April 1999

April 1999 Docket

Georgia State University College of Law

Follow this and additional works at: http://readingroom.law.gsu.edu/docket

Institutional Repository Citation
http://readingroom.law.gsu.edu/docket/38

This Article is brought to you for free and open access by the Publications at Reading Room. It has been accepted for inclusion in The Docket by an authorized administrator of Reading Room. For more information, please contact jgermann@gsu.edu.
Believing that a question of legal ethics is at play, Professor L. Lynn Hogue of Georgia State University's College of Law has filed a formal complaint with the Committee on Professional Conduct in the Arkansas Supreme Court. His complaint alleges that President Bill Clinton has behaved unprofessionally in light of his affair with Monica Lewinsky and his efforts to conceal it during his grand jury testimony in the Paula Jones sexual harassment trial. If the committee upholds the complaint, the sanctions that can be imposed against the President can be as serious as disbarment from the practice of law in Arkansas. President Clinton formerly served as the Attorney General for the state of Arkansas.

The Model Rules of Professional Conduct that all licensed attorneys in Arkansas must follow require that any misconduct be brought to the attention of the Committee. Professor Hogue, as a member of the Arkansas State Bar, relates that he was fulfilling his responsibilities under these rules. Under Rule 8.4 of the Model Rules followed in Arkansas, misconduct is defined as engaging "in conduct involving dishonesty, fraud, deceit or misrepresentation (or) conduct that is prejudicial to the administration of justice." Further commentary on this rule states that, "Lawyers holding public office assume legal responsibilities going beyond those of other citizens." Professor Hogue believes that Clinton's impeachment by the U.S. House of Representatives, the evidence presented by the House managers to the U.S. Senate detailing the President's clear denial of any sexual activity with Monica Lewinsky, and his own personal admissions that he behaved dishonestly meet the requirements for sanctions under Rule 8.4. Additionally, Professor Hogue sees Judge Susan Web Wright's holding of the President in contempt of court for impeding the Paula Jones sexual harassment trial as further proof that the Committee on Professional Conduct needs to seriously examine whether the President is fit to practice law in Arkansas.

The process to examining Hogue's complaint, however, will be lengthy and no quick action is expected. Once the Committee on Professional Conduct examines the submitted complaint, it decides whether it warrants any further formal investigation. At that point, Hogue's complaint would become the "official" complaint upon which the Committee bases its investigation. However, in a letter dated September 23, 1998, Mr. James Neal, Executive Director of the Committee on Professional Conduct, stated that Hogue's complaint will wait until all "other official proceedings or actions (which) may be ongoing that directly or indirectly relate to the responsibility of assisting in the professional conduct of the President on the impeachment charges verified by the Senate."

As proof that Committee action is justified under the circumstances of Clinton's case, Hogue reminds critics that President Richard Nixon was forced to surrender his license to practice law. In fact, it was the only punishment Nixon ever faced after Watergate. Nixon resigned from office rather than being expelled by the Senate, and was pardoned by President Ford before any formal criminal charges could be raised against him. In a similar fashion, Hogue's complaint may become the only punishment Clinton will face after the Monica Lewinsky/Paula Jones issues have faded from the public eye.

Professor Hogue has also indicated that he will not hesitate to pursue similar complaints against any Clinton associates who are both certified by the bar in Arkansas and have engaged in any professional misconduct while assisting the President in covering up any wrongdoing. Professor Dan Franklin, a noted authority on the presidency and the executive branch of government at Georgia State University's Department of Political Science, views the complaint as having potentially great effects upon Clinton's legacy and how history views his presidency. He first sees it as shaping, in a minor way, how history will view the effort to impeach him.

The Andrew Johnson impeachment effort, which occurred in the 19th Century and is commonly described as a purely partisan effort, largely left Johnson untouched by any repercussions. Subjecting Clinton to some form of professional conduct action for his admitted lies under oath will add some degree of legitimacy to the effort to impeach him from office, and move history to view it more along the same lines as the Nixon impeachment effort.
The Lighter Side of Law -
Scenes from Barrister's Ball 1999

Honors Day Program

The College of Law held its Honors Day Program on April 13, 1999 at 5:00 p.m. in the West Exhibit Area of the Urban Life Building. This annual event acknowledges our law students for their achievements in scholarship, academics, moot court and trial competitions, law review excellence and community service. Nearly 200 students and their families, faculty, and community members were present to show their support and receive awards.

