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Tort Trial & Insurance Practice Section  
American Bar Association



# Student TIPster

Volume 5, Issue 2

October 2010

## Conversations with Counsel: Walking with Mike – Guiding You Through a Summer Clerkship

By Thomas King & Nicholas Wittenberg

A key to complementing one’s legal education is obtaining an enjoyable and rewarding summer experience. Summer positions allow students to put the valuable skills they have learned through long hours of study to practice and create important networking opportunities for the future. This article discusses key points to applying for a summer job, how to do well during the summer, and how to turn a temporary job into a permanent position.

We had the opportunity to discuss this crucial topic with Mike Walker, a veteran attorney with the United States Environmental Protection Agency (EPA). Walker is the Acting Director of the National Enforcement Training Institute (NETI) where he manages the Clinical Legal Education Honors Program for the Office of Enforcement. He also teaches various environmental law courses in multiple law schools across the country. His Beltway experience is envied by many D.C. aficionados – not to mention the

numerous roles he has had in Operas performed at The Kennedy Center. Advocacy and counseling comes in many forms as life is a stage for the well rounded advocate.

**Nicholas Wittenberg (N):** How long have you been in charge of the Summer Honors Program?

**Mike Walker (M):** I’ve been in charge since 1992. Our twentieth anniversary is coming up. We actually run our program year-round, with students working during the academic year for two to twelve credits semester.

**N:** Any big plans?

**M:** Well, my goal has always been to have at least a hundred law clerks every summer. We have 203 lawyers, and I think that every lawyer should be able to keep half a law clerk busy for the summer. We currently are hiring about sixty-five students every summer.

**Thomas King (T):** What about during the year?

**M:** During the year we have about thirty to thirty-five in the fall, winter, and spring semesters. What we are finding is that as the market for jobs has become more problematic, many law schools are now more willing to let people spend a whole semester in Washington in residence. Schools we’ve never heard of before—like UCLA or Columbia—are now offering to sponsor students here

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*Thomas King is a third year law student at Vermont Law School. Nicholas Wittenberg is a third year law student at The University of Toledo College of Law and currently serves as the Law Student Vice-Chair on the TIPS Corporate Counsel Committee as well as a member of the TIPS Task Force on Outreach to Law Students.*

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## **TIPS MEETINGS & EVENTS**

### **2010 TIPS Fall Leadership Meeting**

October 12-17, 2010

Hotel: Four Seasons Hotel, Dallas, TX

### **2011 ABA Midyear Meeting**

February 10-13, 2011

Hotel: Hyatt Regency, Atlanta, GA

### **2011 TIPS Spring Leadership Meeting**

May 18-22

Hotel: Ritz Carlton Hotel, Amelia Island, FL

For information and registration,  
contact Felisha Stewart: (312) 988-5672

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## **Dedicated to Success**

Welcome to the fall issue of TIPster! The fall semester is an exciting and challenging time for law students. For new students, the fall semester is about establishing a strong foundation and balancing a substantial workload. For seasoned upper-level students, the fall semester is focused on looking for jobs, getting involved in extracurricular activities, networking, and preparing for the bar exam. In this issue of TIPster, several authors offer advice on how to achieve success in law school and beyond.

As the school year marches on, consider becoming involved in TIPS. Law student membership in the Section is free for ABA law student members. TIPS offers great opportunities for students to write, network, and lead. If you are interested in writing an article for the TIPster, please contact me at [KirstenSoto@yahoo.com](mailto:KirstenSoto@yahoo.com). ●

Best regards,

Kirsten Soto

Editor in Chief

### **ABA Tort Trial & Insurance Practice Section (TIPS) Law Student Program...**

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Questions? Contact Linda Wiley  
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# Opportunities Within TIPS for Law Students and Young Lawyers

By Leia DeVita

There are a variety of opportunities within TIPS for law students and young lawyers. For example, as a TIPS member, law students and young lawyers are able to advance their careers by developing litigation skills and furthering their network opportunities. Because TIPS members come from both sides of the bar, law students and young lawyers are able to access the latest legal developments relating to plaintiff and defense work. TIPS encourages law students and young lawyers to become involved with, interact with, write for, and learn from other members in the profession. This gives law students and young lawyers the opportunity to interact and become involved with the many members from the 32 general committees TIPS has to offer.

