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MOTIONS

University of San Diego School of Law

Volume 36, Issue 2

September 25, 2000

Student Bar Association President Stelios Chrisopoulos Speaks

By Chad McManamy
Section Editor

A law school's Student Bar Association (SBA) is its student government, providing student representation to the administration and faculty. The SBA also serves as the primary vehicle for interaction between students in social, academic and professional activities. Through committees and clubs, the SBA fosters the cohesive representation of diversified students' interests. At USD Law, the SBA maintains a full calendar of events, ranging from first year student orientation, to the annual Halloween and Mardi Gras parties, to the graduation reception, respectively.

Each year students are elected to leadership roles to advance the mission of the SBA. In those roles, the students accept a great responsibility. No role has more responsibilities than the SBA President. As the liaison for the entire student body, the SBA President advocates students' interests as well as overseeing the internal structure of the SBA itself. The SBA President's responsibilities include attending budget and planning meetings, speaking at alumni functions, attending meetings of other organizations on campus, and attending prestigious social functions. This year's SBA President is Stelios Chrisopoulos.

Over the past year I have had the opportunity to get to know Stelios. In an interview on September 2, I spoke with Stelios about his background and experience.

Q: Describe the path you took to get to be the SBA President?

A: I was elected as a first year representative for my section, and appointed to the discretionary funds committee the same year. Using my first year exposure, I continued with the SBA by successfully running for Vice President my second year. Working closely with last year's President, I learned the responsibilities and demands of the President's position. In addition to the VP's duties to substitute for President when unavailable, I also had the unique opportunity of having last year's President as a roommate. Even after observing the demands of the position, I still wanted to be President.

Q: Besides having a lot of vowels, what can you tell me about your name?

A: The name is Greek, which is also where both of my parents were born. The pronunciation of my last name is 'chris-opo-lus,' but people find it easier to call me 'Stelios' or 'Stel.'

Q: Where did you grow up?

A: I was born in Sacramento, California, where most of my family still lives.

Q: How would you describe the influence your family has had on your life?

A: Although I am a California native, I grew up with a strong influence from my family's Greek culture. I would not be where I am today without the support of my family. When my parents immigrated to the U.S. they basically had nothing. My father worked very hard to become a successful

commercial painting and decorating contractor, and my mother worked just as hard to raise three children. Although he is retired now, I am very grateful for the positive impact my father had on me through his work ethic and pursuit of success. I can also thank my older brother for influencing my decision to enroll in law school. He is a Deputy District Attorney in Orange County, and he really helped me decide what to do after undergrad.

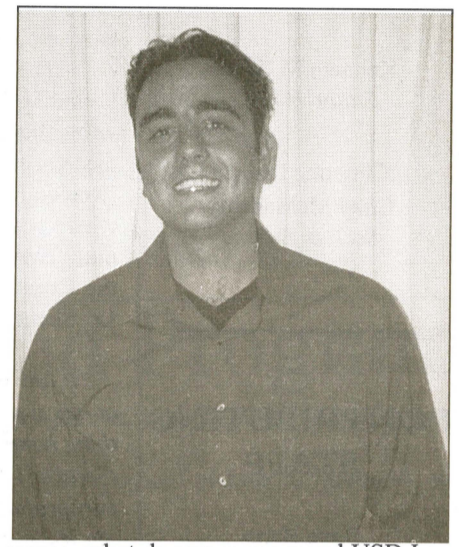
Q: Speaking of undergrad, where did you go and how did you end up at USD Law?

A: I spent four great years at UCLA where I graduated in 1997, with a political science degree. I made many close friends at UCLA and I really enjoyed Southern California. I wanted to attend law school somewhere down here, but I realized that I should put some distance between the party atmosphere of UCLA and law school. I had already been accepted at USD Law when I came down here for a campus visit. I was impressed with the campus and the growing reputation of the faculty. The tour really sealed it for me. The only challenge with choosing USD Law was that it put further distance between me and my family.

Q: What has been your favorite class in law school?

