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# Res Gestae

STUDENT NEWSPAPER OF THE UNIVERSITY OF MICHIGAN LAW SCHOOL

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January 24, 2006

Since 1950

Vol. 56 No. 7

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## Write This Down, Poindexter: 3Ls and Profs Give Note Taking Tips

**By Bria LaSalle and  
Andrea Hunt**

As the new semester gets fully underway and Fall grades begin to trickle in, you may find yourself armed with new resolve to take better notes, participate more, and study harder. Which approach should you take? RG asked 3Ls and professors to ask what has worked for them, and what advice they have for law students looking to fine-tune their academic machine.

When asked about note-taking, the 3L responses fell on a broad spectrum, ranging from taking almost no notes during class to transcribing the professor's every word.

"My method is the stenographer's approach: I type down everything the professor says," reports Richard Lee. "This works for me because: 1) it forces me to pay attention; 2) it makes me think (nominally, anyway) about what

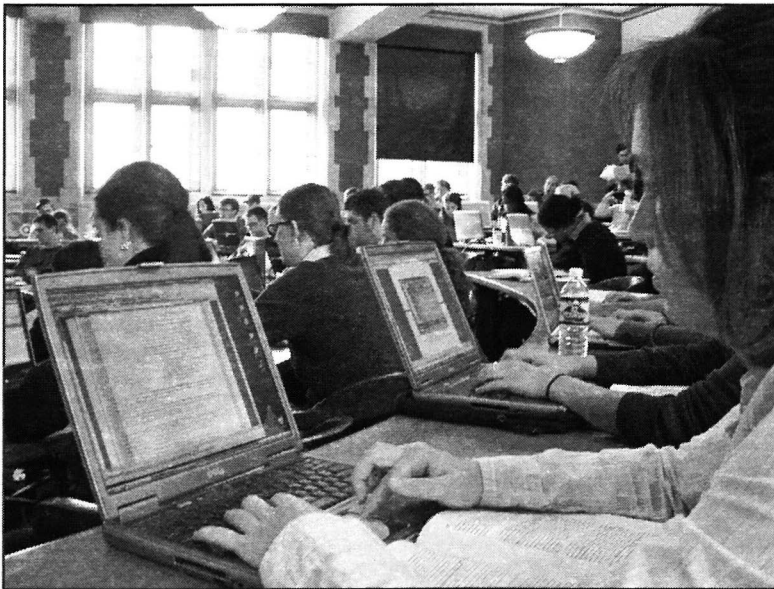
the professor said (in the ear, through the brain, out the fingers); 3) when reviewing, I find it helpful to have the professor's comments when I have a better understanding of the material."

verbatim can leave one confused when it comes time to make an outline.

Others are more selective in what they write down during class. Talia Dubovi advises that "notes are better if you actually think about what you write down. They are also more manageable at the end of the semester—you have less to read through."

Damon Lewis recommends selectivity in preparing notes before class as well. "Trying to over-prepare a lengthy brief of each case before coming to class is a waste of time. Chances are you'll probably focus on the wrong things. I write a few brief sentences about the facts, a sentence about the big issue, and a paragraph about the holding. Then I fill in the rest as it comes up in class."

Some students prefer to use class time to solidify the information they've assimilated from the readings and notes they've prepared outside the classroom.



While some students take near-verbatim lecture notes, others opt for a more passive, high-subliminal approach.

A key component of the stenographer's approach is on-going review of both the assigned reading material and in-class notes. Saving a large bundle of class transcriptions until the end of the semester creates a daunting task of sorting and condensing volumes of raw information. One student cautioned that taking down the professor's words

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## Res Gestae

Vol 56, No. 7

University of Michigan  
Law School

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# Editorial: First-Day Reading Board Should Be Online

Ever the barometer of student body needs and desires, the [lawopen] e-mail listserve was abuzz early this month with requests for homework. This was not masochistic students asking for more reading, but of dutiful students trying to find out what reading had already been assigned.

Before the first day of class, students must learn the first day's reading assignment in one of several ways. The traditional method is checking the bulletin board outside of 120 HH where each class is assigned a 3" x 5" card. Printed on that card is the first day's reading assignment and any quick facts about that class. By the first day of class this semester, only about one-third of classes had a reading assignment posted on this board.

Another way students might learn a class's first reading assignment is through an e-mail, generally sent by a Professor's secretary, to a list of students enrolled in the course.

Yet another way is through the inclusion of a syllabus in a coursepack that students can buy before classes start. This option is made even less efficient since, often, students don't know if a class has a coursepack until they check a separate bulletin board in the Reading Room. Worse still, a coursepack may not actually contain the syllabus.

For students who are on a waitlist or not enrolled in a class, they must ask their friends or place themselves at the dubious mercy of [lawopen]. If this all seems inefficient to you, you may be right. We have some ideas to help smooth the pre-first day of class communication for students and faculty.

The assignment bulletin board, simply, has to go. It is underutilized and obsolete at a school that all but explicitly requires

its students to remain in e-mail contact to receive course announcements. Also, as the recent heated debate over basement bulletin boards suggests, display space is at an absolute premium. Wasting valuable wall space on a board that is only marginally useful for a few days out of the year seems either an inefficient use of resources or a stubborn bow to tradition.

We understand and appreciate deference to tradition; after all, we're using the same obscure name for our publication that it had in 1898. If ultra-traditionalists insist on a physical bulletin board, we recommend that the law school set up an internet camera and broadcast the board live on the web, allowing students, many of whom spend summers and breaks away from Hutchins, to view their reading assignments online.

We kid, of course. That said, the bulletin board must yield to progress. The "wailing wall," where students used to see their semester grades posted by exam ID, has been replaced by the much more genteel, if quirky, Wolverine Access system. There's no reason why the same cannot happen with first-day assignments.

The school should establish a web page, publicly accessible, with a posting of the first reading assignments and, if available, a syllabus for each course. Students could not only learn the reading assignments of all classes in one area, but they could also survey the courses in more detail than allowed by the space-restricted two-paragraph descriptions posted on the Course Description List.

Compiling this list would be, admittedly, another task for a busy administrative staff. But the idea of a comprehensive list of assignments for courses is not as foreign as it may seem. A book list for each semester is already posted

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# South African Justice Gives MLK Talk

By Antonia Eliason

**I**n January 16, in celebration of Martin Luther King Jr. Day, students and faculty filled 250 Hutchins Hall to hear Justice Yvonne Mokgoro speak about South African civil rights and law in the 21st Century and its comparison to the progress of American civil rights.

The first black woman to become a member of the Constitutional Court of South Africa, Justice Yvonne Mokgoro is currently visiting the University of Michigan Law School and co-teaching Constitutionalism in South Africa. She has taught at universities in South Africa, the U.K., the U.S. and the Netherlands, and has served on the panel of Commonwealth judges, reviewing provisions of the Kenyan Constitution governing the judiciary.

Justice Mokgoro began by highlighting that on Martin Luther King, Jr. Day, we commemorate Dr. King and the legacy of his dream. King's dream gives us the opportunity to reflect on the contemporary legacy of that dream on countries including the United States. She continued with a further commemorative note: that we also should pay tribute to the contribution of Rosa Parks, since it was her refusal to give up her seat on the bus that stirred the resulting movement through which Martin Luther King Jr. was chosen. Justice Mokgoro then called for a moment of silence.

Following this tribute, Mokgoro compared the impact on true equality and social justice made by the struggle against apartheid in South Africa versus that made by the civil rights movement

in the U.S. It was in 1963 at the centenary of the Emancipation Proclamation that King made his historic "I have a dream" speech. As Justice Mokgoro said, "those words uttered by MLK still resonate more than 40 years later." It is now



250 HH was standing room only for Justice Mokgoro's speech.

widely believed that America has found consensus and committed itself to the idea that all people are equal irrespective of race and creed.

When South Africans finally adopted their constitution in 1996 they declared "We the people of South Africa...adopt this constitution as the supreme law of the Republic so as to heal the divisions of the past and establish a society based on social justice and fundamental human rights." The goal of the new South African constitution is to build a united and democratic South Africa. Their commitment to this goal, according to Mokgoro, is exemplified by the decision to grant amnesty to apartheid supporters as a way to heal divisions given the lingering impact of apartheid on the people of South Africa.

In 2004, South Africa celebrated ten years of democracy. Many challenges still lay ahead, and at various levels of society South Africans had to acknowledge

and identify shortcomings, engaging in national debate to determine how to achieve their goals. Justice Mokgoro compared this to the United States ten years after the birth of the civil rights movement, when Martin Luther King Jr.

gave his "Where do we go from here" speech in 1967. In this speech, King took time to reflect on the state of equality in the United States, saying that much had already changed – "ten years before, Negroes were almost invisible to the larger society....but today, civil rights is a dominating issue in every state." In spite of a decade of significant progress, however, the problem was far from solved.

Justice Mokgoro pointed out that more than two hundred years after the adoption of the U.S. Constitution and more than forty years after the "I have a dream" speech, the sort of equal society envisioned by King is still a distant ideal for America.

Today, Mokgoro said, Dr. King's statements resonate in South Africa. In her opinion, when one interprets Dr. King's ideas in the way he articulated them, one is led to believe that the ideal he had for his country and his people is no different from what South Africa desires. Almost twelve years into their new democratic system, the South Africans can, like King, look back and say they have achieved much.

According to Justice Mokgoro, the U.S. still faces one of the world's most disturbing challenges – that of narrowing the gap between the wealthy and the poor. It is this gap that the President of South Africa criticizes when describing South

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# Summer Holiday in Cambodia: It's Not Just a Job, It's an Adventure

By Anne Gordon

**L**aw students are not known for being particularly adventurous. We've chosen a pretty straight, relatively predictable path for ourselves in becoming lawyers; our grandmothers must be so proud. Because really, let's face it: most of us are anal retentive, neurotic, and well, in the words of one of my favorite movies, typical "indoor kids."

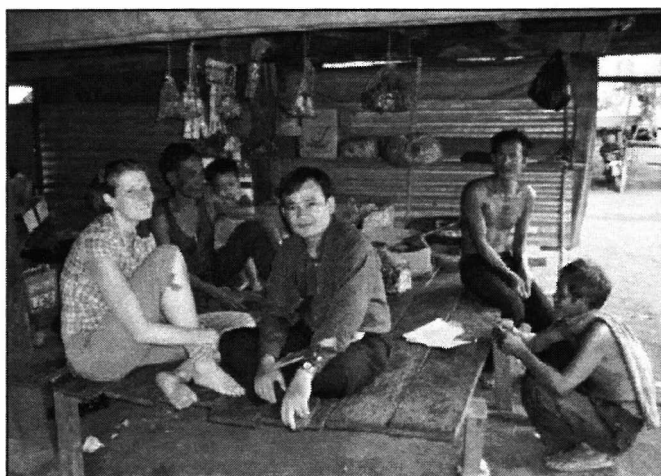
Those who know me, know that I'm constantly trying to stir things up, and that I tend to encourage people to break out of this mold. We were all interesting people once, and for some reason becoming law students has sucked the life out of us. Here, law is too often a vehicle for moneymaking instead of justice, status quo instead of innovation. So here's my advice, particularly to the 1Ls, as job-hunting season quietly looms:

Go away. Go far, far away.

You have the rest of your lives to sit in offices and collect writing samples and pad your resume and eat boxed lunches. Most of you are probably not going to get a firm job next summer anyway, because seriously, what do you really know after first year? You've taken Contracts, but do you have any idea how to actually look at one? Yeah, yeah, it's "unconscionable." That won't get you \$30 an hour, that's for damn sure. This is your last chance at freedom, your cage is open. Run. RUN!!!

Do something that's going to look even better on your resume: go somewhere crazy and do something awesome. There's an adventurous side of you dying

to get out, and the opportunity cost of that adventure is going to skyrocket as soon as you hit graduation. Have something to talk about in interviews other than your Legal Practice memos. Don't worry about a writing sample; get great pictures instead.