One opportunity specific to law students is the Law Student Vice-Chair Program. Law students who join TIPS have the opportunity to participate in this program. It allows students to become the law student voice of a TIPS standing committee. The responsibilities of a Law Student Vice-Chair include participating in their committee's events, writing for their committee's newsletter, and taking minutes. Law Student Vice-Chairs are encouraged to attend TIPS meetings throughout the year, and are named

members of the TIPS Law Student Board. Further, law students have the option to apply for one of the three TIPS' ABA Law Student Division (LSD) liaison positions. These positions include LSD Liaison to the TIPS Committee for Diversity in the Profession, Liaison to the Law in Public Service Committee, and Liaison to the Long-Range Planning Committee. To fill out an application, visit us at <http://www.abanet.org/tips/lawstudent/ViceChairApp1N.html>

The opportunity to become involved does not end once law school is over. Many Law Student Vice-Chairs have continued to be involved after law school and have become key leaders within the Section. TIPS is one of the leading ABA Sections for the placement of young lawyers in leadership positions. These opportunities provide the professional skills, training, and networking that young lawyers need to gain a competitive edge. ●

*For more information regarding TIPS' law student programs please visit <http://www.abanet.org/tips/lawstudent/home.html> or email Leia DeVita at [leiadevita@gmail.com](mailto:leiadevita@gmail.com). Ms. DeVita is a 3L at Loyola University Chicago School of Law, Law Student Vice-Chair for the TIPS Staff Counsel Committee, and Chair-Elect of the TIPS Law Student Board.*



## ABA/Tort Trial & Insurance Practice Section (TIPS) **LAW STUDENT VICE-CHAIR & LIAISON PROGRAM**

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# For 1Ls: The Law School Experience and What to Expect

Sherra V. Gilbert, Esq.

Someone once told me that law school in a nutshell is Fear, Work, and Boredom. Let me explain.

**Fear:** My first day of law school was exactly five years ago. Yikes! Has it really been that long ago? Although quite some time has passed, the memories of that particular day and of my 1L year are still fresh in my mind. I was completely terrified! I often questioned my decision. Why did I quit my decent paying job to acquire a mountain high pile of debt, etc.? As the first few days of law school quickly went by, I immediately felt overwhelmed. There were so many big, heavy books. I bought every supplement known to mankind. I even bought the supplement to the supplement! There was so much reading and briefing and studying. It was nonstop. Then there was my biggest fear of all...The Socratic Method!!! By the time finals had rolled around, I looked like I had aged five years. I had bags under my eyes and had not had a decent night's sleep since before I began law school. I was exhausted and totally burned out. I was in dire need of a long summer break away from it all.

**Work:** When I returned from summer break to my 2L year, I felt refreshed and was ready to take on new and exciting classes. I was feeling confident now that I wasn't terrified of being called on or not knowing

any law whatsoever. I was looking forward to a lighter schedule and perhaps less work. Boy was I completely wrong! The subjects were harder and the workload was heavier. More was expected of me, as I was no longer a 1L and now a seasoned law student. There was more research, more writing, and of course more tests. The work was nonstop!

**Boredom:** By the time 3L year rolled around, I was just ready to be done! I had already taken my core classes and was now able to take classes that were of personal interest. The problem was that I had mentally checked out of student mode and was now focused on the bar exam and finding a great job.

Law school was an interesting chapter in my life. Up until law school, I had never worked so hard at something in my entire life. It was quite the challenge. Though you will face many obstacles in law school, know that there is a very bright light at the end of that long dark tunnel. Remember to keep your eye on the prize while you make your way through the Fear, Work, and Boredom. ●

*Sherra V. Gilbert is an Associate Attorney with the Law Offices of Gino M. Mesa & Associates, P.C. in Houston, Texas. She practices in the areas of immigration, family, personal injury, and criminal law. She is the Co-Chair of the TIPS Task Force on Outreach to Law Students.*

## Tips for Academic Success

By Kirsten Soto

You survived college, the LSAT, and the law school application process. Now you are faced with the real challenge: successfully completing your first year of law school. This article outlines some tips and strategies for accomplishing that goal.

### 1. Develop a formula for briefing cases.

One of the most difficult challenges in the first year of law school is developing a formula for learning the material. The best way to begin this process is to establish a case briefing template. A basic template should contain sections for the facts, issues, holding, rule, and reasoning.

Since many cases featured in textbooks are “close” cases that arguably could have been decided differently, you may find it helpful to include a section in your case brief for the key fact in the case. To complete this part of the brief, you should ask yourself what was the key element of the case that pushed the court to decide the way it did. If that key fact had been different, would the holding change? This key fact might be a procedural issue, a nuance in state law, or a compelling set of circumstances. Identifying these key facts will be difficult at first. However developing this skill will help you prepare for exam questions where the facts are only slightly different from those in the cases you studied.