During this event, Professor Basil Mattingly was also honored, as Outstanding Professor of the Year, an honor conferred upon him by the students. The entire College of Law congratulates our outstanding students on their many accomplishments!
Features...

Professor Podgor Talks to The Docket...

By Keri Patterson, J.L.

Q. Where did you grow up?
A. I grew up in Brooklyn, New York. I had the benefit of living in New York City, which has made me a cosmopolitan lawyer.

Q. What did you do in between undergraduate and law school?
A. I went straight from undergraduate school into law school, which I did in three years.

Q. Did anything in your childhood influence your decision to become a lawyer?
A. I have always been an activist on social issues, and law seemed like the best avenue for accomplishing those things.

Q. What were your experiences there?
A. My first trial, two weeks after passing the bar, was to prosecute a case of alleged murder in the first degree. Unlike those graduating from Georgia State University Law School today, I did not have a litigation course. I had no idea what to expect. However, the most helpful part was, how to make a closing argument and to argue evidence. The defense attorney moved for a mistrial four times in my opening statement (which were not granted by the court). I learned trial work very quickly. I had no choice. While in the Prosecutor’s Office I handled everything from the intake of cases to trying alleged murders and robberies, etc. I also served as the state prosecutor in the Crown Point City Court, handling traffic offenses.

Q. What do you enjoy most about teaching?
A. The students! I don’t know the source of this remark, but “I would teach for free if I could. They pay me to grade exams” (and do committee work). To watch students receive their diplomas at graduation is one of the most wonderful and rewarding things to observe.

Q. Where were you on Law Review at Indiana University and since then have written two books on white-collar crime. How did your experiences in Criminal Law play a role in deciding to write these books?
A. I very much enjoy writing. I am hopeful that my writings will make a difference in improving our legal system. Writing the Casebook and Nelson also allowed me to examine the entire body of white-collar crime in a systematized way. I think (and hope) that my research in this area has made me a better teacher.

Q. If you could name one issue that you are the most passionate about, what would it be?
A. Improving our system of justice. By this I mean both writing better laws to serve society and educating members of society, especially young children, on the importance of respecting the law and the legal system. I very much hope that there is improvement in the image of the legal profession and that lawyers work toward making the profession a better environment for all lawyers.

Q. If you could give law students one piece of advice, what would it be?
A. Be honest and professional. You’ll have a better reputation, enjoy the practice more, and accomplish more, both for yourself and society. Care about your clients, and the people around you. It doesn’t take much to treat people nicely, and the rewards are incredible.

Q. Is there anything you would like students to know about you?
A. One of the things I enjoy doing outside of the law is making a rehabilitation facility and children’s hospital with my dog, Solomon (a common character in my classes and exams). Solomon has the ability to put smiles on faces. He works, as part of a group called Happy Tails, once a month at Scottish Rite Children’s Hospital with Pippin (Professor Brosé) bitch frise dog). Solife also works at Emory Rehabilitation once a month.

Words of Wisdom from Professor Williams

By-Sherry Ragno, J.L.

Professor Jack F. Williams has accepted a teaching position at St. John’s University Law School during the 1999-2000 academic year.

SIF: If you were asked to recommend reforms to improve legal education, what would you suggest?

JFW: I would make it more practical and robust. Generally, folks who fail in legal education fail because they are not exposed to the real world. They need to be exposed to real-world situations and the way they are handled.

SIF: As you are completing your career, what advice would you give to newly practicing lawyers?

JFW: I would advise them to think critically about what they are doing. They need to be able to think outside the box and be able to adapt to change.

SIF: What are the biggest challenges you face as a professor?

JFW: The biggest challenge is keeping up with the changes in the law and technology. It is a constant struggle to stay current.

SIF: What is the most rewarding aspect of your job as a professor?

JFW: The most rewarding aspect is seeing my students succeed. It is very satisfying to see them grow and develop as lawyers.

SIF: What do you think is the most important skill a lawyer should possess?

JFW: The most important skill is critical thinking. Lawyers need to be able to think creatively and to solve problems in innovative ways.

SIF: What advice would you give to law students who are just starting out?

JFW: My advice would be to stay focused and to never be afraid to ask questions. It is important to have a good mentor and to seek out opportunities to learn from more experienced lawyers.

SIF: What are your future plans?

JFW: My future plans include continuing to teach and to write. I am currently working on a new book that will deal with the issues of judicial ethics and judicial independence.