Anne Gordon, 2L, negotiating a settlement in an open air conference room, Rattanakiri Province, Northern Cambodia

I am in a constant battle to subdue my type-A personality, and as such, I chose to go to Cambodia last summer. I was considering a job at a prestigious New York organization, which sounded great on paper, but would have had me on Lexis "about 85% of my summer," they told me over the phone. As I paused to quell the bile spilling up into my esophagus, my grant from the Cambodia program at the Law School came in, and I was saved. Off I went to Phnom Penh.

Don't let anyone tell you that you won't get a worthwhile legal job overseas – you just have to know where to look. I, for one, worked at a public interest law firm where we litigated cases on behalf of indigent farmers who had their land seized by the government. The *Kyllo* decision had a direct impact upon our case strategy, which was disappointing but exciting. I coordinated with representatives from donor governments across the world,

and helped the Cambodian government write better laws to help preserve forests. And I traveled to remote regions of the country, spending hours in the "Southeast Asian squat" on the ground in thatch huts, listening to village elders tell stories about their land and their history. After

hours, I got to hang out with an amazing group of Cambodians, Canadians, Italians, French-Indonesians, Aussies, and even some pretty cool Americans. And I even had a weekly singing gig in a nightclub with a Filipino band – THAT doesn't happen to every summer law intern, let me tell you.

And this was not just my job. Others on the program got to do similarly amazing things, and really have a hand in shaping a developing country. Still other students have gone to Uganda, Yugoslavia, South Africa, and throughout Asia, and they will all tell you to follow your heart and your passport. Future employers think it's fabulous; it gives you great stories to tell; and most of all, you'll never regret not having really gone for it when you had the chance.

So yes. Go. Learn to speak a new language, drink new kinds of beer. And, most of all, don't lose sight of your uniqueness here in law school – or that thought you once had that you could change the world. You'll have a fantastic time, you'll gain an appreciation for (and a more realistic perspective of) being back at school, and you'll regain a sense of yourself in relation to the world around you. It's in there somewhere. You might just have to go a little farther, these days, to find it.

Anne Gordon is a 2L. E-mail comments about this article to [rg@umich.edu](mailto:rg@umich.edu).





# Take Advantage of Public Service Activities

By MaryAnn Sarosi

You probably pass by my office in Hutchins Hall every day. Sometimes the door is open and sometimes I'm squirreled away trying to figure out ways to bring to life a career in public interest or government. Clearly one of the ways is through our panels and workshops.

This programming doesn't begin with me – it begins with my daily contact with you. With the student that stops and chats with me in front of room 100, or the group that I run into out in the quad, or the members of a student group that I meet with in my office. That's where I learn about the issues and topics of interest to the public service community here. So, next time you have an idea for future programming, stop me in the hall or knock on my door.

## The Winter Semester Lineup

For the first time, we have organized a fellowship series of workshops to prepare 2Ls and 3Ls for the fellowship season. There will also be a fellowship panel for 1Ls later in the semester to help them prepare for post-grad fellowships. We also have two installments of the Inspiring Paths Speakers Series where we bring in alumni in public interest or government to talk about their careers to advise students on their career paths.

The first Inspiring Paths talk was on Tuesday January 17th with Professor Dana Roach '99 and Amy Harwell Sankaran '01. If you didn't attend, you can hear it at: <http://www.law.umich.edu/currentstudents/PublicService/workshops.htm>.

Dana Roach, '99, is a visiting clinical assistant professor at the Law School's Legal Assistance for Urban Communities Clinic (LAUC). Prior to joining the LAUC, she served as a regional attorney at The Nature Conservancy (TNC) in

San Francisco where she represented TNC on land conservation transactions and general legal matters. Professor Roach's other legal experience includes serving as an associate attorney at Morrison & Foerster LLP in their commercial real estate group in San Francisco, California and as an associate attorney at Miller, Starr & Regalia in their real estate and transactional group in Walnut Creek, California.

Amy Harwell Sankaran, '01, joined the Michigan Law School Admissions Office in July 2005. Prior to that, Amy was a law clerk to the Honorable Arthur J. Tarnow of the United States District Court for the Eastern District of Michigan, a litigation associate at Skadden, Arps, Slate, Meagher & Flom, LLP in Washington, D.C., and, most recently, a staff attorney for the Children's Law Center in Washington, D.C., representing foster parents and relative caretakers who wanted to adopt children from the abuse and neglect system.

OPS and OPIS are doing a three-part financial program. Part I is on January 24 and is entitled Public Service Students' Creative Ways to Minimize Law School Debt. This program focuses more on minimizing debt while in school. Parts II and III will focus on public service students' finances after graduation (dates TBD).

The Fellowship Series will begin on Friday, January 27th with "Fellowship 101." This is an overview of the fellowship process and is designed to help 2Ls (and 3Ls who are doing clerkships) prepare for the upcoming fellowship "season". We will review the tools to use to identify fellowships, give you a timeline to follow and discuss considerations and protocols involved in the application process. 3Ls who went through the fellowship process beginning last Spring will describe their experiences and share some of the dos and don'ts that they learned. This is not designed for

1Ls because 1Ls are at a different point in the process. We will have a panel for them on March 28th (see below).

Part II in the Fellowship Series will be on Friday, February 10 and is entitled, "Fellowship Stories". For this session, we've invited back three '04 grads who are currently doing public interest fellowships and an '05 grad who will be doing a Skadden fellowship beginning in September 2006. They will share their insights into their application process, tips on how to improve your chances of obtaining a fellowship and their experiences during law school that helped them land a fellowship. Students can also sign up individually with the fellows for 15-minute sessions immediately following this workshop. Sign up sheets are posted on the OPS bulletin board on January 27 after the first Fellowship workshop (first come/first served). Again, this session is geared toward 2Ls and 3Ls.

The fellows are:

Marisa Bono – Skadden Fellowship at MALDEF (beginning in 2006)

Julianne Lee – Southern Poverty Law Center Fellowship

Monica Saxena – Equal Justice Works Fellowship at the Lawyers Committee for Civil Rights

Amy Myers – Skadden Fellowship at Women Empowered Against Violence

The march to fellowships continues with a visit on March 16 by Susan Butler Plum. Susan Butler Plum is the founding director of the Skadden Fellowship Program having started it in 1989. We've invited her to talk to you about the fellowship, the application process, and to listen to your questions about the program.

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# Attractive Nuisance: Introducing the Poetry of Hart Crane

By Jay Surdukowski

This week's poem is by early 20th Century poet Hart Crane. I have selected one of the six parts of a longer poem sequence called "Voyages":

## Voyages V.

Meticulous, past midnight in clear rime,  
Infrangible and lonely, smooth as though cast  
Together in one merciless white blade—  
The bay estuaries fleck the hard sky limits.

-As if too brittle or too clear to touch!  
The cables of our sleep so swiftly filed,  
Already hang, shred ends from remembered  
stars.

One frozen trackless smile . . . What words  
Can strangle this deaf moonlight? For we

Are overtaken. Now no cry, no sword  
Can fasten or deflect this tidal wedge,  
Slow tyranny of moonlight, moonlight loved  
And changed. "There's

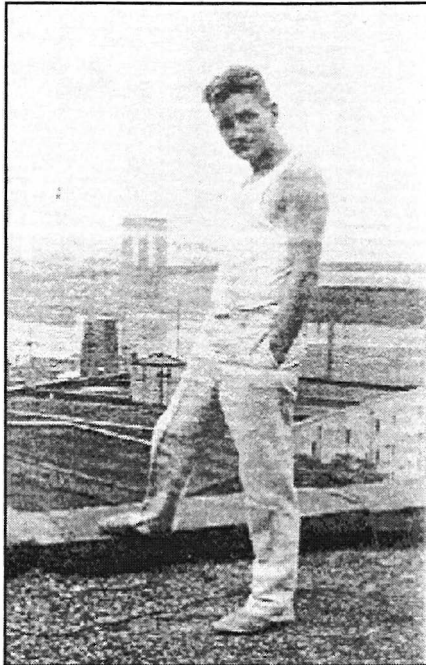
Nothing like this in the world," you say,  
is knowing I cannot touch your hand and look  
Too, into that godless cleft of sky  
Where nothing turns but dead sands flashing.

"-And never to quite understand!" No,  
In all the argosy of your bright hair I dreamed  
Nothing so flagless as this piracy.

But now  
Draw in your head, alone and too tall here.  
Your eyes already in the slant of drifting foam;  
Your breath sealed by the ghosts I do not  
know:

Draw in your head and sleep the long way  
home.

Robert Lowell proclaimed in a poem at mid-century that Crane was a modern Catullus. Catullus was the eminent "fucketeer playboy" and troublemaking poet of Rome, the bane of buttoned-up lawyer Cicero's existence and the source



The Danish sailor Emil Opffer before the Brooklyn Bridge; Hart Crane's two great loves.

of great mischief in elementary Latin courses with his poetic message to male rivals found in *XVI: pedicabo ego et irrumabo*. Crane had this audacity as well, the closest male equivalent in American poetry until perhaps Frank O'Hara.

Crane, like F. Scott Fitzgerald, ravaged his nerves by having a sawed-off-shotgun consciousness—the universal condition was connected to his body like veinworks. He was violently bound up in his age—its bursting, clattering, blasting achievements, but also its brutal industrial realities. Many critics say it killed him. Most famously, Crane was Walt Whitman's inheritor in celebrating the distinctly American and individualist ethos, openly defying the American-in-exile T.S. Eliot with an alternative myth to "The Waste Land." Crane's book-length poem, *The Bridge*, was based on the majesty of the Brooklyn Bridge. Eliot saw modernity and called it bad. Crane reveled in it and called it good. Eliot won that round in poetry, suffice to say. But it is partly in its "failure" that *The Bridge*

endures. It's a poignant loss, peculiarly American in its commemorations and standoffish modernism.

Crane's poetry is intensely difficult at times—almost all the time, in fact. "Voyages V." is one of his more accessible—though perhaps only just. The speaker and his lover are in a cooling part of a relationship—perhaps a fight, perhaps the start of a separation—yet it brims with eros. The meter mimics the ebb and flow of the sea, of heart-poundings. A favorite line has always been: "In all the argosy of your bright hair I dreamed / Nothing so flagless as this piracy." There is a kinship with the high modernism of the sober Wallace Stevens but at the same time a scent of visceral lust. The layers of meaning come through rich and varied—if you work at it, if you romance them, learn them, know them. Consider the word "argosy," meaning a fleet of ships, to describe the multitude of blonde hairs on the lover's head, and lovemaking as an act of piracy, a lawless taking. It continues the sea metaphor for the relationship but is also rewarding when we know the backstory to these poems is Crane's intensely physical and brief love affair with a Danish merchant marine sailor. Indeed, "argosy" also means a large merchant vessel.

A poet is always losing, even in the moment of having. Writing is want. And for few is this more true than Hart Crane in the six poems of "Voyages."

Like Edna St. Vincent Millay, Sylvia Plath, Robert Lowell, John Berryman, and Anne Sexton (to name a few), Crane's biography often towers in the imagination. There are as many fiery anecdotes about Crane as there are cables suspending the Brooklyn Bridge he adored: Crane blasting his Victrola at full volume in order to write; Crane crashing

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# Admissions A.D. Shares Her Career Path, Thoughts on Public and Private Practice

By Michelle Sharpe

**A**my Harwell Sankaran, '01, is the Assistant Director of Law School Admissions. She joined the Michigan Law School Admissions Office in July 2005. Prior to that, Amy was a law clerk to the Honorable Arthur J. Tarnow of the United States District Court for the Eastern District of Michigan, a litigation associate at Skadden Arps in Washington, D.C., and, most recently, a staff attorney for the Children's Law Center in Washington, D.C., representing foster parents and relative caretakers who wanted to adopt children from the abuse and neglect system. Amy received her J.D. cum laude from the University of Michigan Law School.