## 2. Read the footnotes!

Your casebooks are full of footnotes. Although textbook editors trim lengthy cases, you still face many pages of tiny text. Unless your professor instructs you otherwise, pay attention to the footnotes in the cases you read. Often, a key element of an opinion is revealed in the footnotes. In some instances, the portion of the case that is cited most frequently actually is the text from a footnote. Do not ignore or merely skim the footnotes in your textbook—after all, the editors left them in the book for a reason. Reading the footnotes of a case will contribute to your understanding of the holding.

## 3. Pay attention to the hypos.

When a law professor launches into a hypothetical fact pattern, many students zone out. However listening to and taking notes on the hypos given in class is valuable. When giving a hypothetical, professors will often reveal topics that are likely to appear on an exam.

There are a few ways to spot the critical facts in a hypo that will help you prepare for the exam. First, pay attention to the professor's favorite topics. It may even be helpful to review the professor's biography on the law school website to determine his or her areas of expertise. Second, listen for similar hypos or themes throughout the semester. If the professor repeatedly emphasizes a topic, it will likely be tested heavily on the exam.

Avoid the temptation to take a mental vacation when the professor gives a hypo. The facts given and the discussion that follows likely will provide a glimpse into your final exam.

## 4. Commercial study guides: test drive before you buy.

Commercial study guides can be useful tools for supplementing your knowledge. However, these study guides are expensive, and not every study guide will be the right fit for every student. Therefore, it is important to “test drive” a variety of commercial study guides before you buy.

Check your law school's library first; they may have a collection of study guides on reserve. Ask your classmates if they have purchased any study guides and if you can flip through them. Look for summaries of difficult concepts and see if they clarify any areas you have trouble understanding. Seek out the advice of a 2L or 3L who had the same professors; they may be able to give you some insight into the best study guides for a particular course or professor. Ask your professors; some will have a strong preference for one type of study guide. Finally, never use a study guide as a substitute for reading the course materials. Study guides can help fill in the gaps, but they will not cover the details that are required to understand the course as a whole.

## 5. Make use of a study group, but choose wisely.

Your classmates are a great resource, and working with a small study group may help you further your understanding of difficult concepts. Pay attention to the other students in your class and take note of who is prepared, who understands most of the material, and who asks insightful questions. Reach out to those students you believe are organized and focused in class. Set up a few meetings to review cases and topics as a group. Even if you do not have time to meet regularly, collaborating once or twice a semester with a group of three to six students can be helpful.

Keep in mind that a study group is only valuable if everyone is willing to prepare and contribute. Establishing guidelines for the structure of the study sessions will help keep everyone on track and avoid wasting time.

The first year of law school is a challenge for everyone. If you work hard, stay organized, and remain focused on your goals, you will successfully survive the difficulties of your 1L year. ●

*Kirsten Soto is a third year part-time student at American University Washington College of Law. She serves as the ABA Law Student Division Liaison to the TIPS Committee on Diversity in the Profession. She is also the Law Student Vice-Chair for TIPS Automobile Law Committee, and is involved with the TIPS Commercial Transportation Litigation Committee.*

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# The Ten Commandments of Being a 1L

By Diane K. Seay

You are a 1L, and you have no time to waste. Here are your ten commandments:

- Have a schedule, make it work for you, and stick to it.
- Do not get behind.
- Find a diverse group of three to five study buddies right away. Mix it up and find others if the fit isn't right.
- Find a willing 2L or 3L mentor to meet with briefly each month. Have questions ready, and open up. Beyond that meeting, exhaust every resource until your important questions are answered.
- Stay positive. Believe in yourself, even if you surmise you are the only person in the room who does.
- Do not surf, text, or tweet while studying. Do not be among the 1Ls who definitively prove the existence of an inverse relationship between excessive Facebooking and grades.
- If you are single, put your soul mate search on hold while you take the 1L call.
- Do not eat junk food, even during finals.
- Have some fun. Work out. Do some yoga. Take a walk. (And remember 1 and 2, above.)
- Get to know your deans and professors so that they know you by name. ●

*Diane Seay is a 2L at the University of the District of Columbia School of Law and is the law student vice-chair for the TIPS ADR 2010-2011 committee. Diane is a civil mediator with experience in several states. She has consulted in wrongful death and medical malpractice mediations, and volunteers for civil rights mediations. Prior to law school, Diane worked as an intellectual property paralegal and as a medical writer and public health advocate.*

*Disclaimer: Neither the ABA nor the author accepts any liability for the content of this article, or for the consequences of any actions taken or omissions made on the basis of the comments provided.*

## Secrets to 1L Success

Tony Thomas

Starting law school is both exciting and intimidating. Hopefully you can incorporate some of these tips and have a successful first year.

