

Lex Brevis

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Deans' Transition: Turning the Page

Theresa Hobbs, 2L

Beginning this summer, when you visit the Dean's suite, you may notice a few changes. I'm not talking about the art on the wall or the smiling face of Barb Cooley as you enter. Rather, there will be a "change in guard" of sorts. What you may not know is that the positions of Associate Dean for External Affairs and Associate Dean for Academic Affairs are positions that rotate amongst faculty members approximately every five years. As the school undergoes this transition, Lex Brevis would like to provide you with the opportunity to hear directly from the Deans who serve you today and those who will serve you tomorrow.

A message from your Dean for Academic Affairs, Eric Gouvin

First, let me say "thank you." It has been an honor to serve as Dean for Academic Affairs for the past five years, and Dean of External Affairs for the year before that. I have learned a great deal about the school and its students, staff, faculty, and alumni. I've gained an appreciation for how many truly outstanding people are associated with this institution. I have also learned a great deal about myself, and I'm grateful for that as well.

During my time in the Dean's suite I have met some pretty amazing people. There are many dedicated staff members who have devoted their careers to this school. There

are many faculty members who go above and beyond the call of duty. There are many students who have overcome a lot to get where they are and who, despite the challenges, forge ahead with an incredible level of commitment. There are many alums who give a great deal of their time and money to support the school.

These are all great examples for the students at WNEC because the commitment these folks have shown for the school is the same level of commitment that our students will be called upon to apply in the practice of law. While students are working very hard in school, believe it or not, they will one day look back on their law school experience with great fondness and think how easy law school was compared to practicing law.

Hopefully, all of our students are developing the commitment that will prepare them for the challenges ahead. The practice of law is a wonderful profession where one can do a lot of good, but it is hard work. It's not for babies or whiners.

While practice is important, it's not the only thing in life. As we all know, life continues to happen while in law school and it will continue to happen once you begin practice. Personal matters, big and small, will compete for your time alongside the demands of the profession. As Associate Dean I have sometimes had the opportunity to help students balance the demands of law school and the other important things in their lives when there is a conflict. It has been immensely rewarding for me to know that I have been able to help students in that way.

After stepping down as Associate Dean, I will return to full-time teaching in the fall of 2009 and then I will be on sabbatical in the spring of 2010. I was named to the Fulbright Senior Specialist Program roster in January and hope to have a project lined up for the sabbatical period. Whether that opportunity comes to fruition or not, I have some writing projects to attend to that will keep me busy.

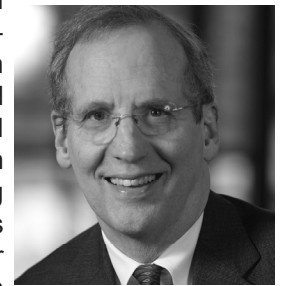
A message from your Dean for External Affairs, Samuel Stonefield

I have been on the faculty of the law school since 1981. I enjoy teaching and always thought that I never wanted to be an Associate Dean – I feared that it would too often be reacting to agendas set by other people with interests, problems and issues – not what I entered academia to do. But I knew that it was important for the law school as a whole for different faculty members to step up and share these administrative responsibilities. So, when Dean Gaudio asked, I accepted, more out of a sense of duty than enthusiasm.

That being said, as I finish my fifth year as Associate Dean (having started July 1, 2004), I must say that it has been an exciting and very rewarding five years! We have a very able administrative team at the law school, and it was great to be a part of that team. I have particularly enjoyed working with applicants on the admissions side and our graduates on the alumni side.

Although there is always more work to be done, I am pleased with our collective efforts to strengthen our career services office and to expand the job opportunities for our students, and also to increase our bar preparation programs.

I greatly look forward to re-



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What's Next? Thoughts From a WNEC Law Alum

John E. Drost, Esq. L'91

Graduation from law school is right around the corner. Only one more set of finals to take. The economy is dead. There are no jobs. Cover letters and resumes have either gone unanswered or polite but short rejection letters have been received. The overall unemployment rate and federal spending have increased and the federal debt is soaring. There is trouble in the Middle East but a look out my window shows signs of spring after a brutal winter. I am thinking to myself, "What's next?" This is not 2009. This is a recollection of the end of March in 1991 just before my graduation from Western New England College School of Law, a time that is eerily similar to now. As then, we are now in a period of uncertainty and most of you, as you are finishing up your law school career, have questions as to your future.