**Can you talk a bit about your background, family life, how you came to Michigan?**

Both of my parents are from Michigan, and I was born in Ann Arbor, but we moved to Arkansas when I was three. I graduated from high school in Arkansas, and my parents still live there, so I consider myself from Arkansas. For college, I went to Southwest Missouri State in Springfield, Missouri. Well, actually, my university changed its name to Missouri State this year, so that's been a little bit confusing for me.

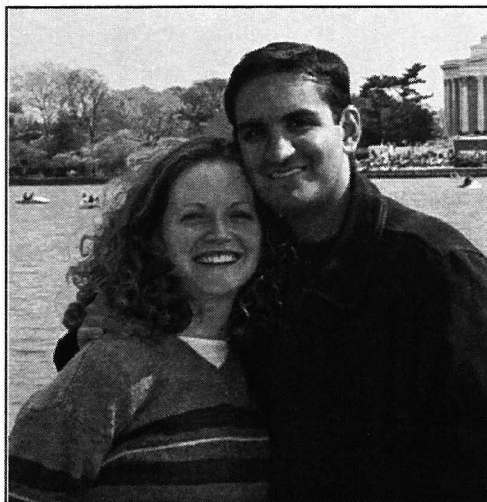
**So where do you say you went to college?**

I know! That's what I'm saying. I don't know. My diploma still says Southwest Missouri State but I think they'll give me one with the new name if I ask them to.

I was a political science major, and I graduated from college in 1998 and applied for law school during my senior year.

**Do you think it made a difference that you didn't take a year off?**

My dad's a lawyer, so I talked to him about that very issue. When I told him, "I'm thinking about taking a year off," he said, "To do what? You want to be a lawyer, why not go and be a young lawyer?" He suggested that if I had something in mind to do, then fine, but otherwise, I should just head to law school. Looking back, I don't regret that decision at all, because I didn't have a



Amy Sankaran and her husband, Adjunct Clinical Assistant Professor of Law Vivek Sankaran.

plan for time off, and I really was ready to learn the stuff they wanted to teach me in law school. For me, college was fun and interesting, but when I got here, I said, "Ahh, they're finally teaching me the stuff that I want to know."

On the other hand, if you have something in mind to do, I suggest that potential law students seriously consider doing it. It's really hard to take time off once you get on a legal track. When we're reading applications of those who've had time off, almost anything you decide to do between law school and college is a positive for us. After law school, time off looks more like, "Oh, that person couldn't

get a job." You can explain it and you can do it, but it's much harder.

That being said, when I first got here, I did feel a bit out of place. There were lots of others who came straight from college, but that is not what I noticed at first. I felt like the main character in *Legally Blonde* for the first few days, especially during orientation when everyone goes around the group and says what they did prior to law school. Reese Witherspoon says, "Well, I was president of my sorority." And I wasn't in a sorority, but I came straight from college and I worked at the water department in my hometown that summer just trying to save a little money. Everybody else had done amazing things, like climbing Mt. Everest, working for Yitzhak Rabin the year before he was shot, starting their own non-profits, and so on.

**...Or got a Ph. D. in the most random subjects.**

Exactly. But I got over my initial intimidation pretty quickly, and I learned so much from those people. Intimidating, but great.

**So you came to Michigan. What did you like most when you were here as a student?**

I really liked most everything. I've already mentioned my classmates, and I liked living in the Lawyer's Club my first year. I liked that the law school is its own little world with lots of things going on, but then the rest of the University of Michigan is just outside the quad, with even more stuff—athletics, plays, lectures, etc. I loved the clinic I did. I was in Headnotes, and I had a blast doing that.





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### They're good.

They're good, and they're so fun. And it's non-law so it was a nice break, except each semester when we would argue about what music we were going to sing. I always dreaded that meeting because no matter how hard we tried, everyone started arguing and becoming very lawyerly.

### What was your least favorite class?

Least favorite class . . . Enterprise Organizations. I had a visiting professor who might actually have been quite fine, but I dislike all things business. I didn't like the class at all. The rest of my classes were mostly good. My favorite class, besides the Child Advocacy Clinic, was Public Interest Litigation with Mark Rosenbaum. He's a fantastic professor.

### So, for the 1Ls trying to figure out what to do for their first summer, how did you figure out what to do?

Career services handed out a book – I remember it was green – listing all the Public Service employers. It's probably online now. As with everything now! I didn't graduate that long ago, just four years, but many things have changed, and most of them have to do with technology, such as wireless all over campus.

Anyway, I narrowed it down to child advocacy and just applied to a bunch of organizations that were in the big green book. I didn't go searching out professors or students who had done child advocacy, but I should have. I don't remember googling, either. Of course we had the internet, but I don't remember Google.

### Did you know you wanted to go into child advocacy?

I'm not sure. I knew I liked kids. A lot of people say that in interviews for child advocacy. And in interviews we'd always say, "Well that's nice, but there's more to it than that." But that was the genesis of it for me. I enjoyed spending time with children, and I thought their legal issues

were interesting. I was also interested in criminal law. I do remember knowing that, no matter what the issue, I wanted to do litigation and direct representation. I didn't see myself, and I still don't, wanting to do class actions or policy work.

So I am not sure how I settled on child advocacy, but I decided to give it a try. The first summer I went to the Public Guardian's office in Chicago. They represent almost every single abused and neglected child in Cook County. It was a good summer, but since I couldn't practice law as a 1L in Illinois – you can in Michigan – I didn't get to do all the things that 2Ls could do. Looking back, I might have chosen a place where I could actually try a couple of court cases. But that's why I was happy we have a Child Advocacy Clinic, where I did get to do the courtroom advocacy piece during my second year of law school.

### Second summer?

Wiley, Rein and Fielding, a big firm in DC. I just liked the people I interviewed with. Since I was trying a firm to see if I liked it, I decided not to care that much about their areas of law. It appeared to me that most of the big firms did some of everything. In retrospect, that wasn't the best way to go. The guy I interviewed with did all of the types of law that I was interested in, but it turns out he was one of the only ones doing that work. And he left the firm before I arrived that summer. It turned out that their main litigation cases were insurance defense and re-insurance, which I quickly realized didn't interest me at all. It wasn't that big of a deal for the summer. It was still fun, I met some nice people, and I eliminated some areas of law that I absolutely did not like. And when I went hunting for firms again, I tried to look behind their generic list of types of cases to see what the firm was mainly known for.

### Third summer? Oh that's right. There is no third summer.

Right, just graduation. After graduating in May 2001, I went and clerked for Judge Tarnow in the Eastern District of Michigan for two years. I had a great time.

### Do you think clerking is a good idea?

I think clerking is a great idea; it's good for almost anything. If you want to be a litigator, it is invaluable to see the inner workings of the court. If you want to do transactional work, it is still very useful because many of the cases are deals or contracts that did not work out. You can see the endgame.

I got to see all areas of law and I loved it. It was intellectually so fun. It seemed almost every week, I would pick up a new area of law. The lawyers provided the briefs to get you started, and then you took both briefs and you checked their facts and made a recommendation about what should happen. You'd get to look at it like a judge would and you'd start to see what is effective and what isn't, both in writing and during oral argument. It was fun to see how the judge thought about things. And then it was great to see him on the bench ask the questions we had in chambers. My judge had Instant Messenger.

### On the bench?

On the bench. So if I had questions for the litigants, I could IM them to him. And he would often ask them, so that made oral argument very exciting. For my very first oral argument during my second week at the court, it was the Thursday after 9/11. So, as you might imagine, that week was quite disrupted. I'd done my best on my memo and recommendation, but it was not as polished as I would have liked it to be. At the end of the parties' arguments, the Judge IM'ed me, "What should I decide?" And I'm sitting at my desk in front of the judge and the litigants facing me and I panicked, "But I wrote a memo and I told him... maybe I didn't give him enough information... I don't... I think..." It turns out, he was totally pulling my chain. He knew exactly what he was planning to do with the case; in fact he ruled from the bench the opposite of what my memo said to do.



## CONTINUED from Previous Page

### So you went to Skadden after.

Yes, during the second year of my clerkship, I started looking for my next job. I was planning to move to DC and I was pretty sure I wanted to do public interest work. But when I went looking for public interest jobs, I found it kind of difficult because I couldn't start until the following September when my clerkship ended, but many of the openings were open right then and maybe not again. So I figured if I get to D.C., get a little bit of experience at a big firm, then I'd be in a good position to do public interest work. Since you do not have a particular time that you are required to stay, like a term clerkship, you can be available for an opening when it comes along. As it turns out, even though I was more careful this time when I picked a litigation group, I still didn't like the work.

### What about the work?

I didn't like how big the cases were. The biggest firms are hired to do the biggest cases. I was in charge of one small piece of a huge case. I even had quite a bit of responsibility. But what I didn't like was that we'd get together for a meeting and we'd all talk about our one small piece but no one knew each other's pieces enough to talk about the whole. That was frustrating for me. I wanted to understand the strategy of the big huge case, and the case was too big for one person.

I also didn't enjoy how most everything was an emergency. You'd have several of these apparent emergencies thrown at you all at once, and you'd stay up all night finishing everything, and then you'd find out that they wouldn't read your memos until a couple weeks later. There was constantly a fake fire to put out, and eventually it just wears you down.

That said, I really liked almost all of the people I worked with, and I did learn some very important lessons. Maybe the most important one is never commit anything to paper that you wouldn't want the other side, the court, whomever to see. You just wouldn't believe the things that

people would put in email.

### Why did you leave Skadden?

I just realized it wasn't a good fit for me. I was not going to be satisfied at a big firm. I was willing to trade the money to really love what I was doing. I think there are three main things people look for in a job: how satisfied you are with the work, the hours, and the money. At big firms, the money is really good, but the hours and work are usually not interesting. At the Children's Law Center, where I ended up, the hours were still long and the money was much less, obviously, but the work was so interesting. Everyone chooses which of these things that they care about the most, and for me, the one I cared about the most was loving what I'm doing. So I just started looking for something I'd enjoy more.

### What advice would you give to students trying to leave the law firm for public interest?

If you think you might not enjoy firm life, then you want to make sure you have a way to leave. I think there are three pitfalls that people who want to leave firms need to think about.

First, you need to stay connected to public interest. That is, public interest organizations want to see a demonstrated commitment to public interest. So, even while you are at the firm, you need to do pro bono work, or at least volunteer at local organizations, even if the volunteer work is not legal work. That will help you find out about potential job openings too. Second, people start to get tunnel vision. Those who don't like the firm talk to others who don't like firm life. They start to worry that they don't like practicing law instead of just realizing that everyone they know is at a firm, and there is so much more out there beyond firms.

Third, and most importantly, is the money. You can't live on a firm salary and expect to have the same lifestyle without a firm salary. So it is easier never to go there in the first place. For example, don't buy a Lexus with your bonus, because those

payments will be with you for several years. Don't buy a huge house with payments that you can only afford if you stay at the firm. That is not to say that you shouldn't treat yourself a bit – do go on a great vacation, etc – but just watch the buying that results in payments that last over several years.