The best advice I received when I started law school was to ask for help, not only from professors but also from students. Begin building relationships with your professors early on because you might have to rely on a professor for advice, recommendations, or even contacts. Professors understand that sometimes students need clarification on their lectures and asking questions in the beginning of the semester, as opposed to right before the final, looks proactive. Also, ask upperclassmen for help. Many upperclassmen will have had the same professors as you, and can be a valuable resource of information regarding how to be successful in a specific professor's class or on their

exam. Upperclassmen are usually willing to help 1L's because they remember the difficulties in being a first year student. Upperclassmen can also be a great resource for advice on getting on to a competitive team your second year or writing on the Law Review.

The first year of law school is a marathon, not a race. Socratic Method classes are demanding, but the majority of the first-year grade comes from the final exam. If you are burnt out at exam time you will not do well on exams regardless of whether you read every case multiple times, read supplements, and have detailed outlines. Spending all day and night in the library during reading week might allow you to find the nuances in a few cases, but if you do not have a proper work-life balance, your body will not perform well on three, four, or sometimes five law school

exams in a two week period. Pace yourself throughout the semester, and remember to take time for yourself, and you will do better on your final exams.

Bear in mind that each person has an individual style of studying. Some people believe that for every credit of class you should study three hours on your own, others swear by reading the case at least three times. You will hinder yourself if you stress over the different ways your peers study. Stick to what works for you, because what works for one person does not mean it will work for you.

Lastly, remember to always act professionally. Law school is not college years five through seven. Be mindful of your reputation when you decide whether to prepare for class, how you act at your school's social events, or even what you wear to campus. Your classmates are your future colleagues and

when you graduate there will be opportunities for your classmates to refer cases to you or give feedback about you when you apply for a job at their firm. You want them to remember your name in a positive manner as the girl who was always prepared or the guy who voluntarily offered his notes. Your reputation is the biggest asset that you have complete control over and you should be protective of it. When you graduate, your reputation goes with you and a reputation for professionalism will ensure your classmates, who will then be your colleagues, will refer business to you. ●

*Tony Thomas is a third year student at Stetson University College of Law. He is the Chief Justice of the Moot Court Board and Senior Associate for the Stetson Law Review; he also serves as Deputy Chief Ambassador in charge of mentoring. Mr. Thomas is the Law Student Vice-Chair of the TIPS Commercial Transportation Committee. He can be reached at [tonygathomas@gmail.com](mailto:tonygathomas@gmail.com).*

## CONVERSATIONS WITH COUNSEL

*Continued from page 1*

for the whole semester. That's something that we're very anxious to embrace; we would prefer to have people full-time during the academic year as opposed to two days a week.

**T:** What are some of the joys of this position?

**M:** Seeing the students progress in their careers. When I see some of my law clerks who have become true leaders in the environmental field—one of them, Craig Benedict, is an assistant U.S. Attorney in Syracuse, New York, and he has brought more hazardous waste convictions than any attorney in the United States—I am very proud of that. Another law clerk became the head of the Bureau of Indian Affairs at the Department of the Interior. Other law clerks have gone onto jobs at state government, local government, trade associations, Wal-Mart, and Home Depot. These are people doing environmental work across the whole country.

**N:** How many applications do you see in a year and how many students are extended an offer?

**M:** We've been receiving between 2,000 and 2,500 resumes a year for this program, and from that number we generally extend about a hundred offers for the summer program. Now, you might ask: what are we looking for and how do we build our program? Well first, we are looking for geographic distribution. We know that we could fill every spot

from our D.C. law schools; however, because EPA is a national organization, we like to have national scope and focus for who we are looking at for the summer program. So we have an informal rule-of-thumb where we looking for about thirty schools to be represented during the summer. This summer we had thirty-six schools represented. We look for schools that have strong environmental programs, environmental certificates, or environmental curricula; that's very important. Then we look at other schools that have students with strong environmental backgrounds, but aren't necessarily in a school with an environmental curriculum, so they can further develop their skills by working here for the summer. To date, our office has had students from 167 law schools.

