions in tow, including families with small children.

I thought about my own family. Certainly, I’ve experienced a lean Christmas or two. But never have times been so bad that we were forced to a mission for a hot meal. I wondered what went through our guests’ minds. Was this their first time? Where did they have Thanksgiving last year? For that matter, where did they eat yesterday? What happens to people’s lives to put them here? I pulled myself together and prepared to make it as pleasant an experience as it was meant to be.

Once the guests were seated, my wife and I brought them hot plates of turkey, stuffing, mashed potatoes with gravy, mixed vegetables, yams, cranberry sauce, and a roll. Other groups were assigned to deliver drinks and pumpkin pie for dessert. When one guest was finished, another took their place.

Our shift ended at noon, when the next group of volunteers arrived. It was heart-warming to see the lengths that mission went to make sure the less fortunate could enjoy a nice meal on Thanksgiving. It felt good to let these people know that society has not forgotten them. But for a few bad breaks, any one of us could find ourselves in need of help. I certainly put my life as a law student in its proper perspective.

From time to time, we feel sorry for ourselves because the job market is tough, or because we are behind in our classes, or because we are tremendously in debt. As corny as it may sound, we still have a bright future to look forward to. We might not be Donald Trump, but we are still in relatively good shape. Often we think of Thanksgiving as a time of gluttony. The fact is Thanksgiving is more appropriately a time for perspective. Find something positive and be thankful for and give thanks.

My philosophy of life is that the glass is always at least half-full. Unfortunately, too many of us begin life with a full glass.

Speaker encourages students to get involved

Newly elected state senator Dede Alpert encouraged students to consider getting involved in the area of public policy, during a speech sponsored by the Women’s Law Caucus, November 26, in Warren Hall.

Alpert, a California Assembly member the past six years, says there is a need for public policy lawyers. "One of the most valuable assets we have is lawyers who serve in the legislature," she said.

One of the problems lawyers help with is unintended consequences, Alpert said. For example, when the legislature passed a mandatory reporting law to require doctors to report patients who appear to be victims of domestic violence, it didn’t work as intended because doctors have little training in domestic violence identification and because doctors were afraid reporting the abuse might endanger the women even more, Alpert said.

"A lot of times we pass laws we haven’t thought through," she said. Lawyers can help by providing better input before a law passes.

Alpert especially encouraged women to get involved. As a member of the California Assembly the last six years, Alpert said she noticed that women are perceived as less adversarial. "The belief is that women are more interested in policy, not just in power," she said.

As a self-described political moderate, Alpert says her strategy is to bring people together. "If you actually want to solve problems, you need to sit down with (people)," she said. "That is something women can do."

Alpert said her interests include juvenile crime, education, and domestic violence. By the year 2000, the population of teenagers is predicted to rise dramatically, which will mean a dramatic potential for increased violent crime. Unfortunately, the juvenile system offers little in the way of rehabilitation, she says. Her solution is to intervene with problem children early. "We need to make them realize there are consequences for things like graffiti and truancy," she said.

She also encouraged students to go into this area. It is relatively ignored by graduating law students, she said.

We also need to do a better job educating inner-city children, she said. Otherwise we will continue to see the spread between “haves” and “have-nots” increase, with the “haves” living behind gates. "It will be the downfall of California," she said.

California also has advantages to build on, she said. For example, by the year 2,000 there will be no majority — everyone will be a minority. "We see that in the schools now," she said.

The large number of immigrants in California from countries like Vietnam, etc., provides us with the knowledge and language skills to trade with other countries. But we need to make sure all the children learn to speak English so they can excel, she said.

Director of Noon Speakers for the Women’s Law Caucus Christine Nelson Wilbur said she was a little hesitant to bring a Democrat to campus, but is glad she did. "She talked about areas of law we don’t think about — areas where we can make a difference."

ON CALENDAR

Women’s Law Caucus

It is time for the annual Secret Santa Toy Drive! This year we are donating the gifts to a local Head Start program. A copy of the children’s Christmas lists will be posted on the outside of the Women’s Law Caucus door in the Writs from November 25 through December 6. Please look through the list and pick a child you would like to sponsor. Deliver a new, unwrapped toy to the gift drop box, which will be in the Writs, Monday, December 2 through Friday, December 6 from 8:30 a.m. to 5:30 p.m. If the gift is too large to place in the slot of the box, or if you are not able to deliver the gift during the hours listed, please contact Dena Somers at 231-5933 to arrange delivery. Thank you in advance for your donations. The children greatly appreciate all you can do.
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