SIF: Is there anything you would like to add?

JFW: I would like to add that I am very grateful for the support of my family and friends. I appreciate their encouragement and their love.

Continued on page 7
The Diploma Brouhaha - A Different Perspective

By Bill Griffith, 2L

They shrunk the diploma, they cheaped it, and that's a poor reflection on our school and on us! Worse, they will not change their minds, and give us what we want — after all, "tradition matters," and we pay for the diploma! What to do? Threaten to contact the press and our state representatives; let the administration know that there will be no contributions from us once we're making big bucks; complain amongst ourselves.

Seriously, I realize that we do not like changes that appear to take something from us. I commend those students who garnered support for their position and went to the administration to express their displeasure with the diploma change. From listening to Dean Kaminshtein when he spoke with us during the diploma meeting last month, it sounded like this is a non-negotiable issue. My concern is that our reaction to that news can be likened to "burning bridges" over an issue that is unworthy of such a sacrifice.

Some argue that the reduced size reflects poorly on our school, and on our education — that peers and clients will be unfavorably impressed. Granted, we may be disappointed with the change, however, that is not an issue worthy of much consternation. In the grand scheme of things, the size of the diploma does not even register on the radar screen. It does not reflect on the quality of our education, and it will not mirror our futures in the workplace, nor will it impress our clients. There are some things that will, but the size of our diploma is not one of them.

I've been in the offices of plenty of professional people and have never made a value judgment on the size of the diplomas on the wall, nor have I ever heard of anyone who has made such a judgment. In fact, it is not at all unusual that diplomas are not even displayed. As a personal note, I recall walking into the offices of a big, prestigious accounting firm and not seeing diplomas or professional certificates on the walls of individual offices. When I asked about that, the reply was something to the effect that; "Oh, everybody has those, so what's the point in displaying them?"

Some argue that the diploma change was made for cost-cutting purposes, and that since we're paying for the diploma we have a right to the old design. Possibly, this change was made solely for cost-cutting reasons, that is, after all, a legitimate reason. The argument that we're paying for the diploma is silly — the school gives the diplomas, and we're not even close to paying the full cost of our education.

One thing that will reflect on our education in the future will be how well this school does in the future with regard to having respected faculty members on staff, having worthy students seeking admission here, and being able to attract distinguished speakers to the campus. I suspect that one of the most important things that will affect those matters will be the law school's relationship with the upper-level administration of the university.

If those folks ever conclude that the law school is just too much of a "pain in the butt," I would think that they could do more to damage this school than we would care to imagine. Wouldn't it be just dandy if we found ourselves in ten years with a diploma from a defunct law school? Does the university need this school? I don't know, but I do believe that it was doing just fine before the law school was established.

Another thing that will reflect on our school is our own perception of it. If we go around bad-mouthing the place, maybe those who hear us will believe what we say.

Maybe the real issue behind the fuss is not the diploma itself, but that students feel slighted on other matters, and this issue is simply the "final straw." I cannot speak to whatever other issues may be involved, but if there are other issues, then we should pick battles that are worth fighting over and, in my opinion, this is not such a battle.

The main thing that will reflect on our education, and the only thing that will impress peers and clients, will be the quality of our work and our ability to get along with people. The size of our diploma will not compensate for deficiencies in those areas.

To those of you who carried the fight, you advocated our position, we lost, and now it's time to be a good loser. Let's realize how lucky we are to be here, and do our best to see that the school is seen in a positive light.

Why the Diploma?

By Sherry Ragole, 3L

Some individuals express perplexity regarding why the diploma issue is being pursued so intensively by students.

The diploma is a legitimate concern for at least two reasons. First, the diploma affects every student planning to graduate from GSU. Many students view the diploma as a touchstone of achievement, linking them to past and future GSU graduates. Second, the diploma represents but one of a panoply of concerns students express which persist in the shadow of a key issue: the need for the administrators of the university-at-large to collaborate with students when they voice legitimate concerns regarding enhancement of GSU services.

Where a university administration prefers to fulfill its agenda without student input, a law school student body can be particularly disadvantaged based on its small size. Its voice constitutes a minority of university students. This can be crippling when the service in question is controlled by the administration at large, but is not as vital to the non-law student population.