**T:** What catches your attention in a first glance at an application?

**M:** Any typos or mistakes. I see so many resumes, and people always ask: what can I do to make my resume stand out? In truth, you don't want your resume to stand too far out. A typo makes your resume stand out unfortunately. I received several this year with head-shot photographs as part of the resume. To me that's simply is not done anymore. I have received several on unusual colors of paper such as light green or grey; that's not done. Different colored inks—that's not done. One of the things that lawyers look for in hiring people to work for them is

a sense of conformity and professional judgment. Sure, creative legal thinking is great, but you cannot file papers in any courtroom in the United States on florescent paper, pink paper, or green paper with the idea that it is going to “stand out” somehow.

What I look for first is: does this resume reflect actual strong writing and research skills and abilities. Next, does this person exhibit a strong orientation toward environmental work or public health and safety work? I receive many resumes from people who will put in their cover letter, “I have been following the cap and trade debate and would now like to work for EPA.” Some of these people have nothing in their resume to suggest any previous interest in the environment. Compare and contrast that to someone who has been active since college in environmental non-profit groups, campus activities, environmental law societies, clerkships, internships, and you can begin to see that there is a very strong objective reason for us to go with individuals who have this demonstrated career interest.

**N:** What else do you look for? How can you find the best candidate in a sea of resumes?

**M:** Let me give this example. I do a big job fair every winter where I will receive at least 300 resumes from two schools and I am asked to pick twelve from each school to interview. First, I have my secretary take all the resumes and she will mix them together and shuffle them. Frankly, if I start with a resume with a surname beginning with “A,” by the time I get to the “X, Y, Z, W”—and being a “W” I’m sensitive to being at the end of the alphabet—I’m almost too worn out to continue. So I stand at my desk and I make three piles from the one giant pile. In pile one go the “fabulous, outstanding resumes, in pile three go the “you’ve got to be kidding,” and in pile two go the “Hmm, this person looks interesting, if I need to I’ll come back to this person.”

Who goes into the fabulous? Those are candidates who are on environmental law reviews or law journals, people who have had prior experience with EPA or state environmental law agencies, people who have strong environmental undergraduate degrees including chemistry, economics, environmental engineering which are disciplines that we look for in this organization, as well as evidence of strong writing skills. If someone has published topical articles or environmental externships listed on their resume as opposed to listing “personal interests: kayaking, canoeing, and bird watching” I go towards candidates with the

strong research and writing skills. At the end of my sorting process, if I have twenty five or thirty “fabulous” resumes chances are I won’t go back to the center pile where the person might have a very strong public service background, but not necessarily environmental. The people who go in the “thank you, but no thank you” pile, although minimally qualified to work for the federal government are not considered further.

Again let me clarify, I believe that anyone in the United States who’s in law school today is already pre-qualified to work here. The schools have evaluated students, and these are all taxpayers or children of taxpayers, but what I’m looking for is something else, something extra, that is the demonstrated added commitment to the environment that will make the student a much more productive member of our team here.

**T:** What are some of the common mistakes you have seen in applications, resumes, and writing samples?

**M:** Mistake number one after typos, not using “Mr.” in the cover letter. Candidates who act too familiar by addressing me by my first name, shows a lack of respect for the EPA and employment process. We don’t call professors in law school by their first name on the first day of class. Maybe you will by the third year if you become social friends, but there needs to be a minimum level of respect for the office and the job you are seeking.

Mistake number two is including on the resume too much information about past jobs that have nothing to do with environmental law or the practice of environmental law, such as Starbucks, waiters, waitresses, that sort of thing. I appreciate the fact that many people work hard to put themselves through school; however, a professional resume should deal with professional qualifications such as writing, research, clinical experience, and should leave out extraneous things such as skilled in using Lexis, Westlaw, WordPerfect, a typewriter, a fax-machine. All of that is a given these days.

**T:** In general, what are some key points to a successful application?

**M:** There should be some connection between the applicant and the job being sought. That is very important. Let me give an example about this. I receive applications from people who have been park rangers, who have saved turtles from Costa Rica who have done things like that, all well and good

however, this is not the Fish and Wildlife Service, the Department of Interior, the Forest Service, the Bureau of Land Management. We tend not to deal with many natural resource issues since we are a regulatory agency. That is why we tend to look for people interested in law enforcement, and who have technical backgrounds: science, chemistry, environmental management, bankruptcy. These are disciplines that we look for to assist in the work we do here.

