

The Justinian

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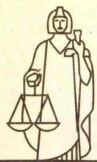
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Student Bar Association Launches Online Student Forum

By Ross Bogatch, '06

The Student Bar Association today launched the BLS SBA Forum, a new online forum where students can voice concerns about faculty, raise issues of school policy, download outlines, and ask questions of IT representatives, among other features dedicated to student life both in and out of the classroom. The site, located at <http://forum.blssba.org>, is a free service intended to foster a virtual community amongst BLS students.

The SBA Forum is hosted on the Student Bar Association's independent server, which is unaffiliated with Brooklyn Law School. Though the forum can be read by anyone, a quick registration is required to post a message. Once registered, a user can post anonymously to the forum. This combination of independence and anonymity provides students an uncensored opportunity to talk back to the administration on a range of various topics.

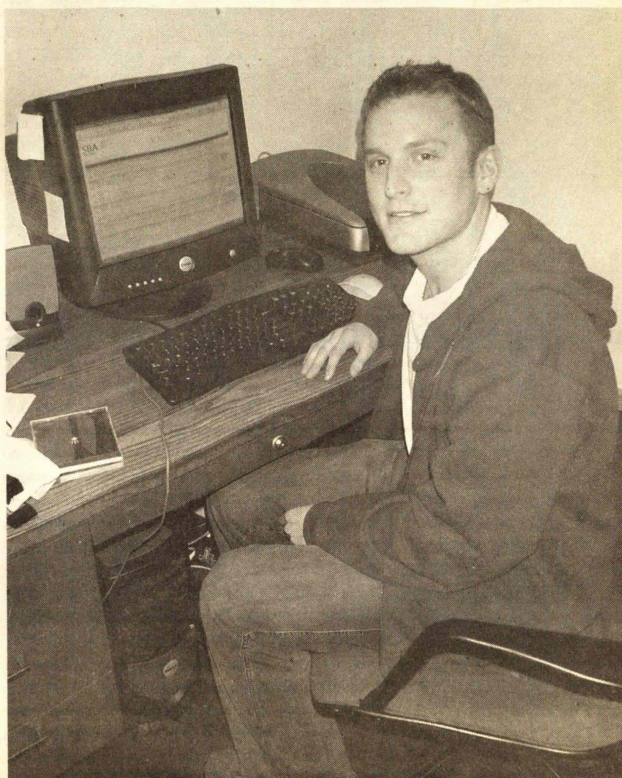
An online forum is a medium of open discussion and exchange. Similar to chat rooms, a forum offers users different topics on which to post messages. Currently the SBA Forum lists seven different categories: BLS IT Problems; Classes & Professors; BLS Issues; Outlines; Student Organizations;

and Social Life. There is also a Forum Feedback section, allowing users to suggest new categories to be listed on the site.

Greg Brown, who heads the Technology Committee of the SBA, described the new forum's purpose. "Essentially what it is, is the main conduit to facilitate a feeling of community within the school and a way for people who don't necessarily know each other from class... to discuss what's going on in school. [P]eople who don't have a voice in the SBA can now have a voice in the forum."

Another benefit of the forum allows students to share thoughts on classes and candid opinions on professors, providing 2Ls and 3Ls greater access to information during the enrollment period than ever before. Though course evaluations are available at the main desk in the library, in reality these are hardly ever utilized, and any student that has ever rushed to fill one out knows that the quality of information may not be reliable. The forum could provide specific discussion on professors that students enjoyed and classes that students should steer clear of. Said Brown, "This is course evaluation for the masses."

See: SBA FORUM
Continued on p. 5



Ross Bogatch looks over the new online student forum in the SBA Office.
Photo by BLS News Staff

Finding Law Texts for Less



The BLS bookstore offers textbooks plus an abundance of BLS paraphernalia.
Photo by Alyson Mathews, '04

By Alex Ryley, '04

Some Unorthodox Alternatives to the BLS Bookstore

For as long as there have been textbooks, a chorus of complaints has erupted at the start of each academic semester, as undergraduate and graduate students nationwide curse the ever-rising cost of their books. And no wonder, considering that the average cost of freshman and sophomore students' texts has risen 40 percent since 1998. I have long suspected price-gouging by publishers is to blame, but it was not until the October 2003 New York Times article declaring "Students Find

Overseas," that I felt sure that there was indeed a cause more sinister than mere inflation. The piece cites such examples as "Lehninger Principles of Biochemistry, Third Edition," whose list price is \$146.15 on American Amazon.com but \$63.48 on Amazon.co.uk.

Taken to task following this revelation, the Association of American Publishers attributed the discrepancy to a difference between American texts' foreign editions and their domestic counterparts. But someone pointed out that this distinction often consists of nothing more than the presence of the

See: BOOKS
Continued on p. 3

50 Yrs. Since *Brown v. Board of Ed*

By Raquel Atkinson, '04

The road to the landmark decision:

Linda Brown was a young, black girl in the fifth grade that had to ride the bus five miles to school each day even though a public school was only 4 blocks from her home. Although she met all the requirements to attend school, she was denied admission to this white elementary school. The NAACP took up her case, along with similar ones in Kansas, South Carolina, Virginia, and Delaware. Thurgood Marshall, a black lawyer and head of the NAACP, argued the five cases together. Marshall argued that states had no valid reason to impose segregation, that racial separation no matter how equal the facilities caused psychological damage to black children, and that "restrictions or distinctions based upon race or color" violated the equal protection clause of the Fourteenth Amendment.

On May 17, 1954, in the case of *Brown v. the Board of Education of Topeka*, the U.S. Supreme Court ended federally sanctioned racial segregation in the public schools by ruling unanimously that "separate educational facilities are inherently unequal." This case overturned *Plessy v. Ferguson* (1896), which had declared "separate but equal facilities" constitutional. The case also provided the legal foundation of the Civil Rights Movement of the 1960s. Although widely perceived as a revolutionary decision, Brown was the culmination of changes both in the Court and in the strategies of the Civil Rights

Movement.

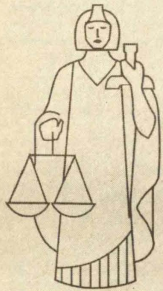
The opinion, written by Justice Warren, was short and straightforward. It echoed the statements of Marshall's expert witnesses that for African American schoolchildren, segregation "generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone." The decision went on to state that segregation had no valid purpose, was imposed to give blacks a lower status, and was therefore an unconstitutional violation of the Fourteenth Amendment.

This decision paved the way for African American students and started the embracement of diversity in the American school system. Gone were the days when African Americans students were forced to learn only in schools where society thought they belonged.

After this decision there have been drastic changes in the public school system. The decision has even impacted the private school system and the way the education of African Americans was perceived by society. This decision afforded African Americans the opportunity to learn in a diverse atmosphere where they could grow educationally and socially and better contribute to society.

Celebrate Black History Month!

Read our special section on pages 6 & 7.



BLS NEWS

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Brooklyn Law School News

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BLS Faculty Remembers Gwen J. Greenberg

Gwen J. Greenberg, Brooklyn Law School's Alumni Director, died with her mother and sister in an automobile accident in Mexico in December. Those of us that knew her were shocked and saddened to hear of her tragic death. Ms. Greenberg always had a smile and friendly attitude for everyone she met. Her death is a terrible loss for the entire BLS community.

To give those that did not know Ms. Greenberg insight into who she was and how much she will be missed, Miri Frankel compiled these memories of BLS administrators and faculty:

"As Director of Alumni Relations, Gwen nurtured the support and loyalty the Law School enjoys from its thousands of graduates. She joined the School in the midst of its 100th anniversary and immediately set to work on an ambitious array of Centennial events. One of these was "A Family Tree Grows in Brooklyn," which brought generations of BLS alumni back to the school to celebrate and reconnect with each other. She was responsible for coordinating the School's many alumni events, reunions and programs, and her leadership and people skills were particularly reflected in the success of the Sobel Golf Outing, the Mentor Program, and graduation ceremonies.

"Gwen received her B.A. from the University of Virginia, and her M.A. in Sports Management from the University of Richmond. Her great interest in sports led to positions with the Washington Bullets and the American Horse Shows Association. Prior to joining Brooklyn Law School, she served as director of the Columbia and Barnard University Club and as Assistant Director of Alumni Affairs and Special Events at New York Law School.