The diploma constitutes such an issue. While we believe the support for the traditional diploma is not limited to law students, law students' interest in maintaining the traditional diploma is of special significance. Law is more competitive than most careers, and lawyers want to be identified as graduates of a quality juris doctorate program. GSU law students do not want to see the traditionally recognized trademark of their educational background changed.

Moreover, a law school existing within a larger institution that is indifferent to the particular needs of the law program will be hampered in its ability to attract and maintain highly qualified students.

Please direct questions and comments to SHawks0677@aol.com, mordant@ mindspring.com or jnorris@rollinscorp.com.

The Docket

Editorial Board

Editor-in-Chief: Sarah Hawk
Managing Editor: Susannah E. Scott
Copy/Layout Editor: Julia Norris-Brown
Contributing Writers: Mark Cicero, Karen Dayton, Linda DiSantis, Melinda Lehrer, Jay Fisher, Bill Griffith, Kelly Littrell, Keri Patterson, Sherry Ragole

Columnists: SBA President Dawn Jones

The Docket is published by the Student Bar Association of Georgia State University, College of Law. All students are encouraged to submit articles for publication. Please submit articles to the SBA office on the 2nd floor on 3.5" disks with work saved in any IBM format (Sorry, No Mac). Disks will be available for return to owner.

It is The Docket policy that all submissions are subject to editing and space limitations. We make every attempt to publish stories submitted by the deadline, with priority given to earliest submissions.

The views and opinions contained herein do not necessarily reflect those of the faculty and student body of the College of Law, the SBA Board, or the Editorial Board of The Docket.
Graduation... 

Hooding Ceremony – 
A Celebration of the Passage From Student to Alumnus

By Kelly Littrell, Alumni Development

The GSU College of Law will host the Hooding Ceremony for current graduates on Friday, May 14, at 6:00 p.m. in the Sports Arena on the third floor of the Physical Education Building directly across the street from the College of Law at 125 Decatur Street. Both February and May 1999 graduates are invited to participate in the event.

The Hooding Ceremony is an exciting event, serving as a milestone at the end of the graduates’ student careers and the emergence of their careers into the legal profession. As members of the Class of 1999, graduates are encouraged to attend. There is no limit to the number of guests graduates can invite to the ceremony. The Sports Arena, which is located on the third floor of the Physical Education Complex, provides more than ample seating capacity for this event. Through the college provides 15 invitations per student, additional invitations may be available upon request.

Littrell works with the College’s alumni on projects such as alumni reunions and the Graduate Leadership Council. As alumni, the spring graduates will receive the Law Letter, which includes a section called Class Actions, a forum for alumni to inform each other and the faculty members of the latest events in their professional and personal lives. Alumni receive invitations to College of Law events such as the Miller Lecture series, Ben Johnson Award ceremony and student group activities, as well as College of Law functions held during the State Bar of Georgia Midyear and Annual Meetings. It is important that alumni stay in the habit of providing Littrell and the College with updated address and phone information for College activities as well as professional opportunities. She often receives phone calls from various alumni members hoping to refer cases to other alumni with different practice areas or who live in different cities.

Kelly Littrell, Alumni Development Specialist
Phone: 404/651-2040, Fax: 404/651-2092
Email: klittrell@gsu.edu

Financial Aid Changes for Law School Students
Excerpts from Associate Dean of Student Affairs Memo

The financial aid office will assign Benita Mathews, a senior financial aid officer and counselor, to the College of Law for two afternoons per week during the week of May 4 to accommodate the need for financial aid counselors. During this time, law students will be able to receive financial aid counseling in an office within the law school. This arrangement will continue through the summer registration. Information about dates and times will be included in your summer registration packet.

Law students will be permitted to contact Benita Mathews by phone on her direct line rather than having to dial the main line that is always busy. Mathews’ direct line is 404/651-2675. Financial Aid Office representatives will conduct a workshop at the law school in February about pitfalls to avoid during the financial aid process as students prepare for the following academic year. Mathews will provide counseling services to new, incoming students during the annual Brief Encounter program each June.

The Summer School Trap: Several students who had registered for financial aid last spring received their checks without incident in the fall 1998 semester but did experience problems in the current, spring 1999 semester. For many, the cause of this problem related to the fact that they had applied for financial aid to cover not just the fall and spring, but to cover the summer term as well. According to the financial aid office, the financial aid commitment letter only covers a nine month cycle so that a financial aid letter that includes a summer term (May-July) will cover the fall but will not cover the following spring. To receive aid for the following spring, a student, who has received aid for the summer and fall, must submit an additional form during early fall.