A: I have to say that Criminal Procedure with Professor Swartzchild stands out as my favorite. I enjoyed the subject, and the professor's style of teaching made me look forward to every class.

Q: After attending every class, of



course, what do you recommend USD Law students do outside of law school?

A: I definitely make time to get to the beach when the weather is good. In San Diego, that is not too difficult. I also enjoy the nightlife when I have the time. The nice thing about San Diego nightlife is that there is something for everyone--the formal atmosphere of the Gaslamp District or the more laid back beach bars in Pacific Beach or Ocean Beach. When I go out downtown I usually go to the Onyx Room. In Pacific Beach I end up at either the Beachcomber or Moondoggies. My favorite activity outside of law school, though, has to be fishing. There are so many lakes around San Diego, with such great fishing--I almost always catch something. It's not always fish though.

Q: What have you done with your
See 'Stelios' on page four

Professor Kelly, More Than Just Contracts

By Kenneth M. White
Editor-in-Chief

Professor Kelly came to the University of San Diego School of Law in 1988. He joined as a professor of Contracts, because as he says, "that's what they needed." The statement epitomizes the man. Professor Kelly is a person adept in a variety of disciplines. As a practicing attorney in Chicago, Professor Kelly was flexible. "Whatever there was to do," he says, "that's what I did."

Before achieving success as an attorney, Professor Kelly was the kind of law student who "had [his] hand in the air everyday." Speaking of his experiences at law school, he said, "I loved the intellectual exercise. I was in a room full of intelligent people...[and] that was fascinating! That was fun!" Professor Kelly took this enthusiastic attitude to the University of Michigan for both his B.G.S. degree (1975) and his J.D. degree (1983). Between undergraduate school and law school, Professor Kelly attended the University of Illinois where he received his M.A. degree (1980).

Professor Kelly was a Herzog Endowed Scholar from 1996 - 1997, and he is the author of many works about the law. He has published a book about contracts, a book review about contracts and numerous scholarly articles. Michael B. Kelly, *Contracts* (1997); Michael B. Kelly, *Contracts: Cases and Doctrines*, 20 Seattle U. L. Rev. 343 (1996); Michael B. Kelly, *Defendant's Responsibility to Minimize Plaintiff's Loss: A Curious Exception to the Avoidable Consequences Doctrine*, 47 S.C. L. Rev. 391 (1996); Michael B. Kelly, *Living Without the Avoidable Consequences Doctrine in Contract Remedies*, 33 San Diego L. Rev. 175 (1996).

In the classroom, Professor Kelly has a sincere attitude. Each lecture is a focused session of intellectual exercise using the Socratic Method. As he says, "The Socratic Method, at its roots, is nothing more than questions that lead you to think through a problem and to understand it more thoroughly. In the hands of Socrates, it was a gentle device for learning. In the hands of Kingsfield, it was a harsh tactic of humiliation. But in the hands of both, it forced students to work through the problem." Though Professor Kelly relies on and believes in the Socratic Method, he acknowledges that it may seem "like a strange and inhuman ritual, with roots more closely tied to the human sacrifice of the Celts than to education in the Golden Age of Athens."

Professor Kelly believes the University of San Diego School of Law is "not a place to transfer from, but a place to transfer to." Professor Kelly touts USD and the study of law in general; however, he recognizes the study of law is no easy task. "If you are not sure you want to be a lawyer, then [law school is] too hard. We are not for the person who is marking their time. [However], if you know you want to be a lawyer, then this stuff makes sense and you can see its purpose--the Socratic Method, the three years, the tests, [all of it]...it'll all make sense."

Law school, according to Professor Kelly, "is not about learning the answers. It is about learning how to argue effectively in a legal setting. It is about learning how to solve problems. It is about learning skills." Learning skills. That is something Professor Kelly knows well. Merriam-Webster defines *Professor* as "a faculty member of the highest academic rank." As his students know, Professor Kelly fits the definition.





University of San Diego
SCHOOL OF LAW

Published Since 1971

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Pain & Suffering

By Dave Barry
Professional Humorist

As an American, you are very fortunate to live in a country (America) where you have many legal rights. And new ones are being discovered all the time, such as the right to make a right turn on a red light.