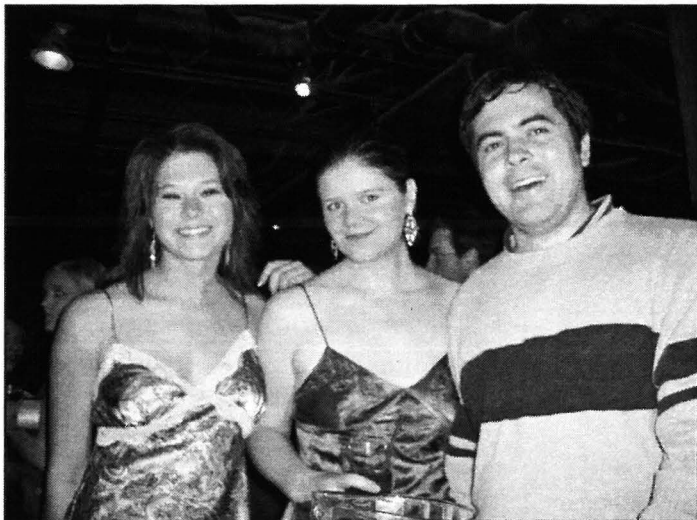
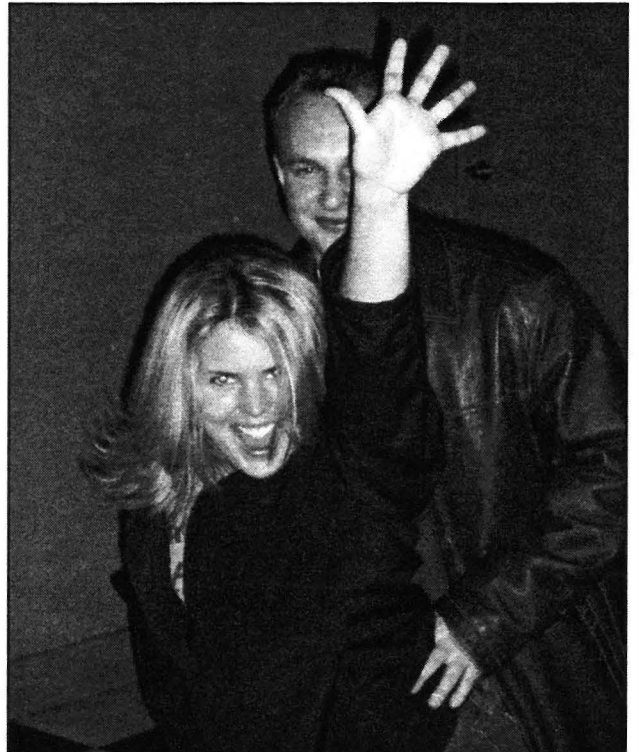
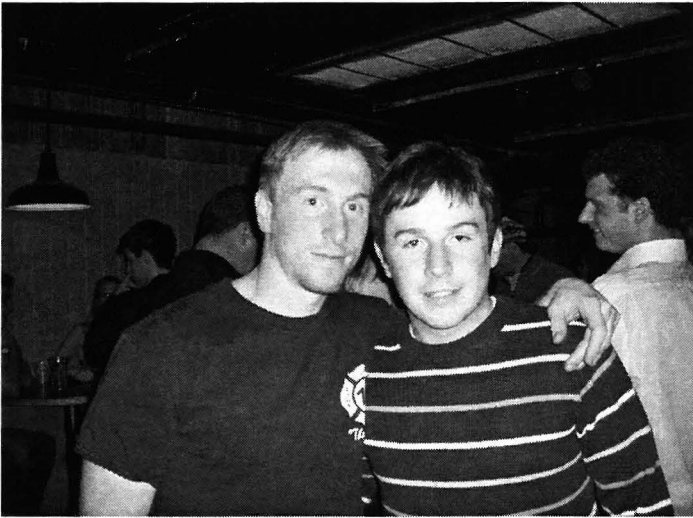
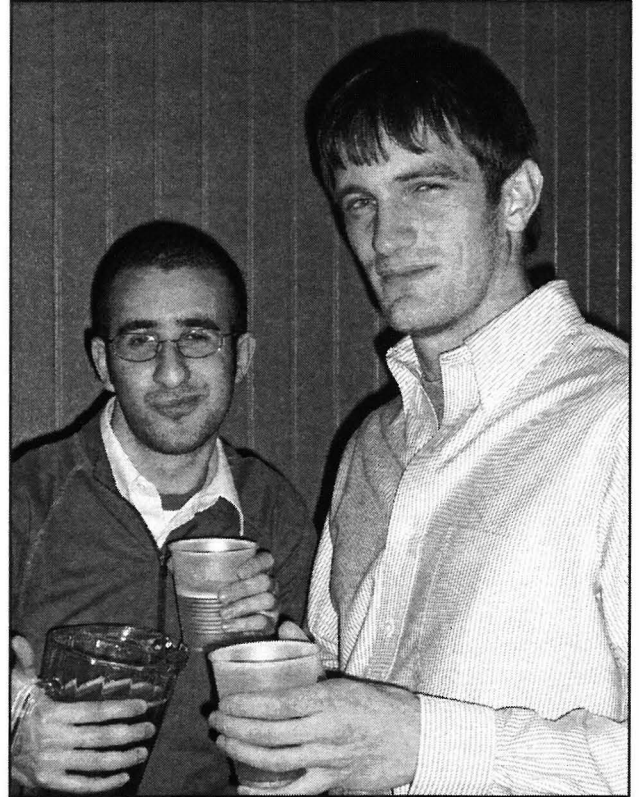
### Why did you leave D.C. for Ann Arbor?

My husband, Vivek Sankaran, got a job at the Child Advocacy Law Clinic. So the night he got that job, I found the posting for the Assistant Director of Admissions at the law school. And I thought that sounded like a great fit for me. I'm not sure I'd enjoy this job as much at any other school, but I love Michigan Law and loved my time as a student. I thought I would have a great time talking to prospective law students about Michigan in general, and sharing things about my time here. So Vivek decided to accept the CALC job, and I got this job. We moved back to Ann Arbor in July.

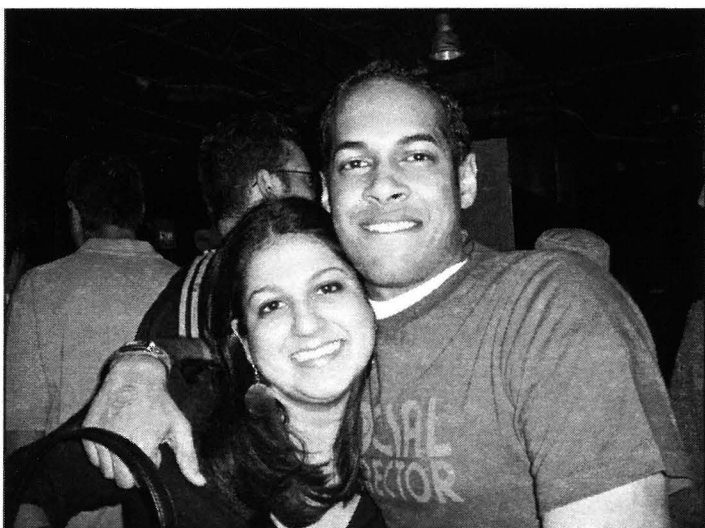
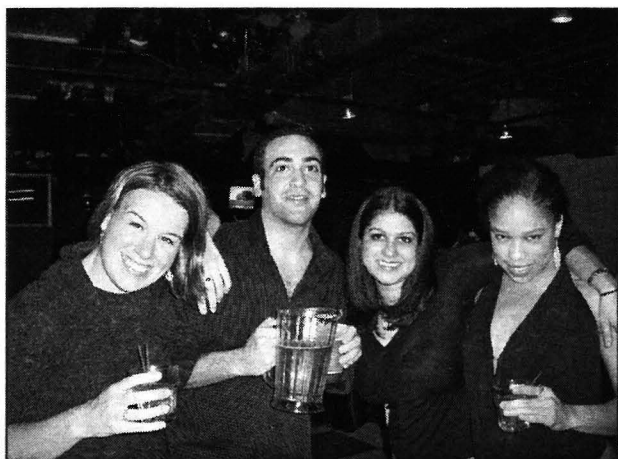
### You met your husband at the Lawyer's Club?

We were both living in the Lawyer's Club first year, and I think we first met by playing touch football with a group of folks the first week we were here. And then that group of people starting eating meals together in the L.C. Now this isn't exactly how we met, but about a week later, I'd parked in the neighborhoods south of the law quad and there was somebody parked on my bumper. My car was brand new and I was pretty upset. I came storming into lunch, and I was telling my new lunch friends about this jerk from New Jersey who had parked on my bumper. And Vivek speaks up and says, "I'm from New Jersey." And I look at him and ask, "Did you go to William and Mary?" because the car had a William and Mary sticker. And I'm just kidding because the chances are ridiculous – all of central campus parks in the neighborhoods south of the quad. And to my surprise he said, "Yeah, I

# It's Deja Vu All Over Again: Bar Night, Rick's American Cafe, Jan. 19









# The Long, Dark, Car Repair of the Soul

By Mike Murphy

Despite my very best efforts not to, I learned something over the break when I was stranded as an automotive castaway. Twice. My car's alternator turned into the Black Widow of car parts, frying two batteries in separate incidents, dimming my car's headlights and interior lights into "stealth mode" when I drove at night and making me call in some markers at triple-A to get two tows (say that one fast).

Even though it was apparent even to a mechanically unsophisticated person (me) after a brief but informative Google search that the car's symptoms were indicative of a breaking alternator, two mechanics refused to repair it. Ever the criminal genius, my alternator would cleverly pass their computerized diagnostic test and then immediately start doling out power surges like teaspoons of cyanide into my car's electrical system. Twice I received new batteries and reassurances that my alternator "checked out."

For once, my mechanical paranoia paid off. I took my "checked out" car into a third mechanic and had the alternator tested again. Catching it unawares and without the car part version of a Whizzinator, my alternator failed the random surprise test. I asked the mechanic how I knew what was wrong when the tests didn't. He said: "it goes to show: don't listen to the computer; listen to the car."

Food for thought. And I had plenty of thoughts to eat as I occupied the waiting rooms of various Midases in Michigan and Ohio, and during an unexpected stint at my girlfriend's house in Toledo. Her father's a Methodist minister and her mom's an elementary school/special education teacher, creating a peculiar linguistic challenge since I use expletives in the same way many people use interjections. I felt like I was translating myself from rated "R" to rated "PG."

My girlfriend's a bit OCD in the same way that it is a bit cold outside, so one night we satisfied her inner demons by rearranging the furniture in a spare bedroom so as to free up the radiator. We were, in fact, moving around furniture and agreeing with each other, an activity which doubtlessly sounded suspicious to anyone (say, her entire family) downstairs. On a bookshelf I found a dusty copy of John Grisham's "The Street Lawyer." Ironically (or, I fear, characteristically) I stole it from the Reverend and Mrs. Barnard's house.

It's the story of Michael Brock, a D.C. antitrust associate at a big firm. One day a deranged homeless man takes him hostage in his office. The homeless man is killed, and Brock survives (hello, his name's Brock, which makes him nigh invulnerable in a novel) Brock later learns that his firm's real estate department – the most innocent and unassuming of departments, the alternator of the firm, if you will – illegally evicted the homeless guy.

You know how, in the movies, the old cop is tragically gunned down right before his retirement day? Well, Brock is just about to make partner when he tragically grows a conscience. Brock steals the proof and quits the firm to become a poverty lawyer. He fights his old firm in court and they chase after him trying to get their evil secret back.

(Obviously, the evil secret part is pure Grisham fantasy. The only evil secret I learned this summer at a big law firm is that you can get the value meal in the firm cafeteria with the large soup and large pop even though the signage explicitly states that the value meal comes with the small soup and pop. I developed a tips-for-special-consideration scheme with the checkout employees. Like Abramoff, only with quarters.)

Brock's career path, of making money then quitting private practice in favor of public interest work, sounds awfully

familiar to many of us. Explaining his life decisions, Brock says, "I am a human first, then a lawyer." Every other lawyer in the book questions his logic. Grisham thus paints Brock as a renegade corporate lawyer, one with humanity that overrides his greed and litigiousness. Since when are lawyers *not* humans? (A more compelling argument can be made for law professors and undergraduate students.)

Several times in the book, the characters cynically reminisce about how they were idealistic 1Ls who wanted to "save the world." I'm all for idealism, but that seems like an awfully big-for-the-britches feeling for graduate students. When I was a first-year student, I couldn't even save my GPA, much less the world or anyone in it.