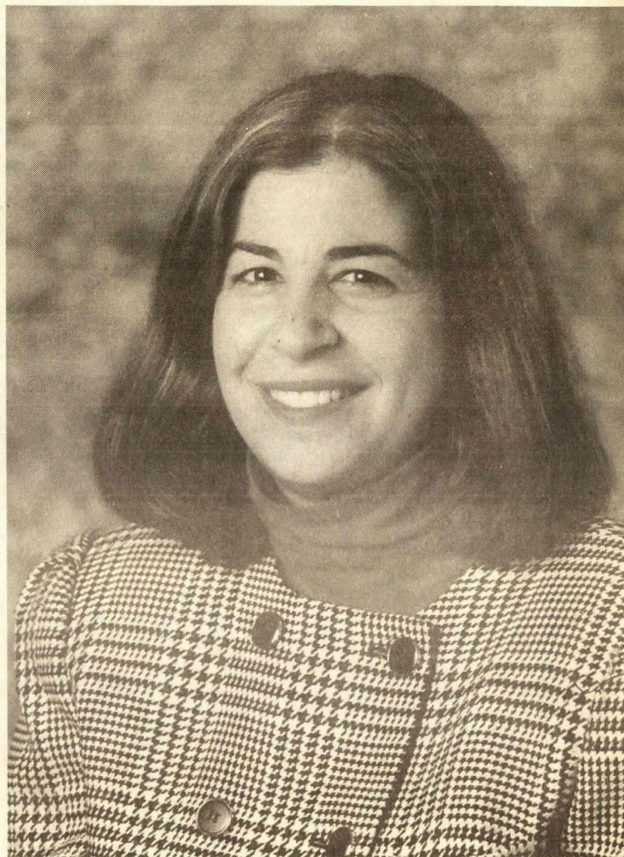
"Gwen traveled extensively and was a second mother to her nieces and nephews. She enriched Brooklyn Law School with her energy, intelligence and grace, and she will be profoundly missed by the students, faculty, staff and graduates who had the privilege of working with her."

Message on the Brooklyn Law School website

"When I interviewed Gwen for the position of Director of Alumni Affairs, I thought that she had the right combination of qualities for the position. She had experience at a law school, she wanted more responsibility, she was smart, and she was pleasant. I was delighted when Gwen decided to leave New York Law School and join our team in the Office of Institutional Advancement. My initial reaction to her was exactly right. Gwen proved to be a wonderful employee who added a great deal to the administration. Gwen was always ready to help out with a variety of projects. She got the job done and she did it with a smile. She had fabulous relationships with alumni, staff, and students. The entire BLS community will miss her."

Dean Joan G. Wexler, Joseph Crea Dean

"I had the pleasure of working with Gwen for the past year. One of the first



Gwen J. Greenberg served as Alumni Director for approximately three years.

Photo courtesy of Brooklyn Law School

quiet competence. You knew that when she handled a project, it was going to be done and done well. And she did so without expecting praise. She also had the uncanny ability to relate well to all different types of people. She had the respect of the administration, alumni and students. Gwen especially enjoyed working with students which she did often on projects like the BLSPI Auction, the Mentor Program, the Annual Fund Phonathon and graduation. Through all of these activities, she got to know a significant number of students and kept in touch with them after graduation. A wonderful testament to her is the number of students who have come up to tell us about their wonderful memories of her. We in turn, share our own stories about her. She was a resident of Manhattan and loved the city very much. She loved sports so much that she decided to get a degree in sports management. She rode horses, rollerbladed, and played volleyball. She attended countless sporting events and could eat her favorite meal of sushi every night. Her Super Bowl party was legendary! Gwen also loved adventurous travel, having visited Alaska this past summer. She loved her parents, her sister, brother-in-law, and her nieces and nephews very much. We miss her a great deal and I know her many contributions to the Law School will long be remembered."

Dean P. Siegal, Director of Institutional Advancement

"I had the pleasure of working with Gwen Greenberg on a number of matters having to do with both academic activities, particularly the Fall Awards Ceremony and the Graduation festivities, and alumni events as well. I found

her to be unfailingly pleasant, responsive and helpful in everything she did. She very much enjoyed working with faculty, staff, students and alumni, and she will be sorely missed."

Dean Joel M. Gora, Associate Dean for Academic Affairs

"Gwen Greenberg was a true original. Brooklyn Law School was fortunate, indeed, to have the incredible energy and intelligence that she brought to her work on behalf of the Law School. I will particularly cherish my memories of Gwen backstage at Avery Fisher Hall as she orchestrated our Commencement exercises with her headphones, clipboard and sense of humor firmly in place. Her presence always reassured me that no matter how great the challenges of the day, she would bring it all together with grace and style. I will miss her."

Dean Carol L. Ziegler, Associate Dean for Student Affairs

"I think what I remember most about Gwen was her friendliness, ready smile, and really good sense of humor. That is so important in a colleague. A true professional, she was always very mindful of the importance of the connection between the Career Center and the Law School's alumni/ac, and made sure that we were always in the loop. Students will know her best I suppose from the Mentor Program, which she ran with a tremendous commitment to the interests of each student. But everything she oversaw, from First Class Day to Commencement and related activities, she handled with aplomb. I miss her."

Joan King, Director of the Career Center

New York Transit Museum: "Back on Track and Ready to Roll"

By Brian Pleban, '05

In an abandoned subway station just two blocks from school, the recently reopened New York Transit Museum sits below the street surface (much like the matter it extols), eager to bring to life the story of the United States' most extensive subway system.

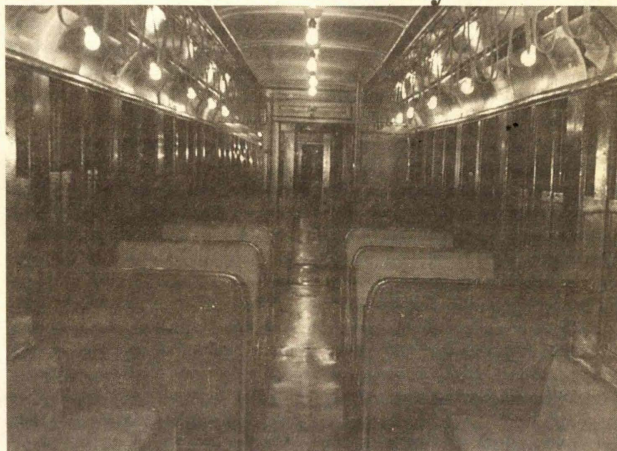
The museum has just undergone a renovation and is now open — as an opportunity for all to learn about and view the history of the New York City Transit system. From busses to "els" and trains to subways, everything is covered regarding shuttling people around this city, including the effect that it has

had on the city through the years.

The museum begins by showing the engineering marvel of the first underground subway tunnels in New York City, alongside stories and pictures of the more than 30,000 men who had to staff these projects, starting in 1900.

For some subway memorabilia, the museum shows one of every turnstile that the city has ever used, along with one of every coin, token or card that has ever been used to gain admission.

In the back of the museum, there are maps of all the old city bus routes, so museum-goers can see the slow progression the city has made in the past century, emigrating from living in downtown Manhattan to living in the



^ A comfy looking view of the inside of one of the old Red Birds.

< Finally, a station where you never have to wait for a train.

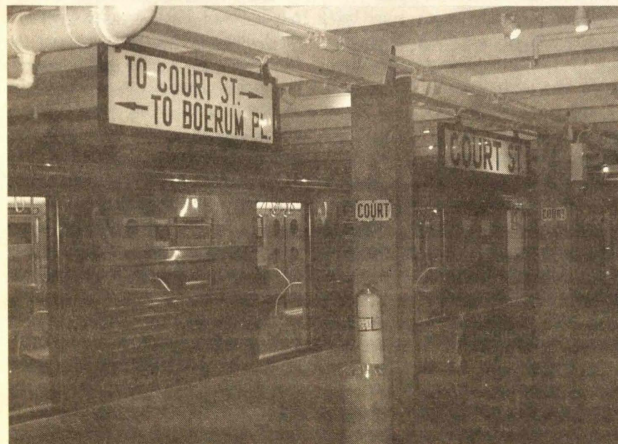
Photos by Brian Pleban, '05

outer boroughs. There are also models of old city busses, as well as a photo essay entitled *A Day in the Life of a City Bus* that shows just how these busses make it around the city every day.

To see the real gem of the museum, take a walk downstairs to the subway platform where you would be catching the train if this station had not been abandoned. Down there waiting for you and ready to take you into Manhattan or out to Prospect Park, are two long trains that are put together with all different eras of old subway cars. All are there, including the old red ones that recently

got taken off the "7" line and ones with thatched seats, complete with direction signs, advertisements above the seats, and places to hold on to when forced to stand on the train.

The New York Transit Museum is located at the corner of Boerum Place and Schermerhorn Street, two blocks behind BLS (the entrance is down a flight of subway stairs from the outside). The museum does not take long to get through and the \$5 is money well spent for a quiet and fun hour or so of some important NYC history.



Bust the Book Store Monopoly: Pay Less for Your Books

BOOKS

Continued from p. 1

phrase "international edition" in tiny print, so, good corporate dissembler that it is, the AAP came up with some new reasons. Its explanation du jour, as offered by its president and CEO, Pat Schroeder, is the simple "excellence" of American texts. In other words, American textbooks are a bargain at any price, so thank your lucky stars that you can buy them at all.

Targeted Jurisprudential Excellence Solutions

"Excellence" is one of those slippery words beloved by corporate types. In a recent issue of the Times Literary Supplement, Yale professor Peter Brooks laments the increasingly corporate-minded American university's dedication "to the content-free notion of 'excellence,' currently touted by university administrators everywhere." Alas, BLS's centennial logo is a prime example. (Any day now, the deans' office will begin peddling BLS's "legal education solutions.")