This doesn't mean you can do just *anything*. For example, you can't shout "FIRE!" in a crowded theater. Even if there *is* a fire, you can't shout it. A union worker has to shout it. But you can--I know this, because you always sit right behind me--clear your throat every 15 seconds all the way through an entire movie, and finally, at the exact moment of greatest on-screen drama, hawk up a gob the size of a golf ball. Nobody can stop you. It's your *right*.

The way you got all these rights is the Founding Fathers fought and died for them, then wrote them down on the Constitution, a very old piece of paper that looks like sick puppies have lived on it, which is stored in Washington, D.C., where you have the right to view it during normal viewing hours. The most important part of the Constitution, rightwise, appears in Article IX, Section II, Row 27, which states:

If any citizen of the United States shall ever at any time for any reason have any kind of bad thing happen to him or her, then this is probably the result of Negligence on the part of a large corporation with a lot of insurance. If you get our drift.

What the Constitution is trying to get across to you here is that the way you protect your rights, in America, is by suing the tar out of everybody. This is an especially good time to sue, because today's juries hand out giant cash awards as if they were complimentary breath mints.

So you definitely want to get in on this. Let's say your wedding ring falls into your toaster, and when you stick your hand in to retrieve it, you suffer Pain and Suffering as well as Mental Anguish. You would sue:

--The toaster manufacturer, for failure to include, in the instructions section that says you should never never never never *ever* stick your hand in the toaster, the statement: "Not even if your wedding ring falls in there."

--The store where you bought the toaster, for selling it to an obvious cretin like yourself.

--The Union Carbide Corporation, which is not directly responsible in this case, but which is feeling so guilty that it would probably send you a large cash settlement anyway.

Of course you need the help of a professional lawyer. Experts agree the best way to select a lawyer is to watch VHF television, where more and more of your top legal talents are advertising:

"Hi. I'm Preston A. Mantis, president of Consumers Retail Law Outlet. As you can see by my suit and the fact that I have all these books of equal height on the shelves behind me, I am a trained legal attorney. Do you have a car or a job? Do you ever walk around? If so, you probably have the makings of an excellent legal case. Although of course every case is different, I would definitely say that, based on my experience and training, there's no reason why you shouldn't come out of this thing with at least a cabin cruiser. Remember, at the Preston A. Mantis Consumers Retail Law Outlet, our motto is: 'It is very difficult to disprove certain kinds of pain.'"

Another right you have, as an American, is the right to Speedy Justice. For an example of how Speedy Justice works, we turn now to an anecdote told to me by a friend who once worked as a clerk for a judge in a medium-sized city. My friend swears this is true. It happened to an elderly recent immigrant who was hauled before the judge one day. The thing to bear in mind is, this man was *not actually guilty of anything*. He had simply gotten lost and confused, and he spoke very little English, and he was just wandering around, so the police had picked him up just so he'd have a warm place to sleep while they straightened everything out.

Unfortunately, this judge, who got his job less on the basis of being knowledgeable in matters of law than on the basis of attending most picnics, somehow got the *wrong folder* in front of him, the folder of a person who had done something semiserious, so he gave the accused man a stern speech, then sentenced him to *six months in jail*. When this was explained to the man, he burst into tears. He was thinking, no doubt, that if he had only known they had such severe penalties for being elderly and lost in America, he would never have immigrated here in the first place.

Finally, about an hour later, the police figured out what happened, and after they stopped rolling around the floor and wetting their pants, they told the judge, and he sent them to fetch the prisoner back from jail. By now, of course, the prisoner had no *idea* what they're going to do to him. Shoot him, maybe. He was terrified. So put yourself in the judge's position. Here you have a *completely innocent* man in front of you, whom you have scared half to death and had carted off to jail because *you* made a stupid mistake. What is the only conceivable thing you can do? Apologize, right?