But I knew I wanted to be here and knew that I could do some good if I stuck around. I knew that saving a part of the world would make a difference and, in the aggregate, the world might just pull through. I did not, however, have empirical data to support this hypothesis. Nobody does. How many of us are here because a computerized personality test we took in fourth grade spit out "lawyer"?

We take a lot of tests at law school, even ones to get in and a big one when we get out. Tests tell us we're a good or bad law student, or that we're cut out for public interest work or corporate litigation. But maybe we're not automatons, and maybe we're not Grisham characters. Maybe we're a bunch of screwy alternators trying valiantly to keep the headlights bright on a winter night. We can pass and fail tests, but only we know if we're good or not. So when you check your grades on Wolverine Access this week, don't listen to the computer. Listen to yourselves.

Mike Murphy is a 3L with perpetual car problems. E-mail Mike at [murphyjm@umich.edu](mailto:murphyjm@umich.edu).







# A Bar I May Actually Not Enjoy

By Matt Nolan

When I was a kid, my dad would take my sister and me to Bonicki's, a sports bar in Muskegon where they would serve pretty good, cheap food in the afternoons. I loved Bonicki's, and I still do. It's a great place to relax, there are plenty of TV screens on the walls, and everybody knows my name. [Cue "Cheers" music?]

When I turned 21, I quickly grew to like Good Time Charley's, too. It isn't quite as familiar as Bonicki's, but it still had cheap food, drinks, and a good atmosphere on Thursday nights.

But, as the years went on, my good will toward Charley's waned. The bouncers became a bit more scrutinizing. The waitresses became a bit quicker to paternalistically cut off drunks. The overall attitude became less friendly. I felt as if Charley's still wanted me to feel at home, but warned me not to put my feet on the furniture.

While I still like Charley's, and the list of bars I like could go on for a while, I want to warn you about a bar that I am extremely apprehensive to begin frequenting. They have rigorous rules of conduct and an attitude which makes the doormen at Charley's look more anemic than the Detroit Lions. It is the Illinois State Bar.

I know what you're thinking: "A whole bar for the state of Illinois? What a huge party!" Only, no.

I realized the deadline to register to take the July test without paying a late fee was rapidly approaching, so I finally checked out the informational website to begin the process. My first reaction to the tone of the information provided was: holy crap. These people really want me to join? I've felt more welcome at the Horseshoe in Columbus.

One example of what they require: before filling out the application, you have to fill out an application card. This card is available at the registrar's office if you attend school in Illinois. Here, however, you have to actually send in a request to GET the card, which you then send in... again. That's right. You have to send in a request to get your formal application, which itself is only

**"After numerous emails, Google and Yahoo people searches, phone calls, and other intensive detective work, I remembered who I was."**

the request to take the test. I guess this keeps lots of little card delivering elves employed, but come on!

Once you get past the card, the questions begin. Is there a practical reason to ask for every residence where I have lived over the past decade - in chronological order!? My list included nine locations. Does the Illinois Bar *really* care that I lived in Washington, D.C. for seven weeks as an intern at the age of 20? If they do, should they?

My Mr. Wolverine rehearsal hours dwindled away as I tracked down my own past, and then vanished entirely (although I'm going to kill on the opening dance segment) when I got to the next section: previous employment. I had to list every employer I have had over the last years, both for and not for profit, and full and part time.

To appreciate my dismay, you have to know that I jump around to lots of things, meaning one semester in a job is an accomplishment. Also, a decent number of my jobs involve entities (campaigns,

the video game place in the union) that don't exist anymore. This would be fine if the Bar did not require the address of the entity, its phone number, my immediate supervisor's name, the supervisor's current contact information, and a myriad of other fun details. Are you kidding me? Is there a chance that I could be kept out of the bar because I worked for Orchard View High School as a custodian for six weeks back in the summer of 2001? Does that really impact my character and fitness?

Despite losing time to watch the West Wing and continue my January pleasure reading, I was still relatively satisfied upon completing the above tasks. After numerous emails, Google and Yahoo people searches, phone calls, and other intensive detective work, I remembered who I was.

But, the Bar wasn't finished with me yet. Just like the waitress who spends 20 minutes to run your credit card at the end of an already long night, there was another page. Question 50: list all traffic infractions you have incurred.

Are. You. Kidding. Me? To accomplish this task, I would need to have the state tell me; because there's no way I kept a record of that stuff. Who does? It turns out that's exactly what the Bar wanted me to do, and a drive to Lansing to pick up a full report (which significantly weighed down the drive back) was added to the folly.

Having a thorough background check of applicants before they can enter a bar is a good idea. But here's hoping Charley's doesn't add character and fitness to the ID check and pat downs.

*Matt Nolan is a 3L. E-mail comments about this article to [mjnolan@umich.edu](mailto:mjnolan@umich.edu).*





# There is Hope Yet For the Jobless

**By Nate Kurtis**

**I**s anyone out there worried about the looming job search? I wasn't. Last term, while seemingly everyone else wrote cover letters and sent mass mailings, I watched Family Guy. When break came around and others interviewed, I spent my time enjoying the local nightlife with friends.

I'm freaked now! When I returned to campus, it seemed that every person I ran into had at least one offer from a law firm, and I didn't even have a resume. I was starting to regret frittering away my free time on drunken debauch ... err ... quiet observation of the many, many holidays this break.

I needed to play catch-up, and fast. To begin, I went to Meijer's and bought special paper for my resume-my veritable ace in the hole. For some reason, that didn't seem like enough, so I sought help from an expert.

After surprisingly little begging, Susan Guindi, Director of Career Services for the law school, offered me an empty bag to help control my breathing. She also agreed to talk with me to help lessen my panic.

**Res Gestae: Can I have a job, pretty please?**

Susan Guindi: Yes.

**RG: Wow, that was a lot easier than I thought it would be. Do you have any lined up for me?**

SG: Nope.

**RG: Oh well, it was worth a shot. But let's talk about that for a second. We all got into Michigan Law School, and it was über competitive. I don't know about other people, but I figured that once I got in, that would be it. I thought I would be mobbed by recruiters as I**

**wandered down the halls, that I would have to beat them off with a stick just to get to class; and I find that just isn't so. Shouldn't we have employers begging to give us jobs?**

SG: That would be nice. In fact, many students will have that. Unfortunately, you'll have to wait a year because law firms in particular are fairly focused on the 2Ls. So, you will get a job! It takes a little bit of work, but really not that much because you are here.

**RG: That's good. What kind of job should a 1L be looking for?**

SG: In particular for 1Ls-understanding the financial constraints that some students are under, and that they may choose to work for law firms for financial reasons- we really want to encourage students to do something else because the vast majority of our students will work for a law firm, especially a large law firm, their second summer. So, to be able to evaluate that experience and to see what works best for you and what you like in a job, do something different your first summer.

**RG: You mentioned that a majority of 2Ls work for law firms; is there a standard job track for law students?**

SG: Every part of me fights against this idea of tracks because I think that students think they need to be on the 'right track': they have to get into the right kindergarten or it's all over, right?

**RG: Clearly!**

SG: It's not true! There is no track! There are certainly more common paths. I mentioned that most students will work in a large law firm their second summer, and then most students will accept those offers for their post graduate job. For the 1L summer: about a third will work for a law firm, in other words a large or small law firm; about a third or higher

will work for the government, including judges; and the rest will work for non-profits. Those statistics indicate that there is no standard 1L summer, and that's our point precisely: there is no track! It is your opportunity to be a little adventurous and try something different.

**RG: Purely hypothetically, let's say I didn't have a job lined up yet... yeah, hypothetically.... What steps should I be taking at this point?**

SG: For the 1L summer it's mailings, cover letters and resumes. Understand that those are samples of your potential and make sure that they are excellent writing samples in and of themselves. Then, obviously, once they ask for a writing sample, it's got to be top notch. One step is talking to people; upper class students are probably the best resource you have. That's why we make a list of where students worked in their summers, so you can ask them about their experiences. Networking with your fellow Michigan classmates is a great resource because they've all done amazing things.

**RG: What resources are available from the career services office?**

SG: I think the most important resource is meeting with a career service advisor at least once, more than once if necessary, and as many times as students feel necessary.

**RG: Should we bring cookies?**

SG: No! We are all trying to get away from cookies after the holidays. Bring salads, bring carrots, no cookies! Really, you don't have to bring anything to meet with one of us. Including myself, there are four lawyers in this office, and MaryAnn Sarosi in the public service office. We are happy to talk about what you want to do, and also to look over a draft of your cover letter or resume to make sure that

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it is hitting all the key points and that you are presenting yourself in the best way possible. Also, we've got all sorts of programs coming up throughout the semester. A lot of the ones last semester were about resumes and job search skills, but this term we have programs about ideas for various law practices, programs to help with interviews, and programs about clerkships. Students should definitely take advantage of these presentations.

**RG: You mentioned things for the standard 1L, but what should a 2L be doing if they don't have a job yet?**

SG: They should be talking to us to let them know that lots of people have been in their boat before, whether by choice or not, and have gotten great jobs. They should be continuing to network, and we can put them in touch with alums and other lawyers in the communities they are looking at. They should write letters and follow up with their applications. We've got job postings, we've got another small on campus program coming, and we've got all sorts of resources and databases to help facilitate a job search.

**RG: Let's talk for a moment about geography; we've heard rumors that law firms are looking for you to have ties to the area. Is this true or can a 1L go to Tahiti and find a nice legal job on a beach somewhere...**

SG: And take their career services advisor with them...

**RG: Exactly! Is this a big concern?**

SG: Legal employers are looking at a spectrum of factors when they look at students. If you're interested in being in New York and you've never stepped foot in the city, then your 1L summer is important to establish a connection there. If you've been in New York since the day you were born and begrudgingly left to come to Ann Arbor for Law school, then you can have a little more geographic flexibility because you've already got those ties established.

**RG: Would you recommend we wait for grades before sending out resumes?**

SG: I wouldn't wait, I would start the ball rolling and once you get grades you can notify the employers. If the grades are

**"Legal employers are looking at a spectrum of factors when they look at students. If you're interested in being in New York and you've never stepped foot in the city, then your 1L summer is important to establish a connection there."**

**-Susan Guindi**

great you want to notify them quickly. If they aren't so great, wait till they ask for them. It's all part of being an advocate; you want to put your strongest points forward.

**RG: Assuming we all do get jobs, are there things we should be doing over the summer from a job search perspective?**

SG: Yes, networking. If you're in D.C. for the summer and D.C. is where you'd like to come your second summer, talk to one of us and we can put you in touch with some alumni in the area. Not as a way to start applying to firms early, but as a way to get your name out there. I think it's also reassuring to talk to lawyers and to realize just how much Michigan law students are in demand.

**RG: If we end up being invited to dinner with an alum or a recruiter, do you recommend ordering the lobster?**

SG: Don't order anything that is going to make it impossible to focus on anything

but what's in your plate; be it lobster, be it ribs, be it the wine glass that is starting to get too low. The food should be secondary!

**RG: A good tip right there. Is there any general advice you wish everyone knew about resume writing?**

SG: You don't want it to be cookie cutter because you want to distinguish yourself. Now, having said that, you don't want purple paper with stars all over it. It distinguishes yourself but not in a positive way.

**RG: Right, crasher's rule #6. But, wouldn't it be memorable...**

SG: Memorable, but it's memorable on the way to the recycling bin is the problem.

**RG: ...Oh.**

SG: What I want people to know is it is a piece of advocacy. It is presenting what is most relevant to the potential employer; it is not a biographical expose. You don't have to put in that when you were five you babysat your baby sister. That may be relevant for some jobs, but not so relevant to working at the DOJ.

**RG: What happens to all the resumes that employers don't like?**

SG: I suspect a fair number recycle them; especially the purple ones.