I have been asked to provide a few words of wisdom to graduating law students and what they can expect in the next couple months. I didn't have all the answers back then and I definitely do not have them now but here are a few thoughts to keep in mind:

1. Enjoy your last few weeks in law school. You have gone through a lot and receiving your law degree is a tremendous accomplishment. Take a moment to stop worrying about what you are going to do over the next few months and look back at what you accomplished. The knowledge learned, the friends you made and a realization that all the tough times were worth it as you reach your goal of graduation. The people you have met in law school will not only become life-long friends but many of them will become important aspects in your legal future as referral sources, contacts for future employment and sounding boards for those difficult legal issues you will definitely encounter in your legal career.

2. Enjoy the moment. Your graduation ceremony is a time to celebrate your accomplishment. The pomp and circumstance and the age-old tradition is there for a reason and such an occasion should not be burdened by stressed-out thoughts of the future. Believe me, you will have plenty of stressed-out days and nights ahead of you.

3. Enjoy the Bar. As the date for the Bar exam looms in mid-summer, enjoy a week or two following graduation. However, your focus should then turn to the bar exam. Going to bar review courses and treating that as a full time job is probably the most im-

portant bit of advice I can offer you. The people I know who did not pass the bar the first time can look to two main reasons: (1) they were so stressed about the test that they were doomed from the start; or (2) they were so nonchalant because they did so well in law school they didn't think they needed to study. Going to the classes and taking the practice exams and approaching the test with self-confidence will be extremely important in your preparation. Like most things in life, your bar preparation should include balance. Respect the exam enough to give it the proper amount of time necessary to make you confident. Attacking the exam with a 24/7 mentality, however, will most likely make you and those around you miserable and will lead to a long and unproductive summer. During the months of June and July, avoid the job search pressure and other stresses you may have. It will only serve to hinder your performance.

You should try to avoid the "What's next?" and deal with the present. There will be time for worries and, hopefully, success in the future. Good luck!

Morality and Punishment in the "Webscape" of Our Lives - Part II

Anka Mason, 2L

After a six month relationship O breaks up with A. They part on seemingly neutral terms. A month later, O sets up a blog called BrokenHeartedInBlackacre.com, and uses the blog to talk about his relationship with A. The blog includes intimate details about their sex life and secrets that A shared with O regarding family and friends and various issues around A's recovery from alcohol and drug addiction. A finds out about the blog through friends and feels humiliated and embarrassed. What rights does A have against O? If successful in a claim against O, civil or criminal, what should the penalty, remedy or

recovery be? What are the potential public policy issues?

The above is a great exam question for which there are, more than likely, many paths toward resolution. Whether the law is really prepared to deal with the matter is another issue entirely. On a more philosophical level, however, the question I am often stuck with is, "What would motivate someone to set up the blog or hash out the demise of a relationship online in the first place?"

The answer: O set up the blog and published in this fashion because he could. It sounds overly simplistic, but when you consider what O would have done if the internet and blogs did not exist, you begin to see why there is a need to address this. If the internet and blogs did not exist: Would O have sat down and penned an article for a magazine?

Would O have published a "tell-all" book? Would either item have been widely disseminated? The answers to all of the above are likely, no. Admittedly, there is great ease and convenience of publishing online. The question is: is that what makes publishing personal and private information so alluring, that people who wouldn't necessarily sit down to pen a book or magazine article regarding the same situation, actually place the information on the internet? Answer: that's part of it. The internet allows those who would do what O did to feel as though what they are publishing matters. This, in turn, is the allure. With a book or
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Welcoming Our Two New Deans!

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turning to the classroom full-time and to having the time to do more research and writing. I have the research projects for my next two articles (both on Evidence, by the way) all lined up. I can't wait to get started!

It has been great working with students as an administrator – we have great students, with great energy and enthusiasm, but I am looking forward even more to seeing everyone in my classroom.

Your incoming Dean for Academic Affairs, Beth Cohen

I have taught at Western New England College School of Law since 1990. Prior to teaching at Western New England College, I taught Legal Practice Skills at Suffolk University Law School, where, as a



student, I served on the Law Review. After graduating from law school, I earned a Diploma in Advanced International Legal Studies in Salzburg, Austria, from the University of the Pacific, McGeorge Law School. I will always remember that I was in Italy when I found out that I passed that Massachusetts Bar exam. I returned to Boston and worked as an Associate at a small general practice firm. I left the Boston area to clerk for Judge Ponsor in the United States District Court in Springfield. I've been living in Western Massachusetts ever since. I live in Belchertown, a nice town with an unfortunate name, home to the Quabbin Reservoir. I have two children, Nora, a college sophomore and Ian, a high school senior.