This just shows you have no legal training. What this judge did was give a speech. "America," it began. Just the one word, very dramatically spoken. My friend, who saw all this happen, still cannot recount this speech without falling most of the way out of his chair. The gist of it was that this is a Great Country, and since this was a First Offense, he, the judge, had had a Change of Heart, and had decided to give the accused a Second Chance.

Well. Once they explained *this* to the prisoner, that he was not going to jail after all, that he was to be shown all this *mercy*, he burst into tears again, and rushed up and *tried to kiss the judge's hand*. Who could blame him? This was probably the greatest thing that had ever happened to him. What a *great* country! What *speedy* justice! I bet he still tells his grandchildren about it. I bet they tell him he should have sued.

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The Law School Process

By Professor Jeff Fleming
Contributing Writer

To achieve success in law school, one must understand the process of the law school experience. Law School requires more than just the simple task of memorizing the legal rules that shape our society. If law school merely required the ability to memorize rules of law, any first year undergraduate could do it. Law students, particularly those in their first year, must understand that the real challenge of law school comes from the ability to analyze the application of those rules in the context of a factual situation that puts those rules at issue.

The ability to analyze is the pure essence of legal training. It is often referred to as "the ability to think like a lawyer." Analysis is the professional skill that must be developed and nurtured from the first day of law school. Those who devote the majority of their study time to memorizing rules, but spend little time developing the skill of analysis, do not fully understand the process of law school.

Learning the rules of law is the first step in law school. This can be achieved in many ways. Casebooks, hornbooks, legal outlines and other sources are readily available for this purpose. Most

law students will utilize a combination of these sources to learn the rules of law. However, to truly grasp the meaning of the law requires a thorough understanding of the second step in the legal process; the application of the rules. Without understanding the application of the rules, the ability to recite them is just a hollow gesture.

The ability to analyze can be most effectively developed through the casebook method. The casebook method exposes students to the controversies that confront our courts on a daily basis. These are the controversies that demand careful consideration and resolution through the application of legal rules.

Cases contain [more than] the rules of law. [T]hey contain the facts of the controversy and the rationale that was instrumental in guiding the court to its ultimate decision. The rationale of the case provides the reasons that the court applied the rules to the facts and any public policy considerations raised in the case. Understanding the rationale of the case is the essence of [the casebook method].

Analyzing cases requires time, patience and diligence. First, the facts of the case must be read and understood. Students must be able to comprehend the facts. In doing

so, they can determine which case facts are relevant and which are irrelevant. Relevant facts are those that are important to the outcome of the case. These are the facts that the court considered pivotal when analyzing how the case should be decided. Irrelevant facts are those that provide background information which may be helpful to fully understanding the facts of the matter, but are not significant to the outcome of the case. Students must be able to differentiate between relevant and irrelevant facts when analyzing a case. This skill is developed only through practice. To expect otherwise is sheer folly.

Once the facts of a case are understood, students must be able to identify the rules of law that the court applied to that situation. Consistent application of the rules of law are the cornerstones that provide continuity to our legal system. Courts must look to previous decisions of other courts for guidance in their own decision making. The court's interpretation of facts and policy considerations in the primary case, when compared to facts and policy considerations of other cases, provides a basis for the legal arguments supporting the case decision. This is why the case rationale is so important. It provides the reason that the court decided as it did. A student who finds the rule of the case but does not grasp the rationale of the case does not understand what is important.

Law students should expect to spend an average of seven hours study time per week for each class taken in their first year. As time goes on and students become more proficient in the process of law school study, this suggested study time will decrease.

It is often said that everyone is presumed to know the law. Law school students should not rely on their law school professors to teach them the rules of law. Law school professors presume that students can learn the rules of law on their own. Law school professors are more interested in using class time to mold minds in the process of legal analysis, to demonstrate the application of the rules, and to discuss the rationale behind the case method....

The ability to effectively analyze is developed in many ways. It is developed through the case book method. It is developed through study groups. It is developed and then reinforced through a regular review of past examinations given on law school finals....

The final step in the law school process is the ability to demonstrate the process of analysis through legal writing under timed conditions. The ability to convey thoughts in a concise and analytical manner is the end result of learning [in law school]. As with the first two steps, this skill is learned and perfected only through practice. This is the law school process.