**RG: Well, thank you very much for talking with me. I know I'm reassured! Now, if you will excuse me, I have to go buy different resume paper...**

The Career Services Website may be found at: <http://www.law.umich.edu/currentstudents/careerservices/index.htm>

*Nate Kurtis is a 1L seeking gainful employment. Questions, comments, and job offers may be sent to: [nkurtis@umich.edu](mailto:nkurtis@umich.edu). No other warranties expressed or implied.*





# Students Should Unite Against Senseless Internet Policy

**Submitted By  
Nicolas Jampol**

As my class began and the professor commenced his lecture, I peered inside my empty backpack and realized that the recent 5th Circuit case I had printed out from the course website for today's lecture was sitting neatly on my desk at home. Within 30 seconds I could have downloaded the case from the course website and fully participated in the class discussion. Yet inexplicably, at one of the top law schools in the nation, an in-class restriction on wireless internet prevented me from doing that. I was thus confronted with two options: (1) either avoid eye contact with the professor and try to remember what I could from my reading the previous night, or (2) leave class, find a computer, print out the case, and return to class with the case. In the dead center of a row without an easy escape, I slinked down in my chair, settling on option number one.

The professors and administration believe that restricting the internet will allow students to focus better and thus promote class discussion. The first assumption here is that students are like little puppies, their attention fixed on one thing until anything else more interesting comes along. The students surf the internet not because they lack focus or are bored with the discussion, but because there are more flashing lights on the internet. Professors presumably believe that without the internet, everybody would be alert and focused on the discussion. The second assumption is that students who don't focus on the class will be unable to find any way around the prohibition. Unable to access the internet, the students will surrender and pay attention during class.

The professors and administration seem to be ironically confused by the issue of causation: The unfocused student does not

withdraw from class discussion because of the availability of the wireless internet, but rather uses the internet because he or she withdraws from the class discussion. The internet is not the culprit of the lack of focus, but rather a symptom. And the wireless internet can and has been easily replaced by numerous other outlets for unfocused students. Other than games already installed on laptops like the wonderful spider solitaire, students may work on other assignments or just maybe engage in good old-fashioned zoning out. Students insistent on avoiding class discussion have been known to install video games on their computer to play during class, much more distracting than leaving my e-mail open.

While there is absolutely no evidence that students who otherwise would be surfing the web now participate in class discussions, there is anecdotal evidence (i.e., my anecdotes) that the restriction causes real problems for our classroom experience. Somehow everybody lost sight of the benefits of having wireless internet in the classrooms, presumably the same reasons that motivated the huge effort by the law school to set up the network and promote it on the website. Students cannot look up the definitions of words, refer to cases not included in the casebook, quickly look up some legal concept or doctrine, and cannot consult the casebook's supplemental materials often available at the publisher's website. Sometimes students need to have access to e-mail for important reasons: last week I had to leave class to write a one word response to an e-mail from a clinic professor that had arrived seconds before the internet shut off. It would have taken me five seconds, but ended up taking over ten minutes (not to mention the additional time to get reoriented in the lecture).

The administration still uses the existence of a wireless internet in its promotional materials, but with no information about limited access during

classes. In fact, on the law school's homepage, a "Nota Bene" reads: "The Law School wireless network allows students internet connections *within the classroom*, library, Law Quadrangle, and beyond" (emphasis added). That is pretty misleading, unless they want prospective students to know they can use their internet in classrooms as long as there is no class in there. Even under the wireless internet "Access Policy" on the website there is no mention of the limited access during classes. Administrators know the value of the wireless internet in recruitment. But once we are students, they could not care less.

The restriction of wireless internet during class is obviously intended to accommodate the professors who believe it takes the focus off them. But I think after more than twenty years of schooling and tuition payments that take my breath away, students have earned the right to determine for themselves how best to learn and whether they want to use the internet during classes. The administration has presented zero evidence that the internet policy has encouraged class discussion or reduced the various distractions of students in the class.

The administration needs to start listening to the students, not just the faculty; and the student body needs to take action to ensure this happens. If the Law School Student Senate can turn its attention from its Draconian regulations concerning the listserv and Mr. Wolverine to this important matter, perhaps something could be accomplished. Maybe the students need to grab their pitchforks and torches, and show the administration that we have a right to be heard on issues that affect our learning and our classroom experience.

Nicolas Jampol is a 3L. E-mail comments about this article to [rg@umich.edu](mailto:rg@umich.edu).



# SFF: What it is, What it Does, And Why You Should Care

**By Mitch Holzrichter**

As many 1Ls are now realizing, it's hard to turn down the Big Law money. Firms in Chicago and New York are willing pay \$30,000 or more for a summer, and as much as \$140,000 after graduation.

While 42% of students spend their first summer working for public interest organizations, only 14% of students do the same second year, and only 9% of students accept employment with public interest organizations after graduation. When we consider the costs of tuition and the opportunity costs of forgoing a Big Law salary, it's understandable why students eventually seek out firms like Duey Cheatum & Howe.

Every year, however, Student Funded Fellowships attempts to turn the dreams of starry-eyed matriculates, many of whom indicated a preference for public service work on their law school applications, into a plausible reality.

Last year SFF provided scholarships, \$3,000 each, to 69 students doing unpaid public interest work. The \$200,000 SFF provides each year is at least a start toward rededicating students to the public service.

"Even if some students who end up receiving SFF grants do not pursue public interest employment after graduation, the experience with a public interest group will still shape any future career choices that they make," said SFF co-chair Mary Mock.

SFF spends most of the year fundraising in order to provide more scholarships. The number of scholarships is set by the total fund pool, divided by \$3,000. Therefore, the more funds SFF raises, the more scholarships it can provide.

Much of SFF's funding comes from student initiatives, including the SFF Auction in March. "I hope students realize that when they attend an SFF event, they contribute to providing legal advice to underrepresented communities," said Mock.

## Fundraising is Fun

This Thursday, January 26, from 7:30 to 10:00 p.m., SFF will host its first fundraiser of the semester: a Karaoke Night at Charley's Upstairs. A \$5 cover will go entirely to SFF's grant pool. The event last occurred three years ago, and SFF is now reviving it.

In addition to raising money, SFF hopes the event will excite the campus about SFF, in anticipation of the March Auction. Last time the karaoke event occurred, Dean Caminker and Professor Friedman sang a duet. There is no word yet whether an encore will occur this year.

SFF will also hold a raffle during the Karaoke Night for students who participated in the L-STAR hotel voucher program. Students who participated in the program asked firms during interviews to donate the cost of the hotel accommodation to SFF. The program raised upwards of \$16,000 this year.

The Auction is the organization's largest fundraiser, last year raising approximately \$65,000. This year's auction will be on Thursday, March 16, at 5:30 p.m.

Auctioned items are donated by students, faculty, firms, and other organizations. Typical donations include dinners, baseball tickets, and books.

But SFF has also had its share of unique and unusual donations, many of which garner significant donations. Last year,

Professor Soper donated dinner and a relaxing night in his hot tub. Professor Simpson donated a copy of his book, *Cannibalism and the Common Law*, signed in his own blood—no joke—as well as a lunch he arranged with Judge Richard Posner.

SFF is eagerly accepting donations for this year's auction now. SFF Treasurer Molly Moeser encouraged students to be creative. "You'd be surprised what a small group of students can come up with among themselves to donate," she said. "And every donation goes a significant way to providing more grants."

## Applications Abound

So how do you receive a grant?

This year's applications were made available in the Reading Room on January 16, and are due February 1. Last year approximately 150 students applied, and 69 grants were awarded.

The applications are read blind by the members of the SFF Board, none of whom are eligible for SFF grants. The criteria are largely unchanged from previous years. The application questions prompt applicants to discuss the work they will do with the organization over the summer. SFF wants to ensure that both the applicant and the organization will benefit from the work.

And the best edge you can get? "Put time into your application," said Shelley Merkin, the SFF Applications Chair. "Focus your answers to the prompts we provide. And whatever you do, don't just copy and paste the description of the job or organization from a web site."

And good luck to all applicants.





# The Strokes Try, Rock Harder

## On *First Impressions of Earth*

By Steve Boender

The downside to being the first band to bring a music scene into mainstream public consciousness is that such a band runs the risk of dying along with the scene it helped jump-start when people move on to something new. Nirvana avoided this fate only because Kurt Cobain killed himself before the anti-Seattle backlash really arrived, thus leaving the burden of scapegoat on Eddie Vedder's shoulders. Becoming so associated with a certain scene that people can't look past it into the music is an asset for a mediocre band cashing in on the flavor du jour, but a real liability for a band earnestly trying to make good records. After two decent albums, The Strokes are at the pivotal point in their careers where they will either transcend the too-cool-for-school detached hipster mentality they helped create, or sink along with it into the annals of history, only to be resurrected by Michael Ian Black and Hal Sparks in VH-1's inevitable "I Love the Aughts."

So which is it? It is clear that The Strokes are trying hard here to broaden their horizons, at least on a superficial level. Gone is the heavy distortion that was applied to Julian Casablancas' vocals on the first two records, and it appears drummer Fabrizio Moretti finally learned how to play his instrument. At first glance, this may not seem like a drastic departure, but Casablancas' Radio-Shack microphone and Moretti's listless beats were major components in the band's detached sound. Clear vocals and technical drumming simply reek of effort. The songs themselves also demonstrate intensified focus. The songs on the first two albums sounded effortless, as if the

band wrote them in minutes, simply finding a decent melody, a few passable lyrics, put them down on tape and then headed out to the bar. Not so with *First Impressions of Earth*. Casablancas' blood,

directions, probably the most striking departure is "Juicebox." The verse, led by a sort of "Theme from Batman" (TV version) bassline, features Casablancas speak-singing with rapid-fire delivery.

The chorus completely flips this around, with Casablancas howling somewhere north of the top of his usual range over the dueling guitars of Albert Hammond, Jr. and Nick Valensi. I can't help but think of early (read: good) U2 albums where Bono was still struggling to explore the limits of his own voice. Not that I'm comparing The Strokes to U2 – The Strokes aren't nearly as wealthy, annoying, or irrelevant as Bono & company. (Okay, mostly Bono, but I'm sure the rest of the band would prove to be sanctimonious douchebags too, if they were actually allowed to speak in public.)



sweat and tears are all over these songs.

One element Casablancas retained is his penchant for borrowing from other artists. He's certainly not the first person to lift a melody every now and again, but he's clearly the boldest. "Ask Me Anything" sounds exactly (EXACTLY) like a Stephen Merritt cast-off from the 69 Love Songs sessions, lyrically and musically. All that's missing is the ukulele. "Razorblade," one of the more textbook Strokes songs on the record has a chorus blatantly lifted from Barry Manilow's "Mandy." Actually, it is a nice juxtaposition, hearing Casablancas sing the line, "My feelings are more important than yours" to the same tune as one of the schmaltziest pop songs ever recorded, whether it was deliberate or not.

While many of the tracks on the album show the band experimenting in different

The question remains: have The Strokes progressed on this album to the point of transcending the clichéd Williamsburg hipster image they helped create? The answer depends mostly on the listener. The band isn't quiet about its love for Robert Pollard and his band Guided by Voices (recently defunct). While GBV never headlined the Comcast Disney Viagra Superjumbotwelve dollar beer-dome, they consistently sold a respectable number of records and concert tickets to a loyal fan base. It looks like The Strokes are also headed in this direction. The majority of America will move on, writing off The Strokes as a decent band that died with the Brooklyn scene, while a small portion of the audience will hang around for the long haul. I think that would suit The Strokes just fine.





## NOTES, from Page 1

"My in-class study method is to use the time to listen to what the professor says; I rarely take more than a paragraph or two of notes per class," says Stuart Allen. "I find that writing more than that means that I'm not paying full attention to the actual conversation. Class is more useful for understanding thought processes than it is for learning blackletter law."

Professors echoed that sentiment and consistently said they put more emphasis on listening actively in class than on taking stacks of notes. However, they agreed that you should do what works for you.

Overall, professors recommend avoiding the urge to be a stenographer. "I rarely took more than what could be jotted down on two pages," said Professor Mark West. Professor Rachel Croskery-Roberts said that when she first started law school, she followed the stenography approach, going so far as to bring a tape recorder to class if her professor would permit it. However, she adds, "I spent far too much time trying to 'get it all down' and too little time synthesizing my understanding of the material."