The word "excellence" presumably attracted BLS's corporate copywriter not only because of its vagueness, but also because of the vagueness of the subject in question: Brooklyn Law School is many things, which, taken together, might represent "excellence," at least to someone. But textbooks are another matter. Whereas an institution's purported "excellence" is multi-faceted, there are but a few criteria by which one judges the quality of a textbook. We are concerned here only with casebooks' Published by BrooklynWorks, 2004

quality, which, in a word, stinks.

I defy any reader of this newspaper to show me a casebook devoid of grammatical, punctuation, and spelling errors. There is, of course, a spectrum of quality: on the high end lies my property law textbook, for example, which I found very well written and carefully edited; at the other falls my health law text, which is an embarrassment, with lousy writing and argumentation, and misspellings, punctuation errors, and grammatical howlers even within quoted material. Most law texts are not that bad, but they are generally pretty substandard. (Hardly a surprise, given the deserved poor reputation of lawyers' writing skills; just last month, I quickly abandoned my plan to enroll in a certain class once I saw the prof's error-ridden syllabus.)

But even if West hired some proofreaders, I would still object to paying \$85.00 for a book that contains predominantly material in the public domain. The retail price of a typical nonfiction book presumably reflects the cost of marketing, as well as the cost of the author's original work. Casebooks, on the other hand, are not heavily marketed, and the bulk of their content is unoriginal. So why the high prices?

We may safely assume that the AAP will offer neither a satisfactory explanation nor a remedy, so the best we can do is try to avoid paying list price. Here, then, is my short guide to alternatives to the BLS book store, whose book prices are almost certainly the highest you will find.

Other Bookstores

Foreign websites typically do not carry American law texts, so we are confined to mining American vendors. In a pinch, one can take a trip to the Barnes & Noble near Union Square, where prices are comparable to those at BLS's bookstore (also a Barnes & Noble operation) but where, happily, study aids are sold tax-free. But if you can afford to wait for shipment, American online retailers are by far the better alternative.

The best search-engine for books I know of is AddAll.com, which in a flash will search a great number of online booksellers for you and find the best price for your book, taking into account the retailer's shipping cost. I have found that AddAll's information is not always quite current, however, so it pays to go to the retailer's site and confirm. AddAll will search Amazon.com's Marketplace, but you should always check that site manually, too, because many of the cheapest copies will appear there. (By the way, Amazon Marketplace is a great place to sell your books, and the process involves little more than entering the ISBN, or International Standard Book Number; I recently sold my death penalty law text, which the BLS store would not buy, on Amazon for nearly \$60.)

There are specialty law-bookstores, like BarristerBooks.com and LawBookStore.com, whose sites AddAll does not search, but I have found their prices fairly high. If availability is an issue, however, these sites may prove helpful.

eBay et al

Then, of course, there are the online auction sites, eBay being the

largest by far (at the time of this writing, eBay's "College and Professional Books" section contained about 25,000 lots). Like any auction, eBay is hit or miss: depending on the day, you may find a bargain (a copy of my \$80 corporations text recently sold for \$10), or not. But here's an invaluable trade secret: If you want to win an eBay auction and get the best price, you need to use a "sniping" program.

In online auction parlance, sniping means placing a bid so close to the end of the auction that other bidders a) don't know you're waiting in the wings, and b) don't have time to outbid you. There are various sniping softwares and services, but my favorite is AuctionSniper.com. The process is simple: Find an eBay auction you want to bid on, paste the auction's ID number into the snipe site, and tell the site how much you want to bid. The program will place your bid a few seconds before the end of the auction — whether that's ten minutes or ten days away — and you'll leave the second-highest bidder in the dust. AuctionSniper.com charges you 25 cents for a successful snipe under \$25.00, and 1% of the final price for costlier items (there is no charge for unsuccessful snipes). This is a pittance compared to what you would pay if you'd entered a bidding war with some other student. And your first three snipes are free.

A final note: I'm sure there are sources that I have overlooked, so I encourage readers to contact BLS News and share any good ones they know of. After all, casebooks — and tuition — aren't getting any cheaper.

A Law Student's Guide to the 2004 Presidential Election

By Timothy Oberweger, '05

Now that John Kerry has won the first two of the Democratic Party's presidential primary/caucus, followed by victories in 5 of the 7 states in the second group of primary elections, does this mean that he is the Democratic candidate that will face President Bush in November? I don't know, but what I do know is that as a law student this year will be one of the most exciting years to be involved not only in the law school experience, but also an election of a president that will have major repercussions on the way the law we are studying is applied.

As we all know the Supreme Court has multiple members who are heading into the twilight of their tenure on the Court and the next president will most likely have to nominate at least 1 member and possibly two or even three. This is of tremendous importance to how the laws of the country will be applied and also it will affect what future law students will study about the early 21st century Constitutional Law. My concern about the nominations for the Supreme Court are an outgrowth of my own cynicism regarding the *Bush v. Gore* decision that led to President Bush's victory as well as my current status as a 2nd year law student. To provide myself and the rest of the law school community an opportunity to examine the candidates' positions on major issues I have decided to write a series of articles from a per-

spective of a law student. First I would like to provide you with the positions of the candidates' positions on 4 major issues. All of the following charts are provided courtesy of PresidentialElection.com.

While the 4 charts that accompany this article may look like gibberish to many of you, examining them closely allows any voter and or supporter to have insight into what each candidate stands for.

First, when looking at the Abortion Chart it is clear that most of the democratic candidates are united in their support of a women's right to choose. However, there are some small differences that should be noted as General Clark has said he supports a woman's right to an abortion within the confines the *Casey v. Planned Parenthood* that allows states to impose limited restrictions on when abortion can occur. The *Washington Post* on January 23, 2004 reported that in his latest statement, Clark repeated that he supported "*Roe v. Wade* as modified by *Casey*." When Clark was asked whether he believes the decision in *Roe* stipulates that life begins, Clark responded: "Viability is a standard determined by a doctor, and I'm not going to get into a specific time frame." Clark also said he would support legislation banning partial birth abortions as long as an exception is included based on the health of the woman. This is a change from an earlier statement when Clark suggested that no time limit should be placed on a woman's right to

an abortion.

The chart listing Senator Lieberman's support of notification is based on a letter that The Republican National Committee released during the 2000 election campaign which Lieberman wrote in 1989, including this statement: "I also support a requirement that parents of a minor be notified before an abortion is performed." But [an abortion rights spokesperson said] that whatever Lieberman may have thought then, what mattered was that on two subsequent occasions he voted in the Senate against parental notification measures involving abortion. Therefore it is important to question all charts as this reporter is trying to do while still providing them as some basis to decide which candidate to support.

On Education there are many divergent views within the Democratic party - reflected throughout the positions of the candidates running. The Associated Press ("AP") reported on January 25th that when Governor Dean was recently asked if he supported allowing parents in areas that are poor or with bad schools to use tax money to help send their children to private schools he replied, "Vouchers undermine public education, a cornerstone of our democracy. I oppose all public funding of private school tuition, including demonstration programs like the one President Bush is foisting on Washington, DC, and the one Governor Jeb Bush has instituted in Florida, since they siphon badly needed resources from our public

schools." Responding to the same question from the AP, Senator Kerry stated "I have never supported vouchers. I understand why parents want more choices and I believe they should have more choices in public schools. But public schools need resources and support, and vouchers drain them of both. Our inner-city schools and our rural schools need better buildings, more textbooks, higher paid teachers, the best principals, and smaller classes."

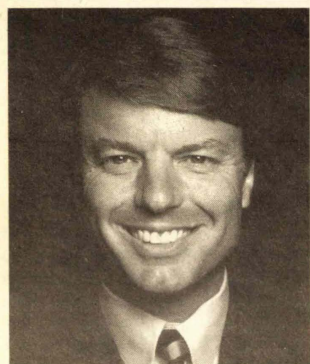
On President Bush's "No Student Left Behind" program Kerry and Dean now agree that it is underfunded and should be abandoned, however Governor Dean came to this realization much sooner than Senator Kerry. In November of 2002 Dean was quoted by the Baltimore Sun speaking about the President's plan: "It's not going to accomplish anything except raising local property taxes," while Senator Kerry voted in favor of the President's plan and until recently supported it. In October 2003 Kerry changed his view, and in his book, *A Call to Service*, Kerry stated "(t)he Bush administration began welsing on its side of the bargain almost before the ink was dry on the bill."

Senator John Edwards' Education plan seem the most novel as he proposes that every student has the option that would make the first year of college free for any young person willing to work for it, according to www.moveon.org.