The Dean's Corner

By Dean Daniel B. Rodriguez

Now that you have settled into an easy routine with your classwork and are looking for additional activities to keep you busy (!), I am pleased to announce the continuation of the Law, Economics, and Politics Workshop Series, presented by the School of Law and the UCSD Department of Political Science. This Series, inaugurated last year, alternates between USD and UCSD and hosts distinguished speakers on various topics, and provides a forum for the intellectual exchange of ideas from important scholars around the country. Mathew D. McCubbins, Professor of Political Science at UCSD -- and yours truly, have the honor of co-hosting this unique collaboration between two premier academic institutions in San Diego.

Last year's speakers hailed from many distinguished academic institutions, including Stanford, the University of Chicago, Columbia, and Virginia. Topics ranged from an examination of the legal system in Imperial China, to Vote Selling, to Shareholder Wealth Maximization in the Airline Industry. Speakers scheduled for the Series this year include Jeffrey Rachlinski of the Cornell Law School, David Spence of the University of Texas Business School, Professor Howard Shelanski of Boalt Hall Law School, and Professor Edward Schwartz of the Harvard Government Department.

Limited seating is available for interested law students with a serious commitment to enhancing their academic experience. Graduate and doctoral students from UCSD may participate as well. Watch for a complete listing of speakers, topics, and dates.

Students are also invited to attend the *Journal of Contemporary Legal Issues* Conference on The Future of Intersectionality and Critical Race Feminism which will be held at the School of Law on Friday, October 6. Contact Professor Mary Jo Wiggins (WH 218A, x2328 or mwiggins@acusd.edu) for further details or check out the Conference web site at www.acusd.edu/jcli.

A final word to the First Year Students: I will host my annual Dean's Kegger for First Year Students on Wednesday, October 25 at 4:00 p.m. in the First Floor Foyer/Back Patio. Signs will be posted and information will be distributed as the event nears. Upperclass students never fear: the Dean's All Law Student Kegger is slated for the spring! Stay tuned.



USD Law 2000 Summer Study Abroad Program



By Christine Pangan
Section Editor

The USD Institute on International and Comparative Law completed its 28th year with programs in Barcelona, Dublin, Florence, London, Oxford, Paris and Russia this summer.

Diversity of students was a major feature of this year's Institute, as it had been in previous years. Students from law schools across the United States, as well as other countries, participated in the Institute. For instance, the USD program at Oxford included law school students from Israel, Russia and Brazil. The USD program at Dublin, Ireland, included law school students from Mexico and Russia.

"It's one of the most valuable experiences to add to your legal education," claimed Jacquelyn Roys of Florida Coastal School of Law who attended the Oxford program.

"My experience at Oxford combined intellectual and social skills needed for my future as a lawyer," Roys said. "Students [were put] in a setting where camaraderie was the status quo."

Since some programs do not overlap, students could take advantage of two programs during the summer. Shirley Foster, who attends the College of Law at Willamette University in Salem, Oregon, said she was glad she attended the USD Institutes in both Florence and Oxford.

"I met more people that way, and now have an opportunity to graduate a semester early because I earned ten credits," Foster said.

Other participants valued attending a law program in another country for the opportunity to experience another culture.

Jason Mattioli, a student at Thomas M. Cooley School of Law in Michigan, said Florence was more beautiful than he had ever imagined.

"The people, food and art--it was breathtaking," Mattioli said.

Foster said she was "blown away" when USD professor and 2000 Florence Director Allen Snyder arranged a trip to see Pavarotti and Friends as well as the Mafia Trial Courts (a special court explicitly for mafia trials).

"How much more of an *Italian experience* could one create?" asked Foster.

"Conceived in the summer of 1970, the Institute has conducted summer law study programs in Paris since 1973. It was the first United States law school program on the European continent.

Courses are conducted in English and meet the requirements of the Association of American Law Schools and the American Bar Association.