Two-Check Disbursement: Several students have expressed concern that their financial aid in a given semester has been disbursed in two installments rather than one, and that, because all tuition is withheld from the first installment, little money is left over to cover other needs. This two-installment policy will end the next academic year. All students will receive one disbursement per semester. Federal law allows the University to make this change because its student loan default rate has declined to an acceptable level.

Students recently voiced concerns about not receiving notice of financial aid deadlines such as the Free Application for Federal Student Aid application deadline. In response, Kaminshine said he spoke to Financial Aid about including a calendar or bulletin of important financial dates for students for the next academic year.

Hooding Ceremony Schedule

Now:
Mail invitations and parking information to family and friends. 15 invitations and parking cards are available free of charge. Return the Extracurricular Activities form to the 4th floor receptionist.

Contact Penny Hallock, University Graduate Office, 404/651-0200, about receiving your diploma. If you are a February graduate, contact Ms. Hallock about your attendance at the University’s Commencement on Saturday, May 15.

April 26:
Deadline to contact Kelly Littrell if you have handicapped guests who need special access or seating.

May 13:
1:00 p.m. - 7:00 p.m.
Pick up regalia (cap and gown) from Room 274, Sinclair Suite, Student Center. There will be a photographer available in Room 270, Student Center.

May 14:
10:00 a.m. - 4:00 p.m.
Pick up regalia (cap and gown) from Room 274, Sinclair Suite, Student Center. There will be a photographer available in Room 270, Student Center.

5:00 p.m.
Graduates report to Classroom 170. Bring your cap and gown.

6:00 p.m.
Hooding Ceremony begins in the Sports Arena and lasts approximately one and a half hours. Reception to follow on the Urban Life Plaza, which connects the Urban Life Plaza to the Physical Education Complex. In case of inclement weather, the reception will be held in the West Exhibit Area, 2nd floor of the Urban Life building.

Diploma, Cont. from page 4

faculty and degree candidates, as well as to obtain alumni funding.

While reports appearing in the press are unconfirmed by GSU administrators at The Docket goes to press, it appears that GSU administrators have adopted a compromise that preserves the size of the traditional diploma. This would restore an element of the tradition embodied in the former diploma. Equally important would be the indication that GSU administrators are willing to consider student concerns and work collaboratively toward solutions. A positive working relationship between administrators and students provides a catalyst to potential resolution of many issues, enabling GSU to distinguish itself as an institution possessing excellent academic programs and student-sensitive services.
Career Profiles...

Name: Mark Cicero
Year Graduated: 1993
What He Does: Cicero is the State of Georgia's top fair housing enforcement officer. He manages the Fair Housing Division of the Georgia Commission on Equal Opportunity, which enforces the Georgia Fair Housing Law (GFHL). The GFHL prohibits discrimination in relation to the rental or sale of a dwelling on the basis of race, color, national origin, religion, gender, disability, or familial status (the presence of minor children in the household). Cicero directs the Division's investigative efforts, provides litigation support to the Attorney General's Office, represents the Commission in administrative hearings, and provides education and outreach to the public and to members of the housing industry.

What He Likes Most: I went into the practice of law to make a positive contribution to our society. Protecting the civil rights of all Georgians and striving to eliminate discrimination in housing is tremendously gratifying work. I can't think of any better way to spend my working hours. Also, my position gives me a great deal of flexibility to do what needs to be done to more effectively enforce our statute.

Advice: You would be shocked at the amount of truly shoddy work done by fellow members of the Bar which comes across my desk. I urge all law students and practitioners to strive to improve their writing skills. Perhaps most importantly, don't appear before an administrative agency before doing your homework! I'm appalled by the number of defense attorneys who obviously haven't bothered to read our statute or our regulations. That kind of thing really destroys your credibility (and that of your firm).