Professor Richard Primus said that not only did he not try to take down every word when he was a law student, he doesn't think it's the best way to learn in his classes. "If I taught a class where the material could be best learned by stenography, then there wouldn't be much point in actually having the class: we could just record me giving a lecture and let people watch at some later time," he said.

Rather than take copious notes, professors tended to place more emphasis on thinking about the class discussion—and they encourage students to do the same. Professor Primus said "On the theory that the important thing to get out of classes is an understanding of ideas and methods, I focused on listening and thinking actively about the subjects under discussion rather than writing anything down."

Professor Croskery-Roberts agrees: "I found my class notes most useful when I thought critically about what was being said in the classroom before (and while) taking notes." Professor Primus added that "the major learning in my classes is supposed to happen by getting students to think in real time."

However, some classes seem to require taking lots of notes. If the subject matter is complex, for example, it may be necessary to try to get everything down and sort through it later. Moreover, professors have different teaching styles, so you may need to adapt your note-taking style to each class.

**"I spent far too much time trying to 'get it all down' and too little time synthesizing my understanding of the material."**

**-Professor Rachel Croskery-Roberts**

Consider what method of note-taking will work best for you. Professor Croskery-Roberts added that while she didn't think writing down every word in class was the best way to take notes, she did fine in classes when she did that. In a peer group where everyone arrives accustomed to being the best and brightest, it's easy to become anxious that others may have found a "better" system. Many students cautioned against letting this impulse take over. "Don't change the way you take notes just because you see other people doing it differently," counseled Marisa Perry. "Different things work for different people."

If your method of taking notes wasn't broken before law school, is there any reason to fix it? Some 3Ls felt their arrival to Hutchins didn't warrant tampering with the system that served them well in undergrad. Mary Catherine Martin agreed: "I just took notes throughout class the same way I did in college. I didn't try

to learn a different style of note-taking just because I was in law school."

Finding which method works for you may take trial and error, but that doesn't mean your semester has to suffer. Staying focused and positive can help smoothe any seams you may experience from changing your note-taking style. And once you find what works for you, avoid switching to autopilot. Alex Mertens set the bar for herself at the beginning. "I try to engage on the first day of class. In doing so, I trick myself into thinking that I must hold myself to this high standard for the duration of the semester."

Professors regularly account for class participation in assigning grades, and not just for the students who speak up every day. So how can you get class participation credit? Professor Primus said "good class participation involves discussing the subject material knowledgably and thoughtfully when called upon, being willing to make arguments against various positions I take in my Socratic persona (though not just arguing against me to be contrary: the point is to argue for what one actually thinks is the best position), and, if a student so chooses, taking the initiative to raise relevant questions and arguments on his or her own."

One student advised students to find an appropriate balance between speaking too much and speaking too little. "Don't say things just to say them. Everyone knows you're doing it and it's annoying. If you have something to contribute, do so. If you don't, don't just ask a question because you think it'll get you class participation points. If you aren't coming up with something important to add, or something interesting to ask, spend more time with the reading and less time with Spider Solitaire."

Professor Primus added that while he would never penalize a student for speaking up too much, "I care about the quality of the contributions to the discussion, not the quantity."



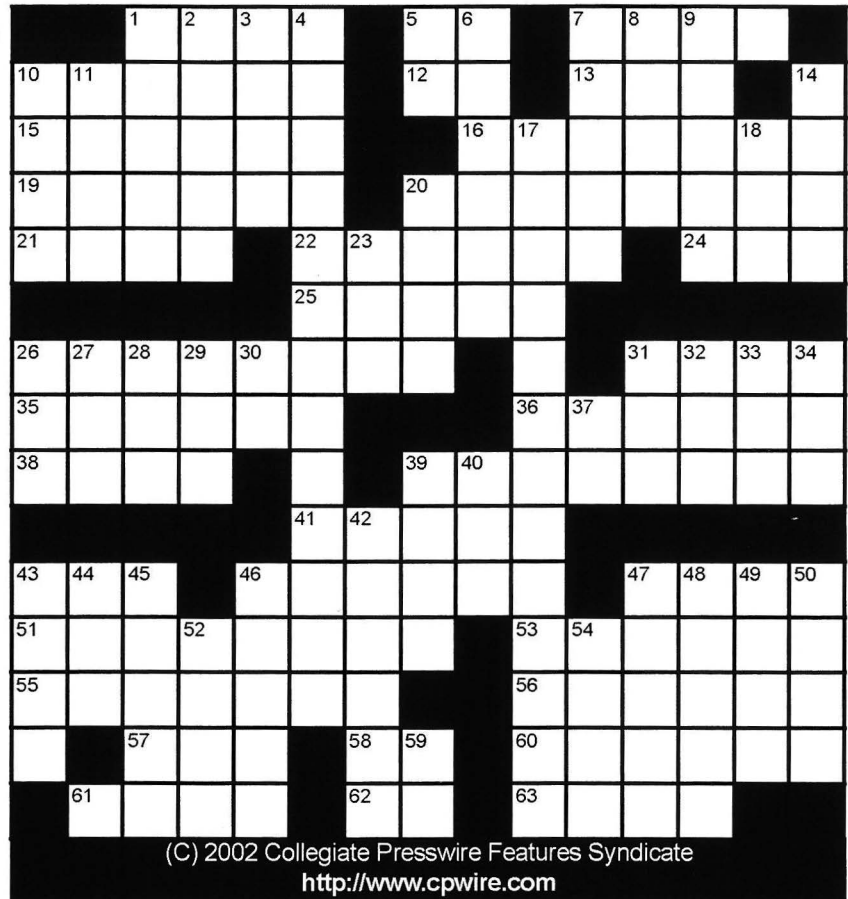


### ACROSS

1. Before the storm
5. "She'll be there \_\_\_\_ 3 p.m."
7. Seven year \_\_\_\_
10. Lassie
12. Opposite of Yes
13. There are seven
15. Begone! (Imperative verb)
16. Mentally exhausted
19. State next to California
20. Without people
21. A ballerina dances here
22. Madman
24. Wily
25. Long ago times
26. Hair color
31. Rose \_\_\_\_
35. The highest point
36. Spain and Portugal
38. To neaten
39. The conscience
41. Carmen, e.g.
43. Baha
46. Obliquely
47. Tibetan priest
51. Unwholesome
53. "In the same book"
55. A clam
56. Overly showy
57. A tide
58. Present indicative of he
60. Prods
61. A major star
62. Hair style
63. Eye ailment

### DOWN

1. Piece of garlic
2. False name
3. Opera singer Jerry
4. Change from one stage to another
5. Actinon chemical symbol
6. One not living on campus
7. Managing Editor of "Sports Night"
8. Sea bird
9. Percentages of Irish farm crops
10. Whining speech
11. Nabisco cookie
14. Whirl
17. States of being free
18. Elongated fish
20. One puts this on first
23. Malt beverage
26. Hotel parent company
27. "Learn it to"
28. Roman Goddess of plenty
29. A degree
30. Pass this and get \$200
31. Female
32. Rage
33. Young swine
34. Portuguese saint
37. To occupy a space
39. A stamp
40. Where ashes lie
42. A NY lake
43. Military supplies
44. A people of Northern Thailand
45. Sicker
46. Island in the New Indies
47. A 30's dance
48. A traditional saying
49. Allot
50. Singing brothers
52. Priestly garments
54. After shave brand
59. Thus



**EDITORIAL, From Page 2**

on the web at <http://www.law.umich.edu/currentstudents/registration/index.htm>. It comes out at least a week or two before the semester starts, allowing savvy students to order their course books online or buy them used. If professors must submit their list of required and recommended books, and that list is compiled by an administrator, adding a projected first day reading assignment would not be much of a stretch.

As law students, our nightly readings are incomprehensible enough. Using a hodge-podge of methods to find out what pages to read is more frustrating. We hope that the administration sees the potential benefit of a centralized web list of first-day assignments and syllabi, and we urge its consideration.

RG

**ATTRACTIVE, from Page 6**

a thick typewriter out a window in a fit of anger; Crane the candy-ass son of a conservative Midwestern candyman who ironically invented candy in the shape of a lifesaver; Crane leaping to his death off a steamship. He lived hard and he would die hard. As my Latin teacher (an ex-lawyer) would say: "You live by the fuck, you die by the fuck."

Crane's outsized personality lives on in some marvelous art. Lowell's tribute is delivered in Crane's own voice, where he is imagined "wolfing the stray lambs" along the Place d'la Concorde. Robert Creely also captured Crane in a poetic portrait. Some readers may remember the Museum of Modern Art's recent and record-breaking \$10 million acquisition of the large drawing (6' x 7') by Jasper Johns titled "The Diver," a depiction of Crane's suicide. One can make out hands crisping through the cold water's surface. Are they raised in a death dive or prayer? Is he drowning or waving?

Jay Surdukowski is a 3L who encourages everyone to submit their writing to Griot this week. E-mail [abam@umich.edu](mailto:abam@umich.edu) with your work.

RG

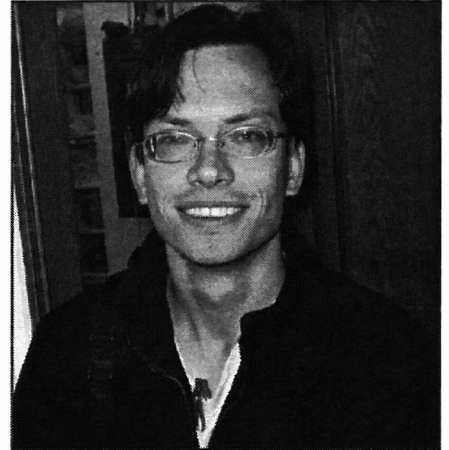
# Question on the Quad: "If You Were a Crime Boss, What Would Your Crime Name Be?"

Reporting by Dan Clark and Jay Surdukowski



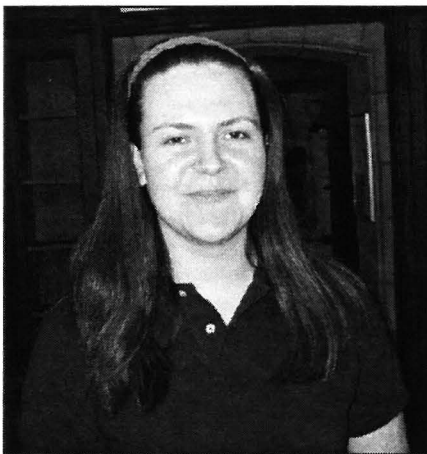
Nadine Gartner, 3L

"'The Castrator.' Definitely."



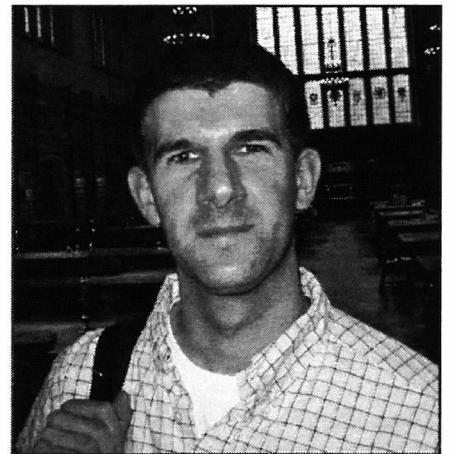
Dr. Carey Cuprisin, 3L

"'Long Claw Louie,' And 'Louie' spelled like the Italian Louie."



Kirstn Tatar, Distribution Desk Diva

"'Sasquatch the Mongol,' because I've been called Sasquatch and I'm Hungarian." [Query: Whether she means Magyar, not Mongol? Lo and Behold, QQ discovers after some "internet research" that the Mongol Empire, at its height, stretched from the Korean peninsula to Hungary. Think about that one next time you pick up your course packs.]



