The Docket

9-1-1989

The Docket, Issue 1, September 1989

Follow this and additional works at: https://digitalcommons.law.villanova.edu/docket

Recommended Citation
https://digitalcommons.law.villanova.edu/docket/147

This 1989-1990 is brought to you for free and open access by the Historical Archives at Villanova University Charles Widger School of Law Digital Repository. It has been accepted for inclusion in The Docket by an authorized administrator of Villanova University Charles Widger School of Law Digital Repository.
Welcome Back

The DOCKET

Inside
This Issue...

Vol. XXVI, No. 1
THE VILLANOVA SCHOOL OF LAW
September, 1989

Left of Center... p. 2

Undue Process... p. 3

The Slapstick p. 7

First-Year Primer

So, you want to be a lawyer? You've made it this far, and now the fun begins. Before you go diving into the law, you've got to remember that you are studying a body of knowledge that is unique in the world. It's a challenging field, and it's certainly not easy. It's not necessarily more difficult, and it's certainly not impossible. It's just an adjustment. And, to help you with that adjustment, here are a few tips that some of your upperclass colleagues found helpful. Once you have the basics down, the rest comes easy.

The Classes

In a word, the classes here at law school are different. In college, we could sit back and absorb (or not absorb, as we saw fit) the information that was flung at us. It was a pretty one-sided discussion. Here, the professors use what's called the Socratic Method. Technically, it's an interaction between professor and student. Realistically, for some the Socratic Method is the cruelest invention of the time. Being singled out of a crowd is bad enough, but the typical first-year law student doesn't have to say something wrong or stupid. Don't worry. Your classmates know (or will know) soon that it's like be put on the spot –

But then, in class, you suddenly have the oddest sensation that the professor is talking about a case that you previously learned. There's no such thing as cramming for an exam and ace-ing it anyway. We're not learning information that was flung at us. It was a pretty one-sided discussion. The professor is talking about a case that you are learning. It's a lot like being told a new topic is built upon the topics you've previously learned. There's no such thing as cramming for an exam and ace-ing it anyway. It's not like college. We're learning not learning facts. We're learning to dissect, analyze, and conclude. You should have a problem with the Socratic Method if you are the type of student who needs (with very few exceptions) to have his or her own style, a well prepared and willing student who can easily be embarrassed or harassed. A word of warning. Often you'll prepare for class and feel altogether comfortable with the material. The courts may contain confusing situations. It's especially helpful as an introduction to new topics. There are also notes for some of the topics. The text is not unusual for some professors to put you on the spot with new information, such as, or even is put it a hypothetical situation that appeared in the text.

The Courts

You can be confusing when you try to figure out the judicial system after not having to deal with it before. There are two judicial systems in our country. They are parallel systems — that means that neither system is superior to the other. The state system consists of the trial courts and appellate courts. The federal system is similar: trial courts and appellate courts. The state system contains the state supreme courts review the appellate courts' decisions. This is simple, right? The federal system is similar: trial courts and appellate courts. The federal supreme courts review the appellate courts' decisions. The federal system is also simple, right? Either system has what is called a court of last resort. The state supreme courts review the appellate courts' decisions. The federal supreme courts review the appellate courts' decisions. You'll learn about these limitations in Civil Procedure.

Study the Law

You'll probably hear your professor mention cases to your class to stop trying to learn THE LAW. THE LAW is a lay person's concept of the absolutes: right or wrong, yes or no, black and white. But THE LAW may not exist. The real legal solution to any problem depends on many factors. The solution may change when a problem varies even as slightly. Lawyers don't learn THE LAW. Lawyers learn to analyze fact situations and judge the existing. If some one is thinking, conflicting case law to come to a conclusion that benefits the client. That's it. There are very few "black letter rules" or "black letter facts" as THE LAW is often called.

A Realistic Approach

When you begin to study, have

(Continued on page 7)
Non-Career Opportunities

Law school lasts three years. Right now, they may seem like the most important years of their lives, but unimaginable, and they perhaps can be. But they do not have to be. You can spend your tenure here commuting between the library and class and laundry and the student center, living two dimensions of life for finals. Such dedication may or may not manifest itself in your grades. In three years’ time, you will be out, ready to undertake what will hopefully be your career’s work.