In addition to teaching in the Legal Research and Writing Program, I have served as Director of the Program since 1999. I have also

taught Professional Responsibility, Advanced Legal Research and Writing, the Seminar for the Judicial Externship, and in the Legal Education Achievement Program. I love teaching; one of my favorite things is working with students and witnessing their growth and transformation during law school, from orientation to graduation. Another satisfying aspect of teaching is when former students return as moot court judges, mentors, and guest speakers. I have served on a variety of faculty committees including Orientation, Curriculum, and Admissions.

I am looking forward to serving the Law School as the Associate Dean of Academic Affairs. I am delighted to have the opportunity to work with students, faculty, and administrators in this capacity and to continue our commitment to providing a quality legal education, training lawyers from day one. Students should always feel free to stop by and chat or contact me by phone (413) 782-1622 or email bethdcohen@gmail.com.

Your incoming Dean for External Affairs, William "Bill" Childs

I've been at WNEC Law since 2004, coming here from practice at Williams & Connolly in Washington, D.C., a litigation firm. Prior to my time at the firm, I clerked for U.S. District Judge James Rosenbaum in Minnesota, which is more or less my home state. I attended law school at the University of Texas in Austin.

While at WNEC, I've taught nine total sections of Torts (five day, four evening), several sections of Products Liability, Patent Law, and an Experts & Scientific Evidence QWC. I've also coached the Products Liability moot court team for three years and have been on a number of faculty committees, including Admissions and the current Strategic Planning Committee (which I am chairing). I love teaching, and have been thrilled with the decision to join the faculty here.

I live in Florence (a village of Northampton) with my wife and two kids, Ella (who's 10) and Liam (7), and you can hear me on WRSI (93.9 The River, wrsi.com) on Saturday mornings with the kids and Sunday

afternoons by myself. My wife Dena works at Webs, an enormous yarn store in Northampton.

As the incoming Associate Dean for External Affairs, my primary goal is improving our already-strong communications -- with applicants, alumni, employers, communities, media, and others. As our students know, the School of Law has a myriad of exciting activities throughout the year, and I hope to communicate that excitement throughout our various communities. We have great people in our admissions, career services, development, and alumni departments, and I'm thrilled to be joining them, and to be working with Dean Gaudio and incoming Associate Dean Beth Cohen.

I will continue to teach half-time (in 2009-10, I'll be teaching a day Torts section in the fall and the QWC in the spring). This summer, I will move into the deans' suite; until then, students should feel free to stop by my office on the third floor (#312) or to get in touch by e-mail (wchilds@law.wnec.edu). I am always happy to chat, whether at the School of Law or, if it's more convenient, elsewhere.

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Having been a student in Professor Child's Torts class I can attest that we will have an organized, thoughtful, and competent administrator who understands the 'big picture' yet never loses sight of the details and the people that comprise and complete that framework.

And, having listened to Professor Cohen facilitate a workshop, I can also tell you that you can expect a passionate administrator who is focused to task and one who will effectively get the job done.

I hope you are as excited as I am to welcome our two new Deans! Again, thank you Deans Gouvin and Stonefield for your sacrifices in making the Law School a better place and experience for us all!

Spring Spotlight: Professor Matthew Charity

Theresa Hobbs, 2L

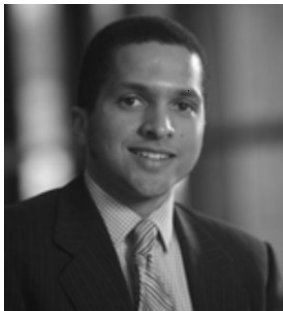
Being a law student is no doubt challenging! The brutal schedules, the lectures that seem to go on forever, the page upon page of dense reading... why, it's no wonder that you don't even know the folks with whom you share the same WNEC air.

Well, we, the staff at Lex Brevis, would like to change that. After all, with a little luck and a lot of studying, these are the people you will eventually call your colleagues at the bar.

In this edition of Lex Brevis, we spotlight Matthew H. Charity, Assistant Professor of Law.