Andrew Goetz, 2L

"'The Quiet Storm.'"

Query whether QQ authors Jay Surdukowski and Dan Clark could climb through Dean Caminker's second floor window in the dark of the night with their combined height of 12' 5".



### MLK, from Page 3

Africa as a two nation state – a nation of wealthy and a nation of poor.

In the United States, the Bill of Rights, which is widely acclaimed as a visionary document embracing political, social and economic rights, has become a mechanism for increasing the quality of life for those who would otherwise lack access to basic amenities.

Although the U.S. constitution does not explicitly include a protection or guarantee of social and economic rights, Mokgoro said that it appears from Dr. King's comments demonstrated a vision of the indispensability of socio-economic rights on the basis of the 14th Amendment. The 14th Amendment of the American Constitution was a source of much of U.S. civil rights jurisprudence.

The United States Supreme Court upheld the separate but equal doctrine of *Plessy v. Ferguson* for more than twenty years, even though facilities were separate but not equal. In the U.S. it is believed that courts are given a mandate to make social policy decisions only where they are seen to infringe on civil and political rights.

In the South African constitution, equality before the law is guaranteed under section 9 of the Bill of Rights. It is notable that this equality provision includes not just an anti-discrimination decree but a positive duty that is put on the government to encourage equality. As Justice Mokgoro said "the right to equality is based on the notion of eradicating systemic forms of injustice."

In the context of apartheid's lingering social and political effects, South Africa recognized that the formal equality approach used in the United States might lead to discrimination of a group that experiences disadvantages. South Africa largely imposes positive duties on the government to help groups that were left behind due to past disadvantages.

Justice Mokgoro emphasized that an important aspect of the equality

guarantee in the South African constitution is asymmetrical application – the court's emphasis is on the importance of examining the impact of the discrimination on groups of people. She noted that it will be interesting to see the differences in outcomes from the differing approaches of U.S. and South African jurisprudence.

In South Africa there are a number of widely accepted black empowerment measures like affirmative action, but also further measures. The validity of affirmative action measures in South Africa can be seen in the commitment to equality, said Mokgoro. She highlighted some notable result of these efforts: in South Africa before 1994 the public service was largely dominated by white males, but now, black people and women, of both races constitute 72% of public service employees at all levels.

The private sector, however, remains predominantly white, according to Justice Mokgoro. One of the most significant areas of contemporary change in America is the emergence of black private entrepreneurs; unfortunately, a similar emergence has not yet occurred in South Africa. The Black Economic Empowerment Program has been designed to promote black ownership of business, but by 2002, black people held only 22% of senior management positions, with black women still struggling to escape the lower ranks. As Mokgoro said, although black people are fully represented in political power in South Africa, access to the private sector continues to elude them.

Justice Mokgoro also gave statistics on education in South Africa, indicating an area where continued efforts to bring equality are needed. In higher education, 70% of the population over 20 hasn't completed secondary school. Even for those individuals who make it to university level, the percentage of unemployed university grads was 26% in 2002.

Although affirmative action is highly controversial in contemporary American society, Justice Mokgoro pointed out

that Martin Luther King Jr. was open to the idea of governmental programs that compensate for historical wrongs against African Americans. Although the term "affirmative action" wasn't widely used during Dr. King's lifetime, he advocated special programs that would allow African Americans to enjoy equal rights, even proposing a minority bill of rights. He always insisted that African Americans should be compensated through a massive program based on the principles of common law.

The United States Supreme Court has upheld the constitutionality of affirmative action in university admissions, but has limited it. Affirmative action in the U.S., according to Mokgoro, is based on a negative concept of equality, where the state is prevented from discriminating on the basis of race. This is so, even though social disadvantages in the U.S., like in South Africa, are most often race-based. The courts in South Africa, on the other hand, have established laws to help poor communities.

Justice Mokgoro summarized the important of Dr. King's legacy: "Martin Luther King Jr. was not simply an American. He was then a world figure and he is today an international human rights icon. He awakened America to its human rights obligations towards its own people. Through the civil rights movement he focused the attention of the world to the need for human rights protection in the democratic economies of the world. He awakened Americans to the anti-colonial movement the world over. He drew the attention of African-Americans to the liberation movements and struggles in the whole of Africa. For Dr. King in the context of the civil rights movement, the promises of liberty and justice enshrined in the American constitution were universal."

"Fidelity to the ideals of liberty and justice must live forever," concluded Justice Mokgoro, "not only in the U.S., not only in South Africa, but the world over."







## PUBLIC SERVICE, from Page 5

Then on March 28 it's the 1Ls turn to learn about fellowships when we present "Laying the Groundwork for a Fellowship." While 1Ls can't apply for post-grad public interest fellowships they can learn how to lay the groundwork for a successful application. Come learn how students' experiences during law school in terms of summer jobs, pro bono projects, journals and clinics are all taken into account when it comes down to getting a fellowship.

The last installment in the Fellowship Series will be on April 7th with our "Other Fellowship Programs." Here you'll get the chance to meet with representatives of the New Voices Fellowship, Zubrow Fellowship, Polikoff-Gautreaux Fellowship and Equal Justice Works Fellowship (tentative) to learn about their programs.

We return to the Inspiring Paths Speakers Series when we host Sarah Sohn '04 and Megan Mack '99 on April 7th. Sarah Sohn is a New Voices Fellow at Immigration Equality. As the coordinator of the HIV Detention Project, Ms. Sohn represents LGBT and HIV-positive detainees in removal proceedings and is in the process of preparing a report on HIV/AIDS and detention conditions, to be used as an educational tool for improving detainees' access to appropriate medical treatment and to encourage stricter enforcement of HIV confidentiality laws.

Megan H. Mack, '99, is the Associate Director of the American Bar Association Commission on Immigration. The Commission on Immigration advocates for law and governmental practice to ensure fair treatment and full due process rights for immigrants and refugees; provides continuing education on developments in immigration law to the legal community and the public; and develops and assists in pro bono programs. Ms. Mack monitors and analyzes federal legislation, litigation, and regulatory processes. She oversees the ABA Detention Standards Implementation Initiative, organizing delegations of volunteer attorneys to detention facilities across the United

States to ensure effective implementation of the Department of Homeland Security detention standards. Ms. Mack was previously Supervisor of Legal Services at Hogar Hispano, Catholic Charities Diocese of Arlington. Before that she worked as a litigation associate at Foley Hoag LLP in Boston, Massachusetts. Megan served as a law clerk to Judge Fred I. Parker on the United States Court of Appeals for the Second Circuit from 1999 to 2000. She also holds an M.A. in Art History from the University of Chicago and an A.B. from Brown University.

Before you all leave for the summer, we will hold a public service social hour at Dominicks. The formal title of this gathering is "Do I Have to do OCI if I Really Want to do Public Interest or Government Work?" I encourage 1Ls to come to Dominick's to talk to public interest or government-bound 2Ls and 3Ls who survived law school even though they didn't do OCI! We will hold this in early April and will announce a date soon. There is another purpose behind this gathering as we would like to bring the law school public service community together before we part for the summer. We hope to see you there!

*MaryAnn Sarosi is the Director of the Office of Public Service. E-mail comments about this article to rg@umich.edu.*



## SANKARAN, from Page 9

went to William and Mary." And then I decided to go for broke, and asked, "Do you have a maroon Toyota Camry?" And he goes, "Oh no . . . I hit your car." That admission was before he became a lawyer and now he won't admit that he hit my car, but he did.

### And now it will be published.

Yes. In fairness to him, it was only a tiny scratch. But I was pretty upset about my new car getting a scratch in the second week here. He was so apologetic and offered to pay for it. But there was really nothing to fix. Contrast that to now, now he just denies the whole thing

happened. We didn't get together right after the car incident. Instead, we were close friends for awhile. We started dating in February that first year, and we continued dating until we got married a few years ago. Looking back, there were a lot of law quad couples.

### Yes, because it's easy.

Yeah, everyone lives so close, and you have your meals together and so on. We weren't in the same section, but many of the couples were. There were 8 or 9 couples that were living in the L.C. who got together first year, I think.

### Do you want to go back to practice?

Probably some day. I'm really happy doing this now. But I also liked being a lawyer, so I bet I will go back to practice at some point. Sarah [Zearfoss] does pro bono work on the side and I plan to do that at the very least.

### What advice would you give to law students, especially first years trying to figure out what they want to do, and third years who are leaving?

I think folks are afraid to ask questions of people who have already been through it. They think it's an imposition, but other lawyers usually are more than happy to help. It's a really small legal world, and it's easy to find someone who has worked in your area of interest. Speaking of it being a small legal world, don't burn any bridges. Even if you think you will never do a particular type of job, never say never.

Finally, I think that both first and third years need not stress too much. You're not making any irreversible decisions by going to a particular job. It doesn't have to be your job for the rest of your life. The law school education is applicable to all different areas and types of jobs. I am a case in point. I've had several different careers already. I am not saying that you should change jobs all the time, but if you don't like what you are doing, you can and should change it.



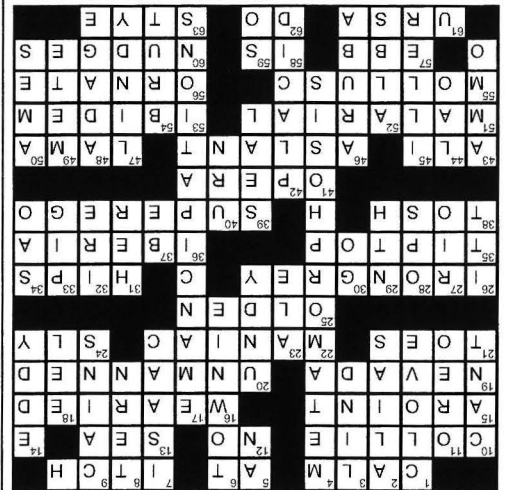


# Michigan Law Announcements

**THE EVENT OF THE YEAR IS HERE:**

## MR. WOLVERINE

**Mr. Wolverine will be Friday, Jan. 27 at 8pm in the Mendelssohn Theatre and will feature your favorite law school men!**



## PERSPECTIVES ON JUDICIAL CLERKSHIPS

Wednesday, Jan. 25, 12:15 - 1:30 p.m., 250 HH

*Why clerk? What is the difference between clerking for an appellate judge and a trial judge? Is it worth clerking if I don't want to litigate? Can I obtain a clerkship if I'm not on Law Review? What is the value of a state court clerkship? Come hear Michigan alums discuss their clerkships and why you should apply for one of the best jobs in law.*

### Panelists:

**Chandra Davis, '02**, former clerk to Hon. Roger Gregory, USCA-4, and to the Hon. Venessa Gilmore, USDC SDTX. Ms. Davis is a current associate at McGuire Woods, Atlanta.

**Ryan Junck, '03**, former clerk to Nebraska Supreme Court Justice John Gerard. Mr. Junck is an associate at Cravath Swaine & Moore, New York City.

**Jeremy Schulze, '04**, law clerk to the Hon. Magistrate Judge Mona Majzoub, ED MI, Detroit.

**Bejal Shah, '03**, former clerk to the Hon. Arthur J. Gonzalez, U.S. Bankruptcy Court, SDNY. Ms. Shah is practicing criminal defense law at the New York Legal Aid Society.

**Professor Joan Larsen**, faculty clerkship advisor. Professor Larsen clerked for Judge David B. Sentelle of the U.S. Court of Appeals for the D.C. Circuit and for Justice Antonin Scalia of the Supreme Court of the United States.

For more information, contact Robin Kaplan  
rakaplan@umich.edu, 734.764.0546

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*Wayne County (Detroit)*

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**&**

**DAN O'BRIEN**

*Michigan Court of Appeals*

**Thursday, Feb. 16  
12:15 p.m.**

## ELLEN DANNIN,

professor of law at Wayne State University, will be giving a talk on her new book,  
*Taking Back the Workers' Law*,  
Feb. 16, at 12:15 in HH 138.