

LAW

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goes, let's just say that getting my work done is my highest priority."

Yet despite the intense work load, both Sullivan and Quinlan note that law school provides a supportive environment.

"It's a tight-knit community," Quinlan said. "Compared to other law schools, U. of O. students are more on the cooperative side."

"It's a good group of people," Sullivan said. "Everyone is in the same building, all in the same boat, struggling against a common problem. You tend to form friendships a lot faster. People get along pretty well here."

Furthermore, the *Paper Chase* image of a relentless law professor humiliating his students seems fairly obsolete. Quinlan and Sullivan are enthusiastic about the law school faculty.

"The terrorize students kind of teaching is out of style," Quinlan said. "Humiliating students has gone out the window."

"The faculty is good. They're very supportive," Sullivan said. "The professors are here because they want to be and it shows. Most professors are into what they're doing."

According to their professors, Sullivan and Quinlan are fortunate in this respect. Law Professors Nancy Shurtz and Jim Mooney remember a different kind of teaching style from their days in law school. They both experienced heavy use of the Socratic method, a teaching technique in which professors call on students and ardently question them about the as-

signed readings. It is an aspect of law school that has struck fear in the heart of many a law student.

"It was very intimidating for me," Shurtz said. "We had assigned seats and I had to sit in the first row. I hated it. It was very formal. Some professors would spend the whole class period on you. You would have to stand and recite. It's so much different now."

Mooney relates similar experiences.

"We had a few professors who questioned students very aggressively and pushed the students very hard," Mooney said. "It did intimidate some students."

Still, Mooney is quick to note that not all his professors were without mercy.

"Even twenty years ago some teachers were quite gentle and some were quite demanding," Mooney said.

Shurtz, who teaches upper-division tax law courses, does not consider the Socratic method an appropriate teaching style for her classes. Mooney, who teaches first-year students, continues to use it.

"I think (the Socratic method) is useful for two reasons," Mooney said. "First, it provides added incentive to read the assigned material. And second, it helps the students think about the material both the night before and during class, rather than passively writing down what I think about the material."

Mooney first asks a student to explain to the class the facts of a particular case.

"Succinct and correct statements of facts are very important for lawyers," Mooney said. "I ask what arguments various parties made and which the

'Law school takes commitment. It requires some ingenious planning. You have to know where to cut comers.'

— Tom Sullivan,
Law student

court accepted or did not accept. Then I ask the student what she thinks about the ruling, whether it was legally sound, and if the court should have done something different with the case."

The law school is comprised of 37 percent females and 63 percent males, according to University School of Law Admissions Officer Marilyn Bradetich. The average age of incoming students is 27. The most commonly held bachelor's degrees are political science, history, English, and economics. Thirteen percent of the students are minorities and about 70 percent of the students are Oregon residents. Most graduates of the law school go into small firms or government work.

Sullivan is undecided where he will work after graduation. He may stay in the Eugene area or return to Louisiana.

"I'll work in whatever area (of law) I can," Sullivan said. "I'll just do what I can to get experience."

Eventually he hopes to work in public interest law. Quinlan has a job lined up as a judicial clerk in Eugene.

Students may face credit checks

WASHINGTON (AP) — Some educators and lawmakers fear that students will be denied the college educations they need to get good jobs under a measure that, ironically, is designed to help some 2 million jobless Americans.

The law that extended unemployment benefits for an extra 13 weeks last November included a provision requiring students over 21 to undergo credit checks when applying for federally guaranteed student loans.

Students would pay \$25 for the credit checks, designed to weed out borrowers who are likely to default on the loans.

The provision drew little attention when the \$2.7 billion jobless bill was passed, but it's now being attacked by those who say it will prevent thousands of low-income students from going to college or trade schools.

"The greatest irony is that many unemployed workers who are helped by one part of the law will now be ... denied the education and training they need to get a job," said Stephen J. Blair, president of the Career College Association.

Supporters hope the provision will prevent some costly loan defaults. But critics believe the credit reports will block students from qualifying for loans because most have low incomes with poor or inadequate credit histories.

The White House Office of Management and Budget estimates the government can save between \$15 million and \$25 million through the credit checks and another requirement that older students with poor credit histories have co-signers on federally guaranteed student loans.

But David Carle, an aide to Illinois Sen. Paul Simon, said the Congressional Budget Office has estimated the savings to be negligible.

"To believe that we can save money to provide unemployment compensation by denying people the chance to go to college is the most shortsighted policy I can imagine," Simon told members of the Senate this week.

Simon and Rep. William Ford, D-Mich., are leading efforts to rescind the provision before the Education Department finalizes rules later this summer to start the credit checks.

Simon plans to offer a bill to repeal the measure when the Senate begins debate next week on reauthorizing the Higher Education Act.

He believes a more useful tool in dealing with student loan defaults is another provision that authorizes guaranty agencies or the Education Department to garnish up to 10 percent of a student's wages if he or she defaults on a loan.

In citing the need for the credit reports, the Bush administration said the cost of student loan defaults has grown from \$151 million in 1981 to an estimated \$2.7 billion last year.

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