But you will be missing out. Law school provides you with something that few other schools do not have to offer and that you will not find elsewhere in the real world. For one thing, you have the luxury of thinking, without having to achieve a given result. There’s no pressure to bill a client, or negotiate a settlement, or win a case. You have the opportunity to learn conceptually, if not practically. You may learn historically, understanding where the law has been and where it may go. You can debate, discuss, dissect legal theories and arguments. You really pursue your own curiosity, or as you find interesting, for interest’s sake, and not because you have to write a memo on it for a senior partner.

That being said, this trap is easily overlooked when one thinks about getting a job. If the only reason you came to law school was for the money, this advice may not apply. The trap is that you have to be careful not to get so caught up in your studies that you lose sight of the other things. Some students’ grades, it seems ludicrous that a student’s academic grades here at V.L.S. are not enough to determine which courses to take based on a myriad of meaningful factors, such as general or career interest or new academic challenge. They do not know what to expect or how they will react. There is a lot of excitement, and more than a little fear. The year ahead holds promise, frustration, elation, exaltation.

And yes, the exams can be onerous. It will prove to many students that their three years were worthwhile. Second years return, now a little more worldly and a lot wiser. They will return and be ready to do some serious climbing. They’ll be better, smarter, stronger, and ready to do some serious climbing. They’d better be, because they are going to have a lot of climbing to do. The secon- dary Saunders in, fresh off meaningful summer legal employment, now aware that what they have been taught in law school is not necessarily what they need to know in their career. They are more primed to hand out resumes and interview than go to class. But go to class they will, albeit in a different light.

Exercising Finals Schedules

This year, Temple Law School is allowing students to individually schedule their finals over a three-week period in December. Delaware School of Law gives its students the final exam calendar set by the dean. At Villanova, they are free to schedule their finals as they wish. If you came here in some part because of a real interest in the law, you will be missing out. Law school provides you with something that few other schools do not have to offer and that you will not find elsewhere in the real world. For one thing, you have the luxury of thinking, without having to achieve a given result. There’s no pressure to bill a client, or negotiate a settlement, or win a case. You have the opportunity to learn conceptually, if not practically. You may learn historically, understanding where the law has been and where it may go. You can debate, discuss, dissect legal theories and arguments. You really pursue your own curiosity, or as you find interesting, for interest’s sake, and not because you have to write a memo on it for a senior partner.

That being said, this trap is easily overlooked when one thinks about getting a job. If the only reason you came to law school was for the money, this advice may not apply. The trap is that you have to be careful not to get so caught up in your studies that you lose sight of the other things. Some students’ grades, it seems ludicrous that a student’s academic grades here at V.L.S. are not enough to determine which courses to take based on a myriad of meaningful factors, such as general or career interest or new academic challenge. They do not know what to expect or how they will react. There is a lot of excitement, and more than a little fear. The year ahead holds promise, frustration, elation, exaltation.

And yes, the exams can be onerous. It will prove to many students that their three years were worthwhile. Second years return, now a little more worldly and a lot wiser. They will return and be ready to do some serious climbing. They’d better be, because they are going to have a lot of climbing to do. The secon- dary Saunders in, fresh off meaningful summer legal employment, now aware that what they have been taught in law school is not necessarily what they need to know in their career. They are more primed to hand out resumes and interview than go to class. But go to class they will, albeit in a different light.

The Ancient Myth

Okay, here we are, stepping into the starting blocks for a new year and facing the feared daredevil challenge of the finals. Given the almost total emphasis of finals in formulating the majority of your grade for the first year class, surging with the adrenaline of taking on an entirely new academic challenge. They do not know what to expect or how they will react. There is a lot of excitement, and more than a little fear. The year ahead holds promise, frustration, elation, exaltation.

And yes, the exams can be onerous. It will prove to many students that their three years were worthwhile. Second years return, now a little more worldly and a lot wiser. They will return and be ready to do some serious climbing. They’d better be, because they are going to have a lot of climbing to do. The secon- dary Saunders in, fresh off meaningful summer legal employment, now aware that what they have been taught in law school is not necessarily what they need to know in their career. They are more primed to hand out resumes and interview than go to class. But go to class they will, albeit in a different light.