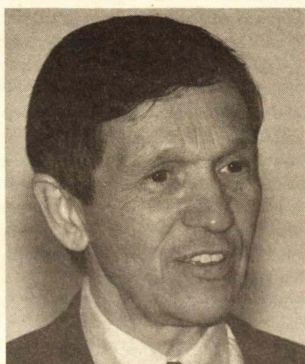
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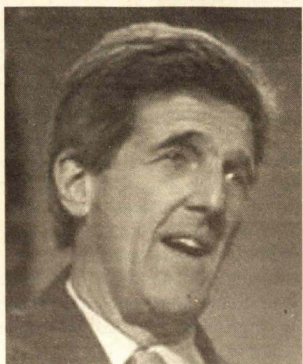
A B O R T I O N	Candidate	Supports	Partial-Birth Abortion	Parental Notification
	George W. Bush	Anti-Abortion	Supports Ban	Supports Notification
	Wesley Clark	Abortion Rights (some limits)	Opposes	N/A
	Howard Dean	Abortion Rights	Opposes	N/A
	John Edwards	Abortion Rights	Voted Against Ban	N/A
	John Kerry	Abortion Rights	Opposes Ban	N/A
	Dennis Kucinich	Abortion Rights	Voted Against Ban	N/A
	Joe Lieberman	Abortion Rights	Voted Against Ban	Supports Notification
	Al Sharpton	Abortion Rights	N/A	N/A



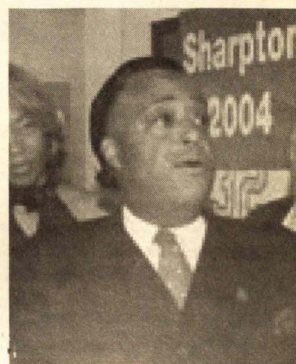
John Edwards ^
Photo courtesy of candidate's web site.



Dennis Kucinich ^
Photo courtesy of candidate's web site.



John Kerry ^
Photo courtesy of candidate's web site.



Al Sharpton ^
Photo courtesy of candidate's web site.

E D U C A T I O N	Candidate	Improvements	School Choice	No Child Left Behind
	George W. Bush	Supports increasing funding, tracking student performance	Supports school choice and charter schools	Signed and Supports
	Wesley Clark	Supports increasing teacher pay, decreasing class sizes	Opposes school vouchers for private schools	Opposes act, lack of funding
	Howard Dean	Wants better student health centers, parental involvement	N/A	Opposes lack of funding
	John Edwards	Wants more federal funding for schools	Voted against educational savings accounts	Voted for law
	John Kerry	Voted for national education standards	Supports school choice, charter schools	Opposes lack of funding
	Dennis Kucinich	Wants universal pre-school programs, track student performance	Voted against school vouchers	N/A
	Joe Lieberman	Voted against school prayer, for condom distribution	Supports school vouchers, charter schools	Supports
			Opposes school vouchers	N/A

Your Chance to Talk Back!

SBA FORUM

Continued from p. 1

The forum also raises an entirely new prospect of accountability previously unavailable to students at Brooklyn Law School. Without a daily circulation, it is difficult for groups of students to come together on common issues. For instance, the failure of the administration to extend library hours during finals troubled many at the end of last semester. This semester began with the inability of some professors to meet grading deadlines. Up until now, there was no mechanism for students to discuss these issues with the community as a whole. That might change.

The forum serves other purposes too. One of the forum's most practical features is the section devoted to IT concerns. This section will allow students to share solutions to computer and technology problems and will also be monitored in part by the law school's IT staff. Another practical feature allows students to upload outlines, creating the possibility of a free, limitless marketplace, where students can find outlines to any class they desire.

"It's really important that people get involved in it, because it's not going to work...if the same two people are the only ones posting to it," Brown said. "People need to sign up and check back every now and then and see what's going on." Other features of the forum allow student organizations to post announcements and information about upcoming events. There is even a social page, where students can post information on concerts, parties, sporting

events, ski trips, and other happenings around the city. Brown envisions a student ride board.

The idea for the SBA Forum was originally seeded by Phillip Allred, the law school's Chief Information Officer, who proposed a forum dedicated to IT questions to be monitored by representatives from the Information Technology department. Brown realized the multifaceted potential of Allred's idea and soon after began development of the website.

The SBA server (<http://www.blss-ba.org>), which hosts the SBA Forum, is an alternative to Brooklyn Law School's server and offers student organizations greater freedom to develop an online presence. In addition to large storage and transfer capabilities, student organizations are allowed to design their own websites. In contrast, Brooklyn Law School designs the websites of student organizations hosted on their server. Consequently, those organizations are greatly restricted as to the content of their site.

Though use of the SBA server is available and free to all student organizations, only this publication, the BLS ACLU and the BLS SBA Forum make use of it. The SBA hopes the success of the forum will encourage more use by student organizations.

As to that success, Brown remains cautiously optimistic. He realizes students are busy, and don't always take advantage of what student organizations have to offer. But he believes in the forum's promise. "It's a great place to be, and get feedback."

Downtown Offers for Students

Editor's Note: Information in this article is from a December Press Release from Lower Manhattan Development Corporation (LMDC).

"History and Heritage in Downtown NYC" is reaching out to students in the New York City Metropolitan Area as part of a new initiative to raise awareness about the wealth of New York and American culture and history located in Lower Manhattan. Fourteen downtown cultural treasures form what The New York Times has called the City's new "Museum Mile."

LMDC is encouraging students to explore their legacy by visiting this consortium of museums. It also invites academic departments, residence halls, and student organizations to organize trips to downtown NYC. Students can enjoy a meal at the Fraunces Tavern® Museum where George Washington gathered with other Revolutionaries, and they can learn how the 'titans of industry' made their money at the Museum of American Financial History, or sit in a real jail cell at the New York City Police Museum. "History and Heritage is a great opportunity for freshman who are new to the area to explore New York City's oldest neighborhood, and for all students to experience not only the City's nightlife but also its vibrant cultural offerings," announces LMDC's December press release.

History and Heritage was created in response to the devastating effects of September 11th on downtown cultural

institutions. The History and Heritage initiative and LMDC aim to revitalize the cultural offerings of Lower Manhattan – "a destination with a unique cultural identity and rich historic significance."

The museums and landmarks of the consortium include:

- Castle Clinton National Monument
- Eldridge Street Project
- Federal Hall National Memorial
- Fraunces Tavern® Museum
- Lower East Side Tenement Museum
- Museum of American Financial History
- Museum of Chinese in the Americas
- Museum of Jewish Heritage – A Living Memorial to the Holocaust
- National Museum of the American Indian
- The New York City Fire Museum
- The New York City Police Museum
- The Skyscraper Museum
- South Street Seaport Museum
- Statue of Liberty National Monument and Ellis Island Immigration Museum

More information can be found at www.RenewNYC.com/Heritage.

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students
against
domestic
violence**

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MONOLOGUES.**

Thursday, February 26th at 8pm
Friday, February 27th at 8pm
Brooklyn Law School Cafeteria

[Black History Month]

The Little Rock Nine: Enforcing Brown v. Board of Ed



The Little Rock Nine
Photo courtesy of the NAACP

By Theo Harris, '04

On September 4, 1957, nine black students – Ernest Green, Elizabeth Eckford, Jefferson Thomas, Dr. Terrence Roberts Carlotta Walls Lanier, Minnijean Brown Trickey, Gloria Ray

Karlmack, Thelma Mothershed-Wair, and Melba Pattillo Beals – attempted to integrate Central High School in Little Rock, Arkansas. This was the first school in the South to integrate after the *Brown v. Board of Education* decision where the Supreme Court ruled that segregated school systems were inher-

ently unequal.

Two days prior Governor Orval Faubus deployed National Guardsmen to surround Central High School in an effort to prevent the nine students from entering the school. In a televised speech that night, Governor Faubus explained that he had called the National Guardsmen because he had heard that white supremacists from all over the state were descending on Little Rock. Early on Wednesday, September 4, Daisy Bates of the National Association for the Advancement of Colored People (NAACP), who was helping out the nine, called to tell them that they were to meet a few blocks away from the school and walk in together. Unfortunately, Elizabeth Eckford never received the message and attempted to enter the school alone through the front entrance. An angry mob met her and threatened to lynch her as the Arkansas National Guard looked on. Fortunately, two whites stepped forward to aid her and she escaped without injury.

To ensure that the black students could complete a full day of classes, President Eisenhower sent the 101st Airborne Division into Little Rock. The 101st patrolled outside the school and escorted the black students into Central. In addition, the black students were assigned a personal guard from the 101st that followed them around the school. Despite the protection from the soldiers the students still had to endure

the wrath and hate of the white students. White students yelled insults in the halls and during class. They beat up the black students, particularly the boys. They destroyed the black students' lockers and threw flaming paper wads at them in the bathrooms. They threw lighted sticks of dynamite at Melba Pattillo, stabbed her, and sprayed acid in her eyes.

Regrettably, Minnijean Brown was unable to endure the harassment. On December 17 she was suspended for dumping her lunch tray over the heads of two boys who had been taunting her. The boys even admitted that they "didn't blame her for getting mad" after all the insults she had endured over the course of the year. She was expelled in February after she called a girl who was provoking her "white trash." The whites in the school were jubilant, making up cards that said, "One down...eight to go!"

It was not to be. The other eight all finished the school year. In May, despite numerous protests and under the watchful eye of 125 federalized Arkansas National Guardsmen, Ernest Green became the first black graduate of Central High, the sole minority student in his 602-member class. These nine pioneers who courageously put their lives in danger in the pursuit of a superior education have been immortalized in the folklore of the civil rights movement. They will always be known as "The Little Rock Nine."