Hobbs: What brought you to WNEC?

Charity: My family and I made a bit of a leap from law firm life in New York. I considered different schools but once I saw the level of interaction between WNEC faculty and students,



it helped me make up my mind in making the move. It also helped that we already had some familiarity with this

area, having family in the Hartford area, and having lived only a few hours away in Brooklyn. We have also spent time in the Springfield area over the years.

Hobbs: How long have you taught here at WNEC and in what areas of law do you teach?

Charity: This is my first full year teaching at WNEC. I am currently teaching in commercial areas (Contracts and Sales) but also taught Federal Criminal Law in the 2007-08 academic year. I expect to add to WNEC's depth in international areas.

Hobbs: Where are you from origi-

nally?

Charity: I am originally from Brooklyn, New York (the Crown Heights area).

Hobbs: Tell us a little about your family?

Charity: I've been married for nearly a decade. My wife, Sudha Setty, also teaches here at WNEC. Together we have two children - a six year-old son and a four year-old daughter.

Hobbs: What sparked your interest in the law?

Charity: There was no concrete event: growing up, my parents were involved in social work and education in New York City, so we discussed ways to resolve issues at both community and individual levels around the dinner table. Over time, I saw that despite constraints that many families lived with, there were also rules and government-sponsored programs that could help them, many of which people in my parents' positions could introduce to those families. I viewed my parents as both counselors and advocates, and my interest in both those roles made the legal profession appealing.

Hobbs: Tell us something interesting about yourself that students would never guess.

Charity: I am really an open book. If I'm ever forced to do an ice-breaker, I might try one I used with a freshman orientation hiking trip that I led in college, where we tell two true facts/stories about ourselves, and one untrue story, and the group members must guess which is untrue. It's a great way to move past first impressions and learn a couple of things about other people you're spending time with.

Hobbs: How would you characterize your teaching style?

Charity: Supportive Socratic - many students come in with a comfort speaking to larger groups, and having their ideas questioned and challenged. Some don't. I hope everyone improves their ability to think through their ideas and to present them in the class environment along with the best analyses they can give on the facts before them.

Hobbs: Tell us about one of your most rewarding experiences as an attorney.

Charity: One of the more rewarding experi-

ences has simply been being able to work with people who normally could not afford my hourly rates, going to court for an accountant frozen out of his partnership after he notified his partners of his cancer; reviewing a severance agreement with a family member laid off during the telecommunications industry downsizing of 2000 (the bursting of the dot-com bubble); taking a pro bono case for a woman who left everything behind in Sierra Leone to seek asylum in the United States, to name a few. The work and training I have received in other client litigation/investigation matters was also rewarding; but, I think there's something particularly important and rewarding in the professional responsibility, we, as lawyers, have to dedicate some of our time and effort to those who might not otherwise have representation. Going back to Columbia University, while I was in practice, and working with third-year law students in professional responsibility also gave me greater exposure in legal instruction, which I found immensely rewarding.

Hobbs: Any advice for students taking any classes with you (e.g. likes, dislikes, pet peeves)?

Charity: Each case we review goes over a problem that raises an interesting question or highlights an important point. Enjoying the process of bringing out that point, of answering that question, will serve you well throughout what may be a long career in the law.

Remember that your classmates are your future colleagues and peers, and treat them with respect. Like you, they may achieve great things, as lawyers, judges, legislators, or otherwise as active citizens in our society.

Congratulations!

Lex Brevis would like to congratulate students Jasmine Campbell, Lisa Elliott, and Merritt Schnipper on their title of National Champions at the 22nd Annual August A. Rendigs Jr. National Products Liability Moot Court Competition on April 4th under the coaching of Professor Bill Childs. Congrats!

New Moot Court Selection Process

Professor Jeanne Kaiser

By the time you are reading this, most of first year students have completed your moot court experience. Some of you can't wait to do it again. Some of you upper class students had fond memories when you saw the first year students walking around in their uncomfortable suits. If you are in one of those categories, this article is for you.

In addition to two trial teams and a negotiation team, WNEC sponsors five appellate moot court teams each year. These teams compete in the Jessup (International Law) Moot Court competition; the First Amendment Moot Court competition, the National Moot Court competition; the Frederick Douglass Moot Court competition and the Rendigs (Products Liability) competition. Each of these competition requires writing an appellate brief and then traveling to the competition and engaging in a series of competitive oral arguments. WNEC teams have performed admirably in these competitions over the years, winning awards for best oral advocate, best brief and even national championships.