Name: Linda DiSantis
Year Graduated: 1988
Her Job: Vice President, United Parcel Service Legal Department, Atlanta, Georgia
What She Does: Linda's job in the UPS Legal Department involves a wide variety of work. Like most people at UPS, she doesn't stay in one niche. When she was hired into the UPS Legal Department in 1992, after a stint at Alston & Bird, she was hired to do the company's environmental work. Initially, this involved working extensively with the environmental compliance programs, which was at that time setting up many of UPS's environmental compliance programs. In 1995, Linda was asked to lead a project to develop and implement a corporate compliance program for UPS. The General Counsel had identified a need for the company to take a look at the Federal Sentencing Guidelines and their effect on corporate compliance programs. As a result of this effort, Linda became the Chair for the Corporate Compliance Committee, a position she still holds. She works extensively with the Corporate Compliance Manager in managing the various compliance needs of the company. In 1996, Linda was promoted to her current position as a Vice President and managing attorney in the Legal Department. This position involves supervising attorneys and support staff and working with the Department Manager to develop and implement Legal Department initiatives. Currently, she is leading a project to review the company's use of outside counsel. Through this effort, the Legal Department hopes to develop a smaller network of core counsel that will enable the attorneys in the Legal Department to better manage the legal work of the company and reduce spending on outside counsel fees.

What She Likes Most: "People often ask whether I prefer being an outside lawyer or an in-house lawyer. The answer is easy for me. I greatly prefer the role of in-house counsel, because I love the involvement in the business. Although in-house lawyers must use their legal skills and training every day, they are primarily managers of the legal affairs of the company. The UPS Legal Department does not try to play the role of an 'inside law firm.' Rather, we use a variety of management tools available to us - outside counsel, our own legal training, our technology tools, our support staff - to deliver quality legal support to our business clients."

Advice: "Whether you are in a firm or in a corporate legal department, always look for opportunities to expand your area of responsibility and/or expertise. One of the best things that happened to me at UPS was when I was asked to take on the responsibility of heading up the project on corporate compliance. Although at first I was not too sold on work, I added this work to my plate. As a result, I was able to work with many senior managers with whom I had not previously interacted. This activity greatly expanded my knowledge of the company and my influence and ability to get my job done. It was an invaluable stepping stone in my career at UPS."

Linda DiSantis

Diploma, Cont. from page 1

textured paper. Rikkind said the university made these changes when it moved the diploma printing process in house to a printer that could not accommodate the larger size. The university had to move the process in house because of increasing problems with last minute changes, such as the addition of honors designation. Rikkind said.

College of law students including former Student Bar Association President Rupal Vaishnav, third-year student Sherry Ragole and third-year student William Enslinger, Jr. launched a protest against the new diplomas by creating a web site about the issue and circulating a petition, signed by over 100 students.

At a packed meeting in March, law students said that the diploma's reduction in size and paper quality would cheapen the reputation of Georgia State University law graduates. The students also claimed that the change in the size of the diploma was part of a larger, concerted effort by the university to devalue the diploma's quality and are asking to see a sample of the new diploma and will meet again with Deans Griffith and Kaminshine.
Weltner Family Law
Inn of Court
1999-2000

Upcoming 3Ls who are interested in family or juvenile law are encouraged to apply for membership in the Charles Longstreet Weltner Family Law Inn of Court. The purpose of the Inn is to enhance the professional and ethical quality of legal advocacy in the family law bar in Georgia. The Inn consists of Masters (judges, law professors and attorneys with 15 or more years of experience), barristers (attorneys with 10 to 15 years of experience) and pupils (third year law students). Members are assigned to pupilage teams consisting of several masters, one or two barristers, and one or two pupils. Masters in the Georgia Family Law Inn of Court have included a Georgia Supreme Court Justice, a Georgia Court of Appeals judge, many Superior Court judges, Juvenile Court judges, and many leaders in the Family Law Sections of the Georgia and Atlanta bars.

A student who is selected to become a pupil will be required to attend monthly meetings of the Inn and occasional meetings of the pupilage team. Each pupil will be required to participate in planning and presenting one educational program at an Inn meeting. Meetings will commence in October and will conclude in May.

The Inn is sponsoring Family Law Jeopardy, an opportunity for the College of Law Community to learn more about family law and the Inn on Tuesday, April 20 at noon in Room 330. Prizes will be provided. Lots of pre-finals lunches are guaranteed.

Application Process: Submit your resume and a one-page statement of interest to Professor Harfford by May 14, 1996.

Information: A packet of information can be reviewed at the 4th Floor Receptionist desk. Contact Professor Harfford (404-651-2050) or Professor Kadish (404-651-2094) if you need additional information.

PILA
Public Interest Law Association
By Karen Dayton, 2L

The Public Interest Law Association will be holding elections for offices. If you are interested in running, please sign up on the sheet that will be posted on the PILA office door on the 2nd floor (a few doors down from the SBA bookstore).