Know What HBCUs Are?

By Ajanaclair Lynch, '04

Historically Black Colleges and Universities (HBCUs) are postsecondary institutions that were founded primarily to educate African Americans. The oldest HBCU, Cheney University in Pennsylvania, was formed in 1837 to counter the prevailing practice of limiting or prohibiting the education of African Americans. HBCUs have contributed significantly to the efforts to provide postsecondary education for low income and educationally disadvantaged Americans. They provide remedial training and expose students to resources that they may not otherwise receive. HBCUs consist of public and private; single-sex and coed; 2 and 4 year colleges, research universities, professional schools, and small liberal arts colleges.

HBCUs are fundamental institutions in American higher education. They inspire opportunities for leadership and citizenship by mentoring and supporting students as well as providing remedial education required for students from low income and educationally disadvantaged backgrounds to succeed. HBCUs play a significant role in educating African American students. While they represent only 3% of the nation's higher learning institutions, they educate 16% of the African American students in postsecondary

judges, Ph.D.s, and business executives, as well as many famous writers and artists.

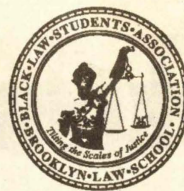
African American students used to attend HBCUs because there was no choice. If an African American wanted to continue his or her education beyond high school, the only choice was to go to an HBCU. Today, however, African Americans can attend any college or university where their grades, talents, and interests take them. However, many African Americans still choose to attend HBCUs for a variety of reasons. In addition to providing an academically rigorous curriculum, HBCUs are generally less expensive than other colleges and universities providing an opportunity for African Americans from low income backgrounds to continue their education. They also keep alive the history and traditions of the African American experience.

Despite the fact that HBCUs were founded to educate African Americans during a time when they would not otherwise have access to higher education, their charters were never exclusive. HBCUs were not founded to discriminate against or exclude other races. In fact, according to the most recent study by the National Center for Educational Statistics in 1994, enrollment of races other than African American was approximately 17%, with whites making up about 13% of the total enrollment.

HBCUs remain such an important part of the American educational system that in 2002 President Bush signed

an Executive Order supporting the White House Initiative on Historically Black Colleges and Universities. The Initiative was developed to help strengthen HBCUs by increasing funding for 2004 as well as helping HBCUs

benefit from Federal programs, "obtain private sector support for their endowments, and build private sector partnerships to strengthen faculty development and cooperative research."



BLACK LAW STUDENTS ASSOCIATION

*You are cordially invited to join us at the
following events in celebration of
Black History Month:*

Opening Ceremony
Cultural Fair
Open Mic Night
Closing Ceremony

Thank you for being a force and building block that holds us together. Look to the future and help us maintain a wonderful legacy.

[Black History Month]

A Catalog of First Time Achievements in Black History



Thurgood Marshall
Photo Courtesy of Library of Congress

The first Black college graduate was Edward A. Jones, who received a B.A. degree from Amherst College on August 23, 1826.

The first Black to receive a Ph.D. degree was Patrick Francis Healy, who passed the final examinations at Louvain in Belgium on July 26, 1865.

The first Black to receive a Ph.D. degree from an American university was Edward A. Bouchet, who was awarded a degree in physics from Yale University in 1876. Bouchet, the principal of a high school in Gallipolis, Ohio, died in 1918.

The first Black president of a predominantly White university was Patrick Francis Healy, S.J., who was inaugurated at Georgetown University, the oldest Catholic university in America, on July 31, 1874.

The first Black professor at a predominantly White university was Charles L. Reason, who was named professor of belles-lettres and French at Central College, McGrawville, New York in 1849.

The first Black graduate of Harvard University was Richard T. Greer. In 1873, he was named professor of metaphysics at the University of South Carolina.

The first Black to hold a major judicial position was Jonathan Jasper Wright, who was elected by the General Assembly to the South Carolina Supreme Court on February 1, 1870 to fill an unexpired term. He was elected on December 9 1870, to a full six-year term.

The first Black municipal judge was Mifflin Wister Gibbs, who was elected city judge of Little Rock, Arkansas in 1873.

The first Black Supreme Court justice was Thurgood Marshall, who was nominated by President Johnson and confirmed by the Senate on August 30, 1967.

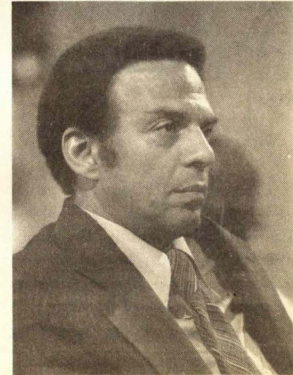
The first Black federal judge in the continental United States was James B. Parsons, who was named to the federal district of the northern district of Illinois on August 9, 1961 by President Kennedy.

The first Black on the U.S. Circuit Court of Appeals was William H. Hastie, who was nominated by President Truman on September 15, 1949.

The first Black doctor was James Derham, who was born in slavery in 1767. Derham mastered the profession while assisting a physician master. In 1783 he sought his freedom and established a large practice among Blacks and Whites.

The first Black lawyer was Macon B. Allen, who practiced in Maine in 1843 and 1844 and was formally admitted to the bar after he passed the examination at Worcester, Massachusetts on May 3, 1845.

The first Black diplomat and the first Black to receive a major government appointment was Ebenezer



Andrew Young
Photo Courtesy of Library of Congress

Don Carlos Bassett, principal of the Institute for Colored Youth, Philadelphia, who was named minister to Haiti on April 6, 1869 by President Grant.

The first Black to receive a major government appointment in the United States was Frederick Douglass, who was named U.S. marshal of the District of Columbia on March 18, 1877. After a bitter fight he was confirmed by the Senate, 30-12.

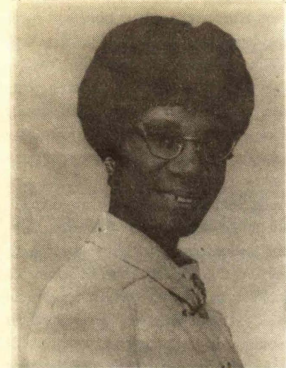
The first Black male to head a major agency of the U.S. government was Robert C. Weaver, who was sworn in as administrator of the Housing and Home Finance Agency on February 11, 1961.

The first Black cabinet member was Robert C. Weaver, who was named secretary of the Department of Housing and Urban Development by President Johnson. He was sworn in on January 18, 1966.

The first Black United Nations ambassador was Andrew Young, who was named to the post by President Carter. Ambassador Young was confirmed on January 26, 1977.

The first Black U.S. Senator was Hiram Rhodes Revels, who was elected to the Forty-first Congress to fill the unexpired term of Jefferson Davis. Senator Revels was elected by the Mississippi legislature on January 20, 1870 and was seated on February 25, 1870. He was the first Black in Congress.

The first Black woman college graduate was Mary Jane Patterson, who received a degree from Oberlin College in 1862.



Shirley Chisholm
Photo Courtesy of Library of Congress

The first Black woman lawyer was Charlotte E. Ray, who graduated from Howard University Law School on February 27, 1872. She was admitted to practice on April 23, 1872. In 1910 there were 777 Black male lawyers and 2 Black women lawyers.

The first Black woman doctors were Rebecca Cole, who practiced in New York from 1872 to 1881. Susan McKinney, who graduated from the New York Medical College in 1870 and Rebecca Lee, who received an M.D. degree from the New England Female Medical College, Boston on March 1, 1864.

The first Black woman in Congress was Rep. Shirley Chisholm, who was elected to the 91st Congress from Brooklyn on November 5, 1968.

The first Black woman judge was Jane Matilda Bolin, who was appointed judge of the court of domestic relations of New York City by Mayor Fiorello LaGuardia on July 22, 1939.

The first Black woman nominated for President of the U.S. was Rep. Shirley Chisholm, who received 151.95 votes on the first ballot at the 1972 Democratic convention.

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[Opinions & Editorials]

The Career Center's Joan King Responds to BLS-Announce Pieces



Editors' Note: This piece was received by the Editors of the BLS News before break. As this is the first issue since our return to school, we are printing this response in as timely a fashion as possible.

Dear Signatories:

I am troubled by a sentence in your Op-Ed piece entitled "Shutdown of BLS-Announce Eliminates Student Organization Emails" that appeared in the November 2003 issue of BLS News. The sentence to which I refer states, "As members of an invited group of stu-

dent leaders to the roundtable breakfast with Career Center staff, we are disappointed that the information we provided honestly during the open-discussion forum was used against all students."

I value highly the relationship between the Career Center and the student body. In particular, I value the relationship that I personally have enjoyed over the last twelve years with students and student leaders. So it troubles me greatly that you feel betrayed in some way. Permit me to comment briefly.