Another key point is to make sure that your cover letter is just that, a cover letter and not an expression of your entire life story. Making sure that your cover letter does not contain exaggerated statements of an individual's worth or ability such as: "I'm highly motivated," "personally directed," "I can bring needed change to your office." Such statements, if too exaggerated, do not work well. Law students may exaggerate their knowledge, skills, and abilities particularly if they think they "know" environmental law. Believe me, having been in the EPA for 30 years, I don't know it all yet and would not profess to know it all. But people who come in here thinking they know it all and are going to change this place in a few short months are in for a rude awakening.

**N:** How does a law clerk optimize a summer clerkship position?

**M:** First of all, putting as much energy into the jobs they are given. People here watch how others work in the organization and law clerks who come in here with a lot of enthusiasm, excitement, and energy about the work they are doing are always very well regarded.

Second, being polite and solicitous for additional work assignments is a plus and making sure that each project gets done in a timely fashion is important too. That means being polite to everyone including the "non-lawyers" that we work with here at EPA. EPA works in a multidisciplinary collegial system with engineers, technicians, scientists, and secretaries. Law clerks who come in here thinking they are somehow superior to the technical professionals may not fare well either. Law clerks must be kind or solicitous to our clerical staff, since these people can help make or break your career.

Next, I encourage all students to keep a journal of projects that they work on. Keeping a record of what you are working on helps you better understand the volume of work you are going to be exposed to during the summer and you also can turn it into a potential

handout or work product when you go for further interviews. You can detail what you spent your time on during the time you worked here such as "evaluated administrative record on rulemaking, proof read documents," "cite checked," anything like that to show how attentive to detail you are. Students should use their access and exposure to agency personnel and programs to draft articles for publication. I don't mean it has to be a full scale law review with 500 footnotes.

Consider writing for the ABA Environmental Section, for state bar magazines, other publications that are looking for the interpretation and assessment of issues that you can help explain. The more publications you can add to your resume the better.

**T:** Somebody once said if you want a friend in DC you should get a dog, do you have a dog?

**M:** No, I don't have a dog or a cat! Washington is a wonderful city; however, there are many people whose abilities do not exceed the reality created in their mind. To be in Washington you have to have a longer-term perspective. That is why I say students who come here thinking they are going to change this place in a few days may be disappointed. That is not going to happen. Do the work you are given, well.

**N:** What are some of the common pitfalls you see summer clerks fall into that can be easily corrected?

**M:** Some of them may start coming to work late, may dress too casually, some of them may attend too many "networking" happy hours. It is important for people who are entering the legal profession to learn a couple of important lessons. You are always on the record, there is no such thing as being off the record, so what you say, comments you make, attitudes you bring to the job may taint you a long time. How you come dressed to work is important. It does not mean it has to be tuxedos and formal wear but people who come to work well presented will maintain that image among the professional staff long after they have turned their badge in on the last day.

Another thing is not paying attention to the valuable network opportunities that are here. I encourage everyone to religiously write down the names of people that they work with or people that they encounter including their name, email, phone number, and ideally something that will help you remember them so that in the fall, winter, spring when you are spending your two to four hours a week looking for your next

job, you will have people that you can send emails to. An email could state something such as, “Dear Mr. Smith, I remember your lecture on RCRA that I attended as a law clerk in the office last summer; recently I saw in my local town that there was a prosecution of someone for RCRA violations; your explanation helped me better understand this case.” Being able to make a connection with somebody further down the road is very important. When I talk about people spending two to four hours a week looking for a job, I mean sending thank you notes, reserving time on your calendar so that you can send notes or emails back to people you worked with this summer, last summer, the summer before, because you never know when someone from your past is going to come across something that they would like to recommend you for or send to you. But if they do not know where you are or how to find out how to reach you, that is a problem, since not everyone is in Facebook.



**Mike Walker**

*EPA Photograph by Eric Vance.*

**T:** What can a summer law clerk do to turn a temporary job into a permanent position?

**M:** First of all, making sure all assignments are done properly and thoroughly. Second, some students have sought opportunities to research and write articles with their mentors at the EPA that they co-publish. Having an EPA attorney or manager on an article with you can ensure its publication. That can also develop a very strong relationship that can carry on beyond the summer experience. Third, staying in touch with people and letting them know you are interested in coming back, that you are available, that you are maintaining your skills that you appreciate the help. Using the networking you develop here at EPA to try to ricochet into other federal agencies seems to work very well, too. Remember, you are not working unless you are networking. ●



**Nicholas Wittenberg, Mike Walker, and Thomas King**