We will need a President, Vice President, Treasurer, Auction Coordinator, Fundraising Chair, Fellowship Committee Chair, Publicity/Programs Chair, and a Race Coordinator. Please sign up by Wednesday, April 21. This is a great opportunity to get involved in something that will benefit many, many people and help you get to know some of your fellow students.

ABA
During the spring meeting of the Fifth Circuit's American Bar Association Law School Division, ABA representatives and SBA Presidents elected the new circuit governor for the upcoming academic year.

The new governor is John Daley, a rising 3L from the University of Miami School of Law. John is looking for students interested in applying for Lieutenant-Governors position. If you are interested in these positions, please contact John Daley by phone at 305-275-2561 or via email at jdaley5628@aol.com.

Professor Williams, Cont. from page 3

levelled at institutions with high bar passage rates. When I hear this, I believe it is from institutions that are jealous of institution XYZ’s accomplishments. But if you spend all your time trying to get students to pass bar, they lose the opportunity to think big thoughts. Approaching legal education as solely a lesson in philosophy is also probably not the best recommendation, since law schools confuse many lessons into each class. Don’t confuse the discussion to consideration of the traditional issues, but include substantial elements of moral, ethical, and legal policy considerations as part of each class. Having said all that, I believe legal education is good in shape at GSU. Professors here are real teachers and they care about students.

SR: Describe your teaching style.

JFW: It’s a composite of all the good teachers of course work and promenade work. My first year at GSU, I was assigned as informal mentors, to develop cases, to help them, so I don’t know the real world. I learned from Patrick Wiseman, and others, to have respect for your students. I’ve also learned to tell you, “I don’t know,” then I can’t answer the question. Students should tell you when you’re bluffing. It’s better to be honest with them.

The expectations you have of students also play a significant role. We know that students can accomplish. We don’t want them to settle. I don’t ridicule them, but I will pull them aside and tell them, “It’s time for you to learn this.” It means meeting with students every day, on the week-end, or at the house with the kids, that’s what I do. It’s very easy to write people off in this business, but I refuse to do that.

SR: Which comes first, being an educator or a lawyer, or is it the same thing?

JFW: I like that question... I’m a lawyer first. I’m proud of my profession. Not to say it doesn’t have a few bad apples, but my profession does. By design we are involved in many controversial areas, in a public way. The disputes are often emotionally charged. We are united with the same brush as the dispute. It’s easy to associate the attorney with his client. We also operate on the presumption all parties have adequate representation, which is simply not true. I see this misrec- orded fact in my death penalty work. Adequate repre- sentation is a myth we perpetuate on a regular basis. However, it is not yet a myth shattered. I introduce myself as a lawyer who teaches. This is not to say that the two are mutually exclusive. I can’t separate teaching commercial law without understanding how it works from the perspective of having been involved in cases. I love both being a lawyer and a law professor.

SR: If anyone could have given you invaluable advice as you entered your legal career, what should they have told you?

JFW: I got great advice from a lot of folks, but three people stand out. The first was my Dad, My Dad taught me the Golden Rule. He pointed out it is difficult not to be sold on your clients because you want to believe them. He cautioned this real could get me into a compromising situation. He said, “Jack, it’s better for your client to go to jail than you. Keep that in mind.” It is easy to rationalize that it would be okay to do something you shouldn’t and this philosophy helps keep that out of the picture.

After school, I got a job as a clerk for Chief Judge William Holloway, of the Tenth Circuit Court of Appeals. I’ll never forget this. On the first day for work, a Federal Reporter offered the shelf (I still remember the citation, it was 75 F. 2d), and asked “What is this?’ I replied, “it reports cases.” It reported cases. When you read a case, don’t just think legal issues. It’s a snapshot of a person’s life, a significant milestone, for some the very end of life. Each of the cases I deal with is is involved. A good lawyer never forgets they are dealing with people’s lives.

The third piece of advice was from Judge Harold Abrahamson, of the Bankruptcy Court in the Northern District of Dallas. I had this motion that had mistakes in it and that the work was done. He said, as a young lawyer, I had only my reputation to guard for. He advised, “Be honest, don’t shade the truth. Be plain and fair.” He also said, “Get into court early and often. Take everything you can get your hands on. The case is too small, too menial or too nominal. The more cases you try, the more competent you will become.” So... I took a lot of cases. I did fabulous defense actions that were tried in front of Judge of the Peace and I learned to work out a practice. I was in a firm of 150 people, and I had the third highest number of jury trials. The training was invaluable. In my 5 years of practice, I got 15 years of experience.