Shirley Foster, Willamette University College of Law, Salem, Oregon:

I would like to thank USD School of Law for extending to me the opportunity of a lifetime this past summer. The Oxford experience will have a profound impact on my study habits and academic success for the rest of my law school career.

To attend law school in that type of awe-inspiring setting, to meet that calibre of professors and to interact with other law students from all over the world is invaluable. Even the libraries are hundreds of years old, with books dating back to the Public Acts of Henry VIII and earlier.

Upon arriving home, I commenced editing for my law school's International Law Journal. By coincidence I happened to look a little further to the left of the shelf, and there was Professor Craig's (Oxford's European Union Law expert since 1973) latest article just published in August 2000 by Oxford Press. It is pretty exciting to realize that we were schooled this summer by professors at the pinnacle of their fields...who were approachable, fun and made us feel very welcome....

I will never forget the friends I made, nor the "castle-like" setting, nor the swans on the private walking path. How many law students get to wake up in their dorm rooms every morning to a hundred deer looking up from the flowers and forest as if to say, "Good morning?"



Fall Intramurals 2000 Promises to be an Exciting Season

By Frank Cruz
Staff Writer

It promises to be an exciting semester of intramural action with law school teams competing in the competitive softball league, the co-ed softball league and the inaugural USD Law School Basketball Tournament.

For a third consecutive semester, competitive softball welcomes back a returning champion. Team "Bitter" (1-0) walked away with the spring semester competitive softball title last academic year, and they return with a bevy of talent in their quest to repeat as champions. Led by spring league MVP, shortstop, 3L, Jeff Hood, "Bitter" hopes that their many off-season acquisitions can jell with their already potent nucleus. That nucleus features 3L, Mike McNeil, at third base; 3L, John English, at second base; 3L, Mike Morales, in left-center; 3L, Dave Carroll, on the mound; and utility player, 3L, Don Lipsy. "Bitter" is the obvious league favorite to win this year's title, but many contenders could emerge out of this five team league.

One of those contenders will undoubtedly be team "Strangers With Candy." "Strangers" captain, 2L, Rob

Wernli, hopes to avenge the nearly unendurable loss to "Bitter" in last semesters' championship game. "Strangers" group of talented 2L's is led by Manfred Muecke, Martin Bader, CJ Mody and MVP candidate, Dave Bartelstone. However, the leading MVP candidate for this fall season is team "Jury's" (0-1) third-baseman, 2L, George Modlin. Modlin went three for three, with three homeruns in only three swings of the bat in his last game! More run production will be needed from 2L's, Pierre Smith and Toffer Patton, if "Jury" hopes to make a run at the title come November.

This year, Intramurals welcomes back co-ed softball. Usually only played in the spring, co-ed softball is packed with teams looking to walk away with this year's title--or at least a victory against the mighty professor's team. The opportunity to play the professors in softball is one of the best experiences a law student can enjoy. After a one-year hiatus, Professor Kelly has put together a strong squad of legal scholars. Team "Diminished Faculties" features the aforementioned Professor Kelly, newlywed Professor Martin, Padre fanatic Professor Wonnell, singing sensation Professor Morris, tax master Professor Lazerow, our fear-

less Dean Rodriguez and many more. "Diminished Faculties" will play all but one of their games on Thursday nights at 7pm on the lower softball field. Everyone is welcome to attend and root-on, or heckle (remember it's anonymous grading), the faculty team all season. This year promises to be a great co-ed softball league!

Finally, the USD Intramural Department is proud to announce that USD will be hosting the inaugural USD Law School Basketball Tournament from Friday, September 29, through Sunday, October 1. The 5-on-5, double elimination tournament will be played in the USD Sports Center Gymnasium. The tournament is open to all students, faculty and alumni from the USD School of Law, the Thomas Jefferson School of Law and the California Western School of Law. The tournament will also feature various law firm teams from the San Diego area. Rosters and eligibility information is available on the Intramural office door in the Writs. Entries close Wednesday, September 27.