This is not the first time we have heard the complaint that the students are overwhelmed with email and, as a result, frequently delete without reading otherwise important email whether from the Career Center, the Registrar, the Bursar or other administrative offices. This complaint has come up each year during these breakfast meetings and also in individual counseling sessions. During our breakfast meeting this year, however, BLS-Announce was specifically identified as the source of the problem and the word "inundated" was used and repeated in your article. It was clear to me and to the rest of the professional staff at the breakfast meeting that you were registering a complaint about this situation on behalf of yourselves and the students whom you represent.

It is my responsibility, as a senior member of the administration, to call to the Dean's attention student complaints or concerns that go beyond my ability to remedy. It is a very serious problem if the volume of email is so great that it causes students to miss out on important information that is itself the subject of email, whether from the Career Center or any other administrative office. Since this issue was put on the table at our breakfast meeting as a com-

plaint, I conveyed it to the Dean. I can assure you that it was not my intent to "eliminate [the students] as an email competitor", as you suggest in your Op-Ed, nor was I divulging a confidence since the issue was not presented in that way.

I understand that when the Dean checked this out with the IT department, she discovered that students were receiving as many as 70 email messages a week through BLS-Announce. Because a number of students had missed the email notice about ExamSoft and some job possibility notices, the Dean decided that something needed to be done. A proposal has since been made by Joe Anci that is presently being evaluated as to its feasibility.

I hope that this clarifies the issue for you, and that I in particular and the Career Center in general will continue to enjoy the solid relationship that we have always had with the student body and its leaders.

Good luck on your exams. You have my very best wishes for a wonderful holiday season and a peaceful and happy New Year.

Sincerely,
Joan King

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The Environmental Law Society seeks brief articles of up to 1,000 words on current issues in environmental and international law; the laws of war and bioterrorism; real estate, land use and zoning laws; administrative and maritime law; corporate law and federal policy.

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Email els@brooklaw.edu with submissions, questions or for help brainstorming. Article submissions for Environmental Law Notes must include your name, year of graduation and contact information, and are subject to editing.

Response: Race & Diversity

By Duane Frankson, '04

The following is in response to the Opinion article submitted by Ross Bogatch titled "Magic at the University of Michigan: Law School Admissions". The article appeared in the October 2003 print of the Brooklyn Law School News.

"Race" as a term is a double-edged sword. Most people cringe when "Race" becomes an issue because most experiences associated with "Race" are negative. However the other side of race is "Diversity" and few would argue that "Diversity" is a bad thing, especially in the context of higher education. Unfortunately "Race" and "Diversity" are treated as unrelated concepts. I felt that the Supreme Court's decision in *Grutter v. Bollinger* was a step toward correcting this common oversight.

I agree with Mr. Bogatch's analysis of *Regents of Univ. Of Cal. v. Bakke*, which held that the use of race was unconstitutional to achieve racial percentages, however I fail to see the analogy between *Bakke* and *Grutter*. Mr. Bogatch overlooks the fact that the goal in *Bakke* was to correct past injustices against minorities. The Court felt the goal was too uncertain to justify the use of race in an admission policy. The goal in *Grutter* is to reap the "educational benefits of a diverse student body."

The University of Michigan at no time claims to seek the redress of past social injustice. Rather, they purport that there is "educational benefit" from a diverse student population. Mr. Bogatch at no time accepts the existence of "educational benefits from a diverse student population." Rather Mr. Bogatch implies minority-students offer nothing to the educational process and

in some way detract from the education of others. Characterizing attempts to create a diverse student population, as some misguided prejudicial undertaking is to denounce the value of diversity.

Educational institutions attempt to provide an education that transcends the classroom by seeking diversity as a goal. Education does not occur primarily in the classroom and schools do well to recognize that the best way to teach students about various cultures, religions and races is to allow groups to represent themselves. "Critical mass" is not "Hocus Pocus." Rather, critical mass is the Black Law Student Association, Hispanic Law Student Association, Asian Law Student Association, Muslim Law Student Association, Jewish Law Student Association, and any other student association that organizes and presents the viewpoint of a minority group to the student population as a whole.

I agree with Mr. Bogatch as far as his assessment of the deplorable conditions which exist in the "urban school system", however I disagree with his implying that the law school's admission procedure in some way exacerbates the problems that exist in "urban school systems". While an admissions procedure may not have a direct effect on the "urban school system", I don't believe that anyone can say it has a negative effect. Mr. Bogatch argues that by upholding the admissions policy of Michigan the Court "missed an opportunity to steer focus in the right direction." However, I fail to see where a decision to strike the Admission Policy would have benefited the plight of the "urban" student trapped in the "urban school system."

[Opinions & Editorials]

Turn up the Volume? Getting Your Voice Heard at BLS

By Yael Utt, '05

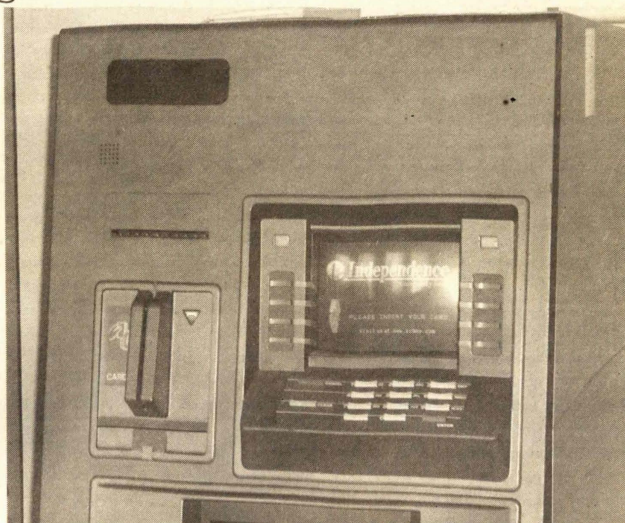
During my year and a half tenure at Brooklyn Law School, I can count on two fingers the positive changes that have been implemented at our school: the ATM in the cafeteria and the wireless internet. Make that one and a half fingers as wireless does not work in the place I spend the majority of my time, the third floor of the library.

You might misinterpret this as a complaint of some sort but I am, as are a handful of other activist students, beyond complaining. Complaining is what takes place after the unyielding rosy-cheeked optimism of the first year inevitably fades. First, we say, "We will make this school a better place, gosh-darnit." Then we realize we have 900 pages of reading a night and go to Plan B. After student organizational meetings dwindle to just five active members, we go to Plan C. Etc. But while it's okay if change is slow, it must not cease altogether. And the only way to continue some semblance of snail's pace progress is to keep the channels of communication and dialogue open.

Unfortunately, a huge blow to this open communication occurred this past November. The administration ceased operation of bls-announce. While some students may have viewed this as a coup, finally uncluttering their email inboxes...hundreds of homeless persons, survivors of domestic violence, students who honor their diverse heritages, and political activists, unknowingly felt the reverberations—the lost fundraising dollars, the dwindling food donations, one less winter coat for a cold displaced person, holidays passed over, and petitions without signatures. There is no

single person on which to place the blame as such decisions are made in secret and preemptively without the input of the student body.

It then begs the question, who do we reach out to? On the weekends, the library is cold. For those without copious disposable income, a brand new laptop, and by association, wireless internet is not an option and there are still not enough Ethernet outlets in the library. And speaking of outlets...was anyone going to mention to the student body that there are brand new power strips under the library tables? A problem is not solved if no one knows about the solution. School security by law lets strangers into the building and women feel unsafe late at night, especially in the locker room in a basement with no cameras. Doctors have been unable to diagnose students with symptoms that seem to indicate there is mold in the school and some students are sick with severe allergies. Many people have nowhere else to turn during finals and are jarringly uprooted at midnight during finals, BLS being one of the only law schools in the area not open 24 hours. The cafeteria operates in almost blatant discrimination of anyone that does not attend classes between the hours of 9 and 5. Hundreds of night students that arrive directly from work eat a dinner five nights a week consisting of something from a vending machine that is surely neither USDA nor Atkins-recommended. And good luck eating at school on the weekends. Somewhere in the Bahamas there is a very rich CEO of Court Order who has retired early on the three meals a day that hundreds of students have no other choice but to order, at exorbitant costs, from his establishment weekend after weekend.



Fortunately we still have that ATM.

Photo by Alyson Mathews, '04

Although there are emotions to consider, students that still have no "closure" from last semester because all the grades are not posted; many of us being, past add/drop, with a professor we had last semester that, had we known better, would not have repeated. And the only conceivable advantage to filling out a professor evaluation is that it is a blissful 10 minutes of every semester where we do not have to listen to a lecture or take notes. Few people take them seriously when they know the professor is tenured and that students never have access to reading others' comments.

Please don't get me wrong. There are obviously positive things about this school, excellent faculty members, some yummy treats in the vending machines, and well, an ATM and the wireless inter-

net. The question is not, what are we unsatisfied about? The question is, what do we do about it? The SBA can have as many good intentions as they want but like you and me, they are busy and overwhelmed with schoolwork, jobs, life outside and, like the average extracurricularly-involved student, attend an average of 2 meetings daily. I never knew that after leaving the workforce to attend school I would still attend so many #@%&^\$! meetings. Meetings, meetings, meetings...we all talk talk talk and sign up for committees and projects and oversight and make flyers and announcements. What's it all for? Is the right person listening? As the celebrated teen angst writer Judy Blume would say: Are You There God (Deans)? It's Me, Yael.