Next year, we are experimenting with a new way to select the competitors for our traveling moot court teams. Instead of having an intra-mural competition at the beginning of the year, we will be conducting a two-credit moot court tutorial class that will be taught by the combined efforts of the faculty appellate moot court advisors and held in the late afternoon. During the course, you will be instructed in the rudiments of how to write an appellate brief, and complete two drafts of such a brief with a teammate from the class. You will also receive intensive instruction and practice in appellate oral advocacy. The class will culminate with a moot court competition. The top competitors from the competition will be named to the WNEC Moot Court Board. The board will be responsible for selecting members of the traveling teams from among its ranks.

We think this system will have substantial benefits to all students involved. First, every student in the class will have the opportunity to receive direction and feedback with regard to writing an appellate brief. Students will also get additional assistance with oral advocacy. This can be invaluable to any student, whether they compete on a moot court team or not. In addition, our students who do end up on moot court teams will have the significant advantage of having written an appellate brief, doing multiple oral arguments and working closely with a teammate, all of which are crucial to success in moot court competition.

Because of the way the moot court competitions are scheduled, students will take the appellate moot court tutorial class in Fall of 2009, but most likely will not compete on a team until Fall/Spring 2010-11. Thus, we urge all first year day and second and third year evening students who have any interest in brief writing opportunities, oral advocacy, and/or competing on an appellate moot court team, to sign up for the moot court tutorial when you receive your registration materials this year.

As for third year day and fourth year

evening students, there is still an opportunity for you to compete on several of the moot court teams during the next academic year. If you are interested, contact the appropriate faculty advisor with regard to your interest in the particular team. The faculty advisors are:

- Jessup International - Professor Wolf and Professor Stachen
- Frederick Douglas - Professor Freeman and Professor Baldwin
- First Amendment - Professor Kaiser and Professor Orlen
- National Moot Court - Professor Miller
- Rendigs Products Liability - Professor Childs.

Finally, there are also opportunities for students to compete on the two trial teams and the negotiation team sponsored by WNEC. Look for information on those teams in your registration materials as well.

Look forward to seeing you all next year!

Bridge to Practice

Join your law librarians on Sunday, April 19th from 1:00 to 3:00 in Rooms 329 and 330 for our annual Bridge to Practice review research session.

What is Bridge to Practice? Every year, as the time gets closer for law students to join the work force as either summer or full-time interns and associates, the law librarians get requests for a review session on how to get started on a research problem, how to determine what secondary source or sources to use, how to do statutory research, how to construct a "terms and connector" search in either Westlaw or Lexis, and, importantly, how to determine when to stop researching? .Bridge to Practice seeks to answer these and other questions.

We've completely revamped this presentation which this year includes hands-on research interspersed with very brief lectures. We will start the process by introducing a methodology you can use whenever you are confronted with a new research problem, and then take you through the research process a step at a time.

So please join us for this Sunday afternoon event. Light refreshments will be served along with this heavy dose of reality. Call 782-1458 if you have any questions or suggestions about things to cover. The sign up sheets are at the Reference Desk. We look forward to seeing you then!

Perception

The learner struggled up the steep trail
 Earth slippery smooth beneath her boots
 Vision dim amongst the strong thick timbers
 Thoughts on mere endurance
 In time footing improves through habit
 Attention freed, the upper realm manifests
 itself
 Not dull; lavish with glittering inviting hues
 The learner clumsily arduously scales a
 trunk
 Approaching the crown intensity brightens
 A glorious, priceless jewel nested in the
 heights
 The learner examines each facet, one by
 one
 Fascination, then flashing insight
 Back to turf, then ascending another pillar
 Then more
 Each spire crowned with a fascinating
 riddle-gem
 Brave rubies
 Sapphires of vigilance
 Pure equitable diamonds
 The learner comprehends.
 Not a grindstone forest but
 Internal supporting pillars of society
 Grounded in solid smooth platinum solder
 Each prong holding a unique theorem-gem
 The fortunate learner travels within the pre-
 cious framework
 of Justice's crown.