Related to life as a practicing attorney, is a lesson learned from my Dad when I was sure I was going to everything. He said, “Jack, someday you’re going to find someone you’d like to marry, maybe even have kids. Like your job, low your family.” I made this point because law is an exciting and challenging career, but it is very jealous of your time. We learn that in law school. We tune out kids, social life, significant others,
Strictly Hearsay...

The National Jurist recently named Georgia State University as one of the 20 most wired law schools in the nation. What's your opinion of our technology?

Cheryl Barnes, 2L - part-time - I've had good luck with Tempo Web and registering. I think we need more computers though. Also, I think all the professors need to be taking advantage of the technology - everyone should have assignments on line, etc.

Vonda Wolcott, 2L - We need more computers. The technology that we have is good, but we need more on-campus access. Not everyone can afford home computers.

Jan Bozeman, 2L - I don't really have anything to compare it to. I really like the multi-media classroom on the 3rd floor, I think it's very useful. I would like to see either instruction manuals or classes on using Gl and other new technology on campus.

Catherine Whittington, 3L - I think overall the technology is very good, however, the mail system seems to be very primitive in comparison with the other technology made available to the students. It doesn't seem to be integrated in any meaningful way.

Mike McCulley, 2L - Our email system is obsolete and needs to be replaced. If someone sends me email with graphics, I have to forward it to an outside email account just so I can see them.

Professor Victor Platt - I think the technology is doing pretty well. It's coming along quickly and this year I have seen the difference it's made in classes.

Doug Dean, 3L - Part-Time - That's impressive! Overall, I've been pleased with the College of Law's commitment to technology. Westlaw and Lexis have been invaluable, and the availability of school resources on the Internet is also useful. I'd really like to see some improvement in the email system, though. The UNIX-based "PINE" system isn't at all user-friendly, something like Eudora Light would be much easier to use.

Bill Grob, 2L - I don't know that we should be considered so advanced. We've only recently become more advanced in classrooms. We don't have any distance learning, which would be extremely useful. However, the listserves are helpful.

John Natowitz, 3L - Part-Time - I don't think we have much technology. I can't believe we're one of the most wired schools in the nation.

Law Students Take the Plunge

The first ever skydiving day at Georgia State University College of Law took place on April 3, 1999, on a day perfect for any aerial sport you could imagine.

The skydiving took place at Atlanta Skydiving Center in Cedartown, Georgia, which is approximately 55 miles northwest of Atlanta. The Center has been open for two years and is one of the most rapidly growing skydiving locations in the region and is now home of the Georgia Skydiving League.

Eleven novice jumpers from Georgia State University College of Law took part in the event. All opted to exit the plane on tandem jumps, where the student is hooked to an experienced jumpmaster who performs many of the technical functions of the jump while the student gets used to the idea of freefall.

After an approximate 15 minute airplane ride to altitude, the door is opened on the aircraft and a spotter manually sites the plane to the correct exit point - 13,500 feet above the ground. To grasp how high this altitude is, 13,500 feet is twelve times the height of the World Trade Center in New York City. Additionally, the air temperature is twenty-five degrees cooler than that experienced at ground level.

Students are maneuvered to the door and, after a command of "Ready, set, go!", they fall somersaulting out of the plane and begin to fall 130 miles per hour towards the earth. After about 45 seconds of freefall, the main canopy is deployed to start a five-minute parachute ride back to the ground where the jumpers left.

All eleven law students jumped that day and it was almost an error-free event. However, one student had a hard landing and was brought to the hospital for examination, but was released that same day. Overall, everyone agreed that it was a once-in-a-lifetime event that was worth doing.

National Criminal Justice Trial Advocacy Team

Semi-Finalists in the ABA Criminal Justice Trial Competition.

From Left to Right - Professor Sobelson, Professor Podgor, Adam Princenhal, Harold Franklin, Dean Grijith, Keri Patterson, and David Belle Ile. (Professor Harrison absent).

Sky-Diving Participants - Bernadette Clark, Danielle Brown, Robert Cameron, Christain Diechert, Bill Fields and guest, Andrea Brownridge, Robert James, Wendell Franklin, Melvin Johnson, Sarah Hawk, and Jay Fisher.