A Law Student's Guide to the 2004 Presidential Election

CAMPAIGN

Continued from p. 4

General Clark asserts on his website that "(e)ach dollar devoted to early childhood programs represents an investment yielding remarkable returns. I will work toward ensuring that all children have access to high-quality preschool." When asked in a recent debate what he thought was the best way to handle sex education, Senator Lieberman was a pragmatist and stated, "you've got to be realistic in dealing with these problems. Sure, abstinence is an important option, and it ought to be part of what's done in school-based sexual education programs." Ultimately the Democratic candidates positions seem similar in many respects, but they all agree that No Child Left Behind is not worth supporting. This was reflected at the State of Union when the attending Democrats choose to sit while the Republicans stood and cheered when the President said, "I refuse to give up on any child. And the No Child Left Behind Act is opening the door of opportunity to all of America's children."

Reviewing the candidates' positions on Health Care also finds President Bush categorically opposes a

national health care plan. Governor Dean, Representative Kucinich and Reverend Sharpton support the most coverage. Dean proposes to do what he did in Vermont: "where 99 percent of our children under 18 have health insurance and 1/3rd of our seniors have prescription benefits." Representative Kucinich attacked Dr. Dean's plan at a debate at Pace University this past September stating, "Dr. Dean's plan would leave 10 million Americans out. It's important that all Americans be covered, [including] alternative medicine, a prescription drug benefit, vision care and dental care and mental health care, and long-term nursing care- all covered under one Medicare For All, single-payer program. I'm the one who has that plan. I'm the one who's offering it. I'm the only one on this stage who can say that."

Reverend Sharpton seems to agree with Kucinich and stated last week that "I support a national single-payer plan. I think it will not be fixed until we have health care for all seniors. I think that we're moving on the last bill toward a privatized health system and I think the only answer is a universal single-payer plan." The other Democratic candidates seem to carve out a portion of the population depending on age and

income to define how and if they should be covered by a national health care system. Most notably Senator Kerry proposes a plan that would establish a national health care system that people can buy into. His most recent statement likened the coverage that children would receive as to the coverage he receives as a member of Congress. "I will send to Congress a health care plan that stops spiraling costs, covers every child in America, and makes it possible for every American to get the same health care as any member of Congress."

The last of the four charts accompanying this article deals with Terrorism & Defense. These are issues that are at the forefront of this campaign for President and will be the lead issues presented by President Bush as he is relying on them for his re-election. Essentially the Republican position is if the electorate feels safer with President Bush than they would with the Democratic party's nominee, then they should re-elect President Bush.

The war in Iraq was a major dividing point for Democrats before the capture of Saddam Hussein and has now been replaced by the question of whether America is safer with Saddam in custody. Governor Dean re-asserted

his position on January 4th in a debate in Iowa that, "I actually don't believe that (the US is safer)... We need a concentrated attack on Al Qaeda and on Osama bin Laden. Saddam Hussein has been a distraction."

The positions on the Patriot Act are interesting based on the divergence between Senators Edwards and Lieberman and the rest of the candidates. Both Edwards and Lieberman voted for and support the Patriot Act while the rest of the group oppose the Patriot Act and have spoken out about its draconian effects. Senator Kerry indictment of the Act specifically called out the Attorney General's use of the provisions provided for within the Patriot Act, "we have learned from the first Patriot Act that the last thing we need is John Ashcroft rewriting the Bill of Rights." With a new version of the Patriot act pending Senator Kerry is now more concerned, according to moveon.org, about how it will be applied and he stated that "I will very carefully review any new proposal and fight to ensure that it does not violate civil liberties." Dr. Dean wants Congress to reconsider aspects of the Patriot Act and other anti-terror tactics that lead to

See: CAMPAIGN
Continued on p. 11

New Restaurant Rounds Up a Little Taste of Texas

By Alyson Mathews, '04

New York City consists of one of the most diverse populations in the world. Anything and everything is available at our fingertips. If we want designer clothes, tickets to a Broadway show, Chinese food at 3:00 in the morning, or a bootleg DVD, the City offers it to us. The diversity of New York City makes for an interesting population, one that is always up for trying something new. This is especially true when it comes to food.

The New York City palate has tasted everything from pasta to sushi to filet mignon. While the City does offer an abundant variety of food, even the savvy New Yorker may be fooled into believing a menu's claim of authenticity. Some restaurants serve a fresh, home-cooked marinara sauce while others may settle for the jarred variety.

Traveling from restaurant to restaurant may grow tiresome, but New Yorkers actually benefit from the competition. In the diverse population of New York City, you can always find someone who can spot a fake or even a mistake. If we are lucky, that same person will establish a restaurant that serves the real thing. Lobo, a new Tex-Mex restaurant on Court Street, began in this exact way.

One of the owners is a true Texan who wanted New Yorkers to experience the true taste of Tex-Mex cuisine. Tired of all the local Cobble Hill restaurants with their overstuffed burritos, Lobo was established to offer a taste of authenticity. Authentic Tex-Mex cuisine consists of the usual rice, beans, lettuce,

and salsa to be placed inside of a taco, fajita, enchilada, or chalupa. Unlike other Tex-Mex or Mexican restaurants in the Brooklyn Heights/Cobble Hill neighborhood, Lobo serves the rice and beans on the side and leaves the stuffing up to you. This makes for a cleaner meal and will not have you reaching for the Tums or Pepcid. You can add what you want and leave behind what you do not want.

Lobo is a breath of fresh air. Lobo gives its patrons a taste of Tex-Mex in a simple, homey way. As soon as you walk into Lobo, the décor, with its bull horns, Lonestars, and pistols, takes you on a journey to an unfamiliar territory. While the unfamiliar tends to make people feel uncomfortable, Lobo's friendly wait staff and upbeat music instantly make you feel like you are in someone's home. The first glimpse of Lobo, however, is only the beginning. Lobo is the type of restaurant you savor, so plan to stay for a while.

When you first sit down, take a moment to look over the menu, especially the drinks. Lobo has a Tequila bar as well as margaritas made from fresh-squeezed juice. Of all the margaritas you could try in New York City, these definitely rank among the best. After you have settled on your drink choices, read the entire menu. Lobo caters to every type of palate. The entrees are not too spicy for the faint of tongue, like me. The menu also offers a variety of vegetarian options.

Having eaten there twice and sent a few friends to report back, I would recommend the Quesadilla to the Max (an appetizer), the Chicken Fajitas, and the Chipotle Grilled Shrimp available in

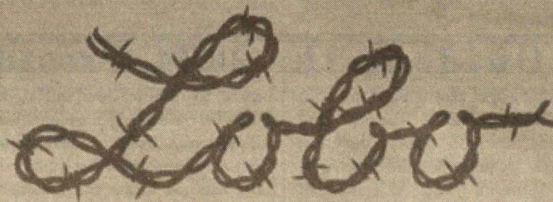


Lobo Restaurant at 218 Court Street
Photo By Alyson Mathews, '04

hard or soft tacos, fajitas, enchiladas, or chalupas. These are the entrees that I have personally tried, but I have yet to hear a complaint from anyone I have sent there. Feel free to try anything on the menu as it is sure to please. If you go there with a particularly ravenous appetite, take note of the "Extras" section of the menu. You can add an extra order of beans, rice, French fries, tacos, chalupas, etc. for just a couple dollars extra. You could also save room for dessert, something I would definitely recommend. The Churros with vanilla ice cream and chocolate sauce and Mexican chocolate brownie are my favorites. They add a final flare to an otherwise, perfect meal.

An evening at Lobo will not disappoint. From the décor to the wait staff to the food, I guarantee your dining experience will be fabulous. When you do venture to Lobo, be sure to bring your student ID. You will receive one of their delicious margaritas free with your entrée. (See coupon below this article). If you are not quite in the mood for Tex-Mex, stop by Lobo during the weekend for a traditional brunch.

Lobo is located at 218 Court Street at Warren Street. They only take cash, but you cannot beat the prices. If the cold weather has scared you from leaving your apartment, call Lobo at 718-858-7739 and have some delicious food brought straight to your door.



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A Law Student's Guide to the 2004 Presidential Election

CAMPAIGN

Continued from p. 9
such abuses.

As a voter the candidate that I believe will govern our great coun-

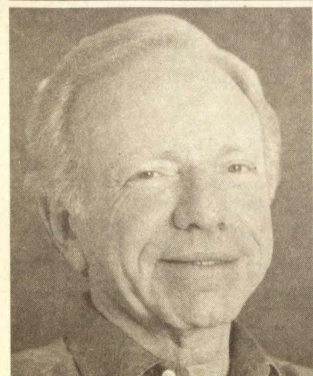
try by taking the appropriate measures needed to move our country forward while insuring that my rights under the Constitution are protected is the candidate I will

select in the election.