Kathryn C. Rivet, 3L

A Farewell To My Law School Nemesis

Molly Ryan Strehorn, 4L

We met on my very first night of law school. We all sat in Room A with our fresh faces, crisp books, new highlighters and group dynamic waiting to emerge. It was Contracts with Dean Gouvin. He started the class with a PowerPoint slide show. To lay the foundation of Contract law, he talked about cultural construction and the rule of law. He put up a slide with a picture of a bright red stop sign. Dean Gouvin asked "What are the barriers to understanding what this means?" Various answers piped up throughout the room.

Someone said, "It would be difficult to understand if you didn't speak English."

Then I heard a voice behind me, loud enough for neighbors to hear but soft enough to escape Dean Gouvin's ear. She said, "If you don't speak English, go back to Mexico."

I froze. My hands started to sweat. I began a debate with her in my head that lasted for the rest of the class. As Dean Gouvin winded down, I felt incredible anxiety as I realized that the debate in my head was not enough. If I did not say any-

thing to this stranger behind me, my silence would be acquiescence.

The class ended with books slamming, zippers closing, and conversations erupting. I turned around and faced her. I said, "I know that this is law school. There will be people of all political and social backgrounds. I don't expect everyone to agree with me but I was incredibly offended when you said 'If you don't speak English, go back to Mexico.' I cannot silence you but I do not want you to say these things around me."

I was unprepared for what she did. Nothing. She stared at me and I wondered, "Did I say it out loud or in my head? Did she hear me?" So, I just repeated it, word for word, exactly the same way.

Then she said "Fine." Packed her bag and left.

That night and for the remaining four years that I have been at WNEC this woman has been my law school nemesis. I disagree with her on virtually every point she makes in class. We NEVER speak outside of class. If you had a political spectrum, you might see each of us waiving from opposite ends. However, as I prepare to leave WNEC, graduate this semester, I know that this experience would have been inferior without her.

Law is an adversarial system. We

argue. We disagree. I have learned more about what I believe in by contrasting myself with her. Sometimes I don't even know what I stand for but I am completely certain about what I am against.

For those of you who have more time at WNEC or are also graduating, I encourage you to think about your own law school nemesis. I am grateful that my law school nemesis is intelligent and confident. It is important to choose someone who does not back down. I also distinguish the law school nemesis from the high school nemesis. The high school nemesis can be someone that you just don't like, sometimes for no articulable reason. He irritates you or blabbers on and on in class just to hear himself talk. The law school nemesis must have merit, reasons that put you each on different sides of an issue. Use that person to make you a better law student and ultimately a better lawyer.

When I think back to that first night of Contracts, I would change just one thing. Instead of telling her not to say those things around me, I would tell her to bring it on.

Morality and Punishment Cont'd...

(continued from page 2)

a magazine article, there are third parties involved in the decision-making process regarding whether to ultimately fund the publishing of the piece. The writer of the piece may have to prove that the writing is interesting and worth the investment related to publication, distribution, publicity, etc. Not so with the internet. The online platforms, social-networking sites, ease of creating the same, anonymity, and instant response provides writers like O with a sense that publishing the information is worth it. Moreover, in the "reality show" driven entertainment market that we find ourselves in, the message that what you are living and going through is important enough to make everyone an audi-

ence member to your life, helps to reinforce the notion that what you have to say is and should be for public consumption. As a result, it seems that nothing is off limits.

I believe that the failure of people who do what O did, to take into account the potential harm that such actions can cause is the reason that there ought to be some sort of remedy, in all jurisdictions, to deal specifically with "internet dissing" of this sort. In the alternative, perhaps as a precursor to entering into romantic and or physical, personal relationships, parties can sign an internet/alternative media publication non-disparagement/non-disclosure agreement. This alternative would have to be drafted by an attorney, witnessed by a notary and held by a disinterested third party. (Note how this creates so many opportunities for good lawyering).

Perhaps the two remedies can be

combined so that the agreement is recognized, something along the lines of a notice statute perhaps.

The suggested remedies could impact favorable social networking sites, by making users of such sites solely responsible for the consequences of posting such content. Having such laws or creating such agreements could also have the effect of making people slow down to consider what they are posting and publishing online regarding the private lives of others. Whether based on courtesy or morality, the cause for dealing with the internet-publishing Os of the world is sure to be around for a long time to come.