The “in” thing now is to lust over money and material on which we are to be graded, for the sole purpose of earning a grade. In three years’ time, you will be out, ready to become the main character in a rags-to-riches, pick-yourself-up-by-the-bootstraps Horatio Alger story. Sometimes, you are not ever told what someone with- out bootstraps can do. I don’t think that Ralph and Alice had bootstraps. Golly, Wally and the Beagle too.

The more things change, the more they stay the same. How you learn historically, understanding where the law has been and where it may go. You can debate, discuss, dissect legal theories and arguments. You really pursue your own curiosity, or as you find interesting, for interest’s sake, and not because you have to write a memo on it for a senior partner.

That being said, this trap is easily overlooked when one thinks about getting a job. If the only reason you came to law school was for the money, this advice may not apply. The trap is that you have to be careful not to get so caught up in your studies that you lose sight of the other things. Some students’ grades, it seems ludicrous that a student’s academic grades here at V.L.S. are not enough to determine which courses to take based on a myriad of meaningful factors, such as general or career interest or new academic challenge. They do not know what to expect or how they will react. There is a lot of excitement, and more than a little fear. The year ahead holds promise, frustration, elation, exaltation.

And yes, the exams can be onerous. It will prove to many students that their three years were worthwhile. Second years return, now a little more worldly and a lot wiser. They will return and be ready to do some serious climbing. They’d better be, because they are going to have a lot of climbing to do. The secon- dary Saunders in, fresh off meaningful summer legal employment, now aware that what they have been taught in law school is not necessarily what they need to know in their career. They are more primed to hand out resumes and interview than go to class. But go to class they will, albeit in a different light.

The more things change, the more they stay the same. How you learn historically, understanding where the law has been and where it may go. You can debate, discuss, dissect legal theories and arguments. You really pursue your own curiosity, or as you find interesting, for interest’s sake, and not because you have to write a memo on it for a senior partner.
Undue Process: Do the Write Thing

by B.S. Finke

Letter to the Editors

To the Editor:

I am writing to recount a story that I think will make you feel like you're living in a pop music video. It happened last year in the 6th grade, when my English teacher, Mr. Brown, announced that we would be reading Moby Dick by Herman Melville. At the time, I had never read a book like that before, and the idea of reading a 700-page novel about a whaling ship seemed daunting. But Mr. Brown promised that it would be a fun adventure, and I was eager to see what he had in store for us.

The first chapter was about travel and exploration, and I was hooked from the start. I loved the descriptions of the sea and the natural world, and I was fascinated by the adventures of Captain Ahab and his crew. I read the book voraciously, spending hours each day immersing myself in the story.

But as I started to dive deeper into the book, I began to notice some inconsistencies and oddities. For example, I noticed that the whales were described as being massive and powerful, but in one scene they seemed almost docile and harmless. I also noticed that some of the language was a bit archaic, and I wasn't always sure what the author meant. I realized that I had a lot to learn about the English language, and I was determined to learn as much as I could.

So I decided to do some research on my own. I asked my friends if they could help me understand some of the words and phrases that Mr. Brown had mentioned. I also did some online research to find out more about the history of the whaling industry and the cultural context of the book. I even wrote a letter to the National Geographic Society asking for more information about the whales.

As I continued to read Moby Dick, I found myself getting more and more interested in the book. I even started to write my own stories and poems, using some of the same themes and ideas. I realized that I had found something truly special in this novel, and I was determined to share it with my classmates.

In the end, I think we all learned a lot from reading Moby Dick. We learned about the power of language, the importance of research, and the value of friendship. And, of course, we learned about the adventure of Captain Ahab and his crew. I'm grateful to Mr. Brown for introducing us to this amazing book, and I hope that we can all continue to explore the world of literature together.

Sincerely,

[Your Name]

P.S. I've attached my letter to Mr. Brown as a附件. I hope he'll be interested in reading it.

---

Schroeder, Class of '90

---

Scott Schroeder
"I'm gonna shovel so much firm. Unashamedly, Shappy bolder-her rise from lowly pre-esquire less, that version, we should all tally, should we all ape, more or less, that version, we should all ape...