Congratulations

The Editorial Board of *Motions* wishes to congratulate the following students on their outstanding entries in the *San Diego Law Review* Write-on-Competition:

Nicole Davidson	Sarah Harmon
Lisa Donnelly	Jennifer Hartunian
Todd Drake	Melissa Karpouzes
Malte Farnaes	Andrew Kimmel
Sahyeh Fatahi	Nancy Lee
Alex Gruft	Claire Lencioni

We also wish to congratulate the new first year SBA representatives: Dean Short, Joe Goodnight, Bill Jones, and Heather Kezeor

'Stelios' Continued from page one.

summers during law school?

A: The first summer I studied abroad. I spent six weeks in Greece in the Tulane Law program and had a great time. I definitely recommend trying to take advantage of an international study abroad program. This last summer I worked as a summer associate for a firm in Long Beach.

Q: Describe the experience of your summer associate position.

A: The firm I worked for was Keesal, Young & Logan. I don't think I could have had a more rewarding experience. The structure of their summer program provided an opportunity for exposure to different areas of the law without being too overwhelming. The firm does primarily maritime and securities work, but they have many other practice groups. They really

placed an emphasis on getting to know their summer associates. There was not a lack of social activities, either. I consider the firm a real class act.

Q: What advice do you have for first year students?

A: Get involved. If it is not with the SBA, choose a club or some organization that sounds interesting. Every student is already a member of the SBA as a result of accepting the offer to enroll at USD. A student doesn't have to be a first year rep or get appointed to a committee to be active. Because there are so many functions throughout the year, volunteers are always needed. By participating, students will have the chance to meet upperclassmen and prepare themselves for future positions. My participation really helped get me the summer associate position this past summer. I have met a lot of great people through my involvement with the SBA.

Amnesty International at USD Law

By Denise Crawford
Staff Writer

Amnesty International is making its debut at USD School of Law. Here is your opportunity to say what you came to say or find something to say! We have all heard of Amnesty International. Many of us were members in high school or college. Amnesty International at USD School of Law is going to be an exciting and rewarding experience.

USD School of Law's Amnesty International Chapter will consist of Action Committees that will advance and support a respective cause. Each committee will have a chairperson to organize activities, campaigns and other responsibilities. Amnesty International supports numerous causes throughout the world, so each committee will have the ability to tap into and use Amnesty International's wide range of resources.

Committees can consist of as many as fifty people, or as few as one individual. The goal of USD School of Law's Amnesty International Chapter is to provide committees with the support they need to advocate their cause. Students can participate by donating time, writing letters or starting their own committee.

The flagship committees are the Women's Rights Defense Committee, led by Carrie Glavin; the Urgent Action Network, led by Elizabeth Haley; the Children's Rights Network, led by Colleen Gleason; the Reform of the Death Penalty Committee, led by Claire Reynolds; and the Legal Defense Network, which focuses on freeing lawyers who are imprisoned for fighting for human rights and justice.

Interested students should watch for the upcoming General Meeting. For more information contact Denise Crawford or visit www.amnestyusa.org.

Remember, everyone can make a difference. Any contribution is welcome. Join the new Amnesty International Chapter at USD School of Law, and see how far your talents can take you.



Just for Fun



#1: Which three letter word can be attached to the beginning of the following words to give six other words?

ROCK	SPREAD
TIME	EVIL
POST	SIDE

#2: The following words have a connection. What is it?

ARCHIVE

DILLY-DALLY

MESSAGE

BAYONET

#3: I am a fire. Change one letter and I am a knife. Change another letter and I am a clearing. Change another letter and I am a rank. Change one final letter and I am a fruit. What was I and what did I become?

#4: Two brothers are charged with first degree murder for brutally killing their sleeping parents. In a unanimous decision, the jury found one brother guilty and the other brother innocent. By law, the judge sets them both free. Why?

"Your Honor," said the jury foreman solemnly, "we find the man who stole the \$20,000 is not guilty."

NOTE: The solution to the crossword puzzle published in the last issue is posted in the Writs.

#1. Bed. #2. They all contain the name of an herb. #3. Blaze, then Blade, then Grade and finally Grape #4. They are Siamese twins.