True Life: I'm In Law School, Part IV

Rachel Sposato, 2L

Our parents raised us with the belief that honesty is the best policy. Children promptly applied this theory in grade school using name-calling, grabbing of food with the excited utterance of, "That's mine!" and the fear of being sent to the principal's office. High school taught us that "little white lies" were sometimes the better choice. Teenagers applied this theory through creative reasons and condolences as to why the senior football player didn't want to date your friend, in trying to save face with the guys when you really didn't score on last night's date, and when confronted with "the talk" by the parents. By the time we reached law school, the evolution of this theory had led to the use of blatant lies, creative reasoning, and any number of excuses that would allow for continued fluidity and happiness between two individuals. This fantastical view of pleasant interactions, unfortunately, is not preparing law students for the real world. In this edition of True Life, we're going to apply some tough love to three different areas of your life, in the hopes it will help limit (if not eliminate) the shock you will face post-law school. So sit back, turn off all cellular and electronic devices, and listen up to True Life: I'm in Law School.

Friendships

Quite possibly a major component that keeps you sane, friendships are the most fragile, rewarding, and destructive relationships you will ever have. Women confide in each other the deepest and darkest of secrets; men require a strong foundation of trust before engaging in any adventures. Friendships are what lead to possible relationships, job opportunities, recommendations, and a newly adopted family. That being said, maintaining those friendships should not be tedious. Yes, they take a fair amount of work to maintain (as does any good relationship), but it should not come at

a cost to your sanity, liver, immune system, sleep, other friendships, other relationships, etc. You, as the law student, do not have time for dependent friendships.

Everyone, at some point, has unknowingly fostered a dependent friendship. However, when in law school, your time is limited and your focus is narrow. Lying to this friend and/or engaging them in endless phone calls and bouts of drama does not help them or you. People in the real world will not tip-toe around their feelings nor let you use and abuse their time. You are doing these friends a disservice by continuing the dependency, and you are allowing them to drag you down with them. Cut the friend loose now. No, you cannot help them. No, you cannot change them. You can only help and save yourself by running away....now.

Relationships

Sometimes seen as the reason to get up in the morning or to finish the reading early to allow for quality time, relationships offer the heart an opportunity to soar and your stress to dissipate for a short time. The continued evolution of humanity is simplistic enough to prove human beings need and thrive through contact with one another. Law students are no exception. A significant other throughout these 3-4 years offers a partner-in-crime, a great escape, a sturdy rock of support, youthfulness, etc. However, you do not have time for a bad/abusive relationship.

If there is physical violence, one time is never the only time. If words are used in an abusive manner, there is a significantly increased risk it will become physical. To bark orders and demands is not love. To demand physical acts be performed is not an appropriate illustration of one's feelings for another. Continued jealousy is a sign of control. If one party continuously wants to keep the relationship a secret, there is a lack of respect. If you were promised a call for a second date and it never comes, do not call. Any excuse your friends may give you or you may give them is only doing everyone a disservice... seriously. Your future employer will not tolerate multiple phone calls, sob sessions, and/or multiple personal days relating to your relationship – they will just replace you.

Employment

The adult version of your permanent

record, the impression you leave with employers and fellow co-workers will follow you for life. Every step of the process, from the first in-person interview to drafting your resignation letter, is a direct reflection on you. Law school helps to prepare the students for this through clinics, externships, speakers, workshops, etc. Friends and significant others, though, sometimes counteract this help. As a friend or significant other, you do not have time to be lying and/or hurting any potential job opportunities, nor do you, the law student, have time to be taking advice from friends and/or significant others who do not have experience in the area.

If the pants/skirt/shirts are skin tight and/or ready to burst, do not tell your friend that s/he looks great. If you are uncertain of your friend's qualifications, do not recommend them for a job position simply because s/he's a great friend. Do not encourage confrontation at work or another drink at a work event. Every action will remain with you for life through recommendations, referrals, and job references. Paying \$100,000 to work at McDonalds is not why you came here.

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Unsigned editorials represent the views of the newspaper. Signed editorials, columns, reviews, cartoons, and letters represent the personal opinions of the authors. Contributions from the WNEC School of Law community, the Bar, and the legal community are welcome.