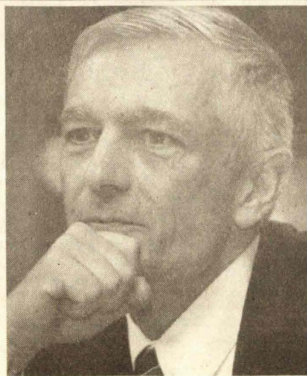
There has been a movement within the Democratic party very early in this primary season to chose the candidate that is most

"electable" by the rest of the country. I put term "electable" in quotes for two reasons First it is not a word, and second I think it creates an easy justification to abandon your principles and vote for someone you do not believe in. I disagree with any movement towards any candidate based on what other people will or won't do. I may be in the minority in this interpretation, but the viability of a candidate can become outcome-determinative in the primary season very quickly. The purpose of this article is to provide you the opportunity to have a glimpse at what the candidates stand for and to base your decision on their positions, not on who other people think can win. I will continue to monitor the ongoing battle for the White House throughout the year in the *BLS News*. In conclusion, if there is one thing that all law students should do during this election year it is to exercise their right to vote.

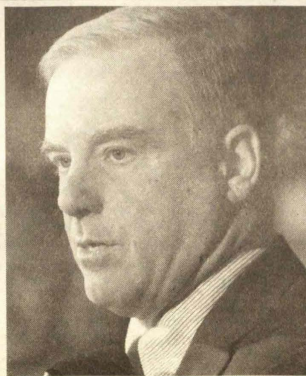
E D U C A T I O N	Candidate	Universal Coverage	Prescription Drugs	Savings Accts.
	George W. Bush	Opposes national health care plan	Supports including drugs under Medicare	Supports
	Wesley Clark	Opposes single-payer system but supports universal coverage	Supports including drugs under Medicare	N/A
	Howard Dean	Supports national healthcare system	Supports including drugs under Medicare	N/A
	John Edwards	Plan provides health insurance for all children	Voted for including drugs under Medicare	N/A
	John Kerry	Proposes letting people buy coverage in government system	Voted for including drugs under Medicare	Voted For
	Dennis Kucinich	Supports universal single-payer national healthcare system	Supports including drugs under Medicare	Voted Against
	Joe Lieberman	Supports guaranteed health care for everyone under age 25	Voted for including drugs under Medicare	Voted For
	Al Sharpton	Believes in constitutional right to healthcare, universal coverage	Supports including drugs under Medicare	N/A



Joe Lieberman ^
Photo courtesy of candidate's web site.



Wesley Clark ^
Photo courtesy of candidate's web site.

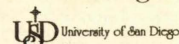


Howard Dean ^
Photo courtesy of candidate's web site.

T E R R O R & D E F E N S E	Candidate	War in Iraq	Patriot Act	Immigration
	George W. Bush	Supports	Supports	Wants funding for enforcement
	Wesley Clark	Wants Allies' support for Reconstruction	Opposes "loss of liberties"	"Immigration is vital to prosperity"
	Howard Dean	Opposed	Opposes	Wants more immigrants as citizens
	John Edwards	Supported	Supports	Wants funding for agencies
	John Kerry	Supported	Opposes	Supports increasing border patrols
	Dennis Kucinich	Opposed	Opposes	Wants to speed entry of refugees
	Joe Lieberman	Supported	Voted for	Wants workers program
	Al Sharpton	Opposed	Opposes	Opposes law, as discriminatory

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Happy 245th B-Day, Bobbie Burns!

By Alex Ryley, '04

Most of us are too drunk when we sing "Auld Lang Syne" to give much thought to the song's origin (or meaning, for that matter). Not so for the Scots. For the past two centuries, people all over Scotland and beyond have held "Burns Suppers" to commemorate the birth, on January 25, 1759, of the poet Robert Burns, writer of not just the new year's eve anthem but also of other familiar poems like "A Red, Red Rose."

Burns Suppers follow a strict format: After some opening remarks, revelers stand to receive the haggis, a horrid Scottish "delicacy" composed of minced sheep or calf innards mixed with suet, oatmeal, and seasonings and boiled in the animal's stomach. (Really) A bagpiper then leads the chef, who carries the haggis to the top table, while the guests accompany them with a slow handclap. The chairman or invited guest then recites Burns's poem "To A Haggis" and cuts open the haggis. The main speech is followed by a "Toast to the Lasses," originally a thank-you to the ladies for preparing the food and an opportunity to toast the gals in Burns's life.

Scottish friend's invitation to write and deliver the Toast to the Lasses at her Burns Supper in Aberdeen. I consulted Rabbie-Burns.com, which advises that the Toast's tone "should be witty, but never offensive, and should always end on a conciliatory note." With that in mind, I composed the following toast, in the form of a Shakespearean sonnet (recall that Shakespeare's sonnets consist of fourteen ten-syllable lines and follow the rhyme scheme "abab cdcd efef gg"), which I penned in pieces at various pubs as I made my way north from Glasgow to Aberdeen.

A Toast to the Lasses

Of "fair maidens" has not all been written?
Could virgin lines reliably evoke
That mad suffering of souls by them smitten —
That fierce glee borne by the doomed in love's
yoke?
Indeed, lines vault to minds pure beauties
smite —
Nay, strike eyes afflicted, as lightning steel.
But what accounts for this feminine might,
Before which reason, sense, and logic kneel?
Is it precious, gold-spun, and flaxen locks,
Or rapier wit thrust deep, deadly, and true?
Nonsense! — this tired archaism that mocks
What effortlessly ancient poets drew.
'Tis the fairer sex's good nature pure
That buoys the scribes whose fiery works
endure!

St. Valentine's Day Word Find

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C R G N P L M V X C W F H Y U R
V C U P I D L B D H U G S L P E
Q A Y S C O Z N J O K O E A G T
E N L U V F B K P C A I C U R T
Y D W E G Y S T L O E N R A O E
R Y I S N H B W S L O N E M S L
A H E A R T P E K A L H T B E E
U E S J X F I H R T T I A O S V
R T C M P E N N Y E E Q D S U O
B F P A W G K O E S D I M H R L
E Z Y I R H I W C T D B I W J E
F L O W E R S F U E Y M R C A Z
A N B H C X T C K H B W E S P W
H T K I S S O B P I E R R U B V
R V I T Q E Z M V N A G B T L M
S C R E D U J U D G R Z H O N I

```

Answers:

HUG - HEART - LOVE LETTER
LOVE - WHITE - TEDDY BEAR - FEBRUARY - VALENTINE - KISS - SECRET ADMIRER -
CUPID - PINK - RED - ROSES - CANDY - FLOWERS - CHOCOLATES - SWEETHEART -

READ WHAT BARMAN SAYS ABOUT PASSING THE BAR EXAM...

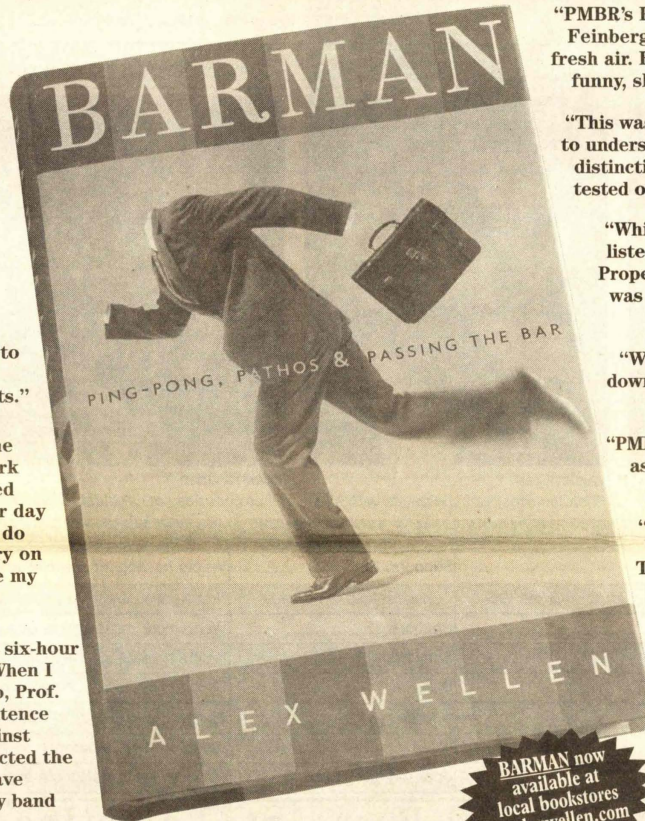
"I listened to the tapes and smiled, 'Hit it and move on'...you only have 1.8 minutes per question. Time is your worst enemy on the bar exam."

"Don't go for those 'Pavlov dog' response answers. Ruff-ruff... they're always wrong."

"PMBR used charts, diagrams, and timelines to simplify and condense convoluted legal concepts."

"I was sure I'd failed the first half of the New York bar exam. It now seemed pointless to show up for day two. I knew I'd have to do something extraordinary on the MBE to rehabilitate my chances of passing."

"After the bar exam, the six-hour drive home was a blur. When I flipped on the car stereo, Prof. Feinberg was in mid-sentence describing the Rule Against Perpetuities—Ugh! I ejected the tape and stuck in the Dave Matthews Band, the only band that really mattered."



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