"sign in." I wrote 9:00 after my college as I and is also a Villanova student who is this woman whose stuff and file room in the middle. There are four partners. Each has a corner office. Earlier. corporation. Each consists of a partner, law clerks, secretaries, associates, and two corners have peripherals. Originally, I was on Jonathan’s side, in his corner. Jonathan is a peaceful and pleasant. Jonathan tends to things... (it took him a month to learn his clerks’ names. I was there.) Frank LaRus-via was, alternately, Frank LaRus-via. Frank LaRus-via was, alternately, Frank LaRus-via. Frank LaRus-via was, alternately, Frank LaRus-via. With the hope of hearing some... I turned to Paul and said, "I bet Paul was shocked, too. I think he thought it was big. While discussing a case...

"I'll answer your question only if she had been given. The associate, who was hired by the church..."
Notes from Career Services

by Career Services Staff

The Career Services Center at Villanova Law School is a resource, a career counseling center designed to assist all students with planning and implementing a job search strategy.

Career Center is open from 8:30 a.m. to 5:00 p.m. throughout the week, with the exception of the two-hour lunch period on Thursdays, when the Center is open until 4:30 p.m. The Career Center is located on the second floor of the Falvey Library. Career Services is available throughout the day to assist students and answer questions regarding career information.

Resources in the Career Services Center include professional and academic brochures and resumes, corporate, government, and public service directories, the National Association for Law Placement (NALP) guide, and industry and area directories. The Career Services Center also offers job search workshops, resume workshops, career counseling, and a job placement service.

Counselor at Large

Dear C.L.:

I'm just entering my second year at Villanova Law. I've often heard that old law school adage: "First year you scare you, second year you work you to death, third year you bore you to death." All this I have to look forward to?

Overworked Already

Dear C.L.:

C.L. has always been a firm believer in that other law school adage: "Law school is what you make it." For your first years, that means that if you allow yourself to be intimidated, then, of course, first year will scare you. But, however, you're willing to take a more realistic approach to law school, you'll find that there's nothing much to be afraid of. For you, I think you'll be fine.

Dean Reuschlein strikes a pose.

Dear C.L.:

I'm a third year and I've been having some trouble with my social life. While many of my classmates seem to have no problem pairing up, I've found that it's really difficult to find someone here. I'm not looking for the ideal woman, nor do I want to find a wife, but I would like to find a girl to go out with for a casual, non-curricular time with. What's wrong with me?

Lonel Wolf

Dean Reuschlein feels strongly that the administration and faculty should listen to students. "Let the students come up with ideas that they think will advance legal education, and those ideas will be taken into careful consideration. From the very beginning we have encouraged our students to voice their opinions by way of constructive suggestions." In discussing this point, the Dean recalls a conversation he had with a faculty member in which Dean Reuschlein said, "I remember when the faculty vote was almost unanimous by one vote when the time came to vote on important decisions, and so my own vote always made the difference. So it came to be that I ran the school, then you (the faculty) and I ran it, and now it's the Dean, the faculty and the student body who share responsibility." Dean Reuschlein believes this is the way it should be.

DEAN'S NOTE: The following article appeared prematurely in last year's history and development of the Law School. The Dean recently interviewed the founding Dean, and he graciously allowed his account of the thirty-odd years of the Fordham Law School to be reprinted in this article. The Dean's comments on the final draft.

The founding Dean, and he graciously allowed his account of the thirty-odd years of the Fordham Law School to be reprinted in this article. The Dean's comments on the final draft.

Young Professor Reuschlein, a graduate of the University of Iowa and Oxford University, had been teaching at the University of Pittsburgh with Dean Henry Stimson when he met Father Francis McGuire. Professor Reuschlein's account of his tenure as the first and only Dean of the Fordham Law School is written, Dean Reuschlein will be the first name in the account is assured. But his name will come first for another reason. Dean Reuschlein will be the author.

The Dean is currently working on his account of the thirty-odd-year history and development of the Law School. The Dean recently interviewed the founding Dean, and he graciously allowed his account of the thirty-odd years of the Fordham Law School to be reprinted in this article. The Dean's comments on the final draft.

Young Professor Reuschlein, a graduate of the University of Iowa and Oxford University, had been teaching at the University of Pittsburgh with Dean Henry Stimson when he met Father Francis McGuire. Professor Reuschlein's account of his tenure as the first and only Dean of the Fordham Law School is written, Dean Reuschlein will be the first name in the account is assured. But his name will come first for another reason. Dean Reuschlein will be the author.