Please send submissions to Jessica Gordon at: jgordn@gmail.com

S.E.L.S. Sports Negotiation Challenge

Spencer Naake, 3L

On Saturday March 28, 2009, the Sports and Entertainment Law Society (S.E.L.S.) held a Sports Negotiation Challenge, which was concerned with a hypothetical negotiation situation between the NFL, DirecTV, Comcast, and Time Warner for the right to provide NFL Sunday Ticket to their respective customers. The participants of this challenge included: Ken Zigler, 3L; Kori Howard, 3L; Dan Terek, 3L; Spencer Naake, 3L Evening; Chad Greiner, 2L; Jon Longobardi, 2L; Sandra Sanemeterio, 2L; and Greg VanArman, 2L. The Fact Pattern was authored by Spencer Naake, Co-President of S.E.L.S. and contained twelve possible areas of negotiation.

At the start of the negotiation, all cable and satellite providers

agreed to proceed with an interest-based bargaining approach that would formulate a non-exclusive contract to provide NFL Sunday Ticket to their respective customers. During the two fifty minute sessions, the four teams came to a consensus regarding five deal points including the length of the contract; an arbitration clause; advertising percentages; a fee to the NFL paid by the cable and satellite providers per million subscribers; and a percentage of subscriber market held by each provider (capped by the NFL team at 15 million). The NFL also agreed to allow Comcast to establish their own Sports Network during the contract term and for Time Warner to offer the NFL Network as a bundle package with the NFL Sunday Ticket to their customers.

The negotiation challenge, itself, was moderated and judged by Professor Reich-Graefe, Professor White, and Rich Lane, 3L. Best Team Performance was awarded to

Dan Terek and Sandra Sanemeterio, who represented the NFL. Best Individual Performance was awarded to Jon Longobardi.

That being said, as we near the end of the semester, I would also like to recognize the members of the S.E.L.S. Executive Board, who are graduating: Shannon Montgomery, Tom Wurz, and Ken Zigler. Shannon has served as the society's Vice-President for the past year. Tom Wurz has served as the society's Secretary for the past two year. And as many of you may know, Ken Zigler has served as the society's President since its reinstatement in 2006 and has been the backbone of the success of the Sports and Entertainment Law Society.

Spring Break in the "Constitution-Free Zone"

Greg VanArman, 2L

Spring Break is a term that conjures up images of sandy beaches, cocktails and coeds. College students from across the country flock to hot spots in Florida, California and Mexico to forget the collegiate curriculum and escape reality for a week.

For me and several of my classmates at Western New England School of Law, 2009's Spring Break was a very different experience. We were lucky enough to visit a different sort of hot spot: the "Constitution-Free Zone". Specifically, my classmates and I visited Edinburg, Texas where we worked with Texas RioGrande Legal Aid (TRLA). TRLA is an organization that provides free legal aid to Texans with nowhere else to turn. TRLA prides itself on "promoting the dignity, self-sufficiency, safety and stability of low-income Texans."

My classmates and I worked on several important cases. Our work included legal research, document review and discovery. My task involved reviewing thousands of

documents relating to a case where a young woman was assaulted while in state custody. I am confident that my work paid off and that our client will ultimately prevail.

My classmates and I also had the opportunity to visit the infamous "wall" that our government saw fit to construct along the U.S./Mexico border. Seeing the structure first-hand was important because I now see how pointless it is. The wall costs some \$8 million per mile to construct and research has shown it slows down illegal immigrants a mere three minutes. Even more appalling is the situation the wall has created for property owners along the border. Since the border between Texas and Mexico is the center of the Rio Grande, the fence could not be placed exactly on the border. The government's solution was to move the fence inland. The fence now bisects the property of hundreds of land owners along the border. Much of TRLA's litigation pertains to this very problem as the fence is interfering with the ability of the landowners to access and use their property without just compensation.

The experience at TRLA taught me a thing or two about practicing law in the real world. Although there was nothing glamorous about reviewing documents, there was certainly a sense of pride and accomplishment in our work. TRLA's clients have few

resources at their disposal to seek justice, so I really got the sense that we were representing the underdog. It was great to work with attorneys that are passionate about their jobs. These men and woman are not making millions of dollars, but their hearts are truly into their cases and it is infectious. I sincerely hope we are all so fortunate to find that passion in our chosen careers.

The attorneys at TRLA were also pleased to see that their efforts are recognized as far away as Springfield, Massachusetts. They often feel a sense of isolation and lack of support from the nation at large, so I think it was important that the WNEC law community gave them our support.

Even before we had arrived back home, discussions had already begun regarding where we could make a difference next year. I look forward to representing WNEC Law this summer, next spring and beyond as I am hopefully able to continue making a difference as I did in Southern Texas.