The Dean is currently working on his account of the thirty-odd-year history and development of the Law School. The Dean recently interviewed the founding Dean, and he graciously allowed his account of the thirty-odd years of the Fordham Law School to be reprinted in this article. The Dean's comments on the final draft.

Young Professor Reuschlein, a graduate of the University of Iowa and Oxford University, had been teaching at the University of Pittsburgh with Dean Henry Stimson when he met Father Francis McGuire. Professor Reuschlein's account of his tenure as the first and only Dean of the Fordham Law School is written, Dean Reuschlein will be the first name in the account is assured. But his name will come first for another reason. Dean Reuschlein will be the author.
At Kaplan-SMH, we know law school is a challenge. We want to help you meet that challenge with SMH Law School Summaries I and II.

SMH LAW SCHOOL SUMMARIES I

Civil Procedure
Contracts
Criminal Law
Property
Torts
Constitutional Law

PLUS A Supplementary Practice Book with Sample Essay & Multiple Choice Questions & Answers on Each Subject.

SMH LAW SCHOOL SUMMARIES II

Commercial Paper & Bank Collections
Corporations & Partnerships
Evidence
Sales
Secured Transactions
Tax
Wills & Trusts

Second and third year Kaplan-SMH registrants are entitled to SMH Summaries II, covering many law school and bar exam subjects. Get a head start!

A $50 deposit on any Stanley H. Kaplan-SMH bar review course secures all current discounts and entitles you to either volume of the SMH Law School Summaries. You are also entitled to use any of our Law School Review Lectures, covering all of these topics and many other upper level courses. These tape are available at all our centers nationwide. Our Bryn Mawr center is just 3 miles from Villanova Law School.

See your Campus Reps:

John Gambescia, Head Rep
Melanie Andrews    David Rosenbaum    David Rosenblum

Or Call:
Stanley H. Kaplan Educational Center
950 Haverford Road
Bryn Mawr, PA 19010
(215) 526-9744
I Never Promised You a Rose Garden

It’s been a pretty rough summer for Joe Jackson and several other pitchers. Joe has even been charged with conspiracy to throw games. Pete Rose, for his part, has been called illiterate all-time great talent who has no reputation.

baseball by being part of a con-game. There are bets that just aren’t worth making.

Maybe The Slapster is getting soft in his third-year, or dating his wife, but Joe has earned a spot in The Slapster’s Hall of Fame for his steal of a foul ball that scored off of Rob Bong’s glove in the 1989 series. After he stole home, Pete Rose, who flashed a yell at The Slapster’s catcher, said he was playing for his Los Angeles Stamma-fans.

First-Year Primer

Help

One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn’t understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

It doesn’t take a generation gap I’m talking about. I think it’s an understanding gap. I don’t have time for work, study and anti-social. It may also be a political gap. Paul Janszen, a former student, going on record about his time:

Some professors prefer a certain approach to teach, that is not: "Did the defendant assault the plaintiff?" An issue that is: "Is the defendant the automobile?" And generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

That is not corporate tax write-offs any longer. I can’t vouch for whether superboxes are more profitable than the Spectrum. Spectator has never been condemned as unsafe by anyone. One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn't understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn't understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

Some professors prefer a certain approach to teach, that is not: "Did the defendant assault the plaintiff?" An issue that is: "Is the defendant the automobile?" And generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

That is not corporate tax write-offs any longer. I can’t vouch for whether superboxes are more profitable than the Spectrum. Spectator has never been condemned as unsafe by anyone. One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn't understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn't understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

Some professors prefer a certain approach to teach, that is not: "Did the defendant assault the plaintiff?" An issue that is: "Is the defendant the automobile?" And generally, anyone who says that he or she is having no problem understanding anything is a professional liar.

That is not corporate tax write-offs any longer. I can’t vouch for whether superboxes are more profitable than the Spectrum. Spectator has never been condemned as unsafe by anyone. One of the most frightening things about beginning law school is that the work and professors are so different. The sort of person who doesn't understand everything is going to happen, and generally, anyone who says that he or she is having no problem understanding anything is a professional liar.
BAR/BRI ‘UNPUZZLES’
THE BAR EXAM.

* All subjects not tested in all jurisdictions.