

THE WELDON TIMES QUARTERLY

EVOLUTION



ISSUE 2 - WINTER 2023



THE WELDON TIMES EXECUTIVE

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LETTER FROM THE EDITOR

Why evolution?

In September, we took a leap redesigning and relaunching the Weldon Times for the 2022/2023 school year. A pipe-dream become a reality. For that, I have a whole group of students to thank for their collaboration, hard work, and creative aspirations.

With the release of our second issue, it is amazing to see how the magazine has evolved in such a short period of time. Each Winter Issue article will give you a glimpse into the lives and backgrounds of people at Weldon: what makes us different, what brings us together, and what we are passionate about.

Weldon Times is created by students, for students. Whether it's providing insight into upper year intensives, recruitment tips, or pro bono programs, Weldon Times contributors are writing for each other, to each other. It is truly an embodiment of the Weldon tradition. Our contributors write in the hopes of supporting one another by passing on a lesson learned, opportunity for growth, or valuable perspective. We recognize that these three years are hard, but we also view it as an opportunity to make connections, achieve greatly, and maybe grow a little along the way.

We always welcome students to join our community of writers. If you have a submission idea, please contact: weldontimes@dal.ca

Sincerely,



2022/2023 Editor in Chief

Dalhousie University sits on Mi'kma'ki, the traditional territory of the Mi'kmaq.



Law Ball 2023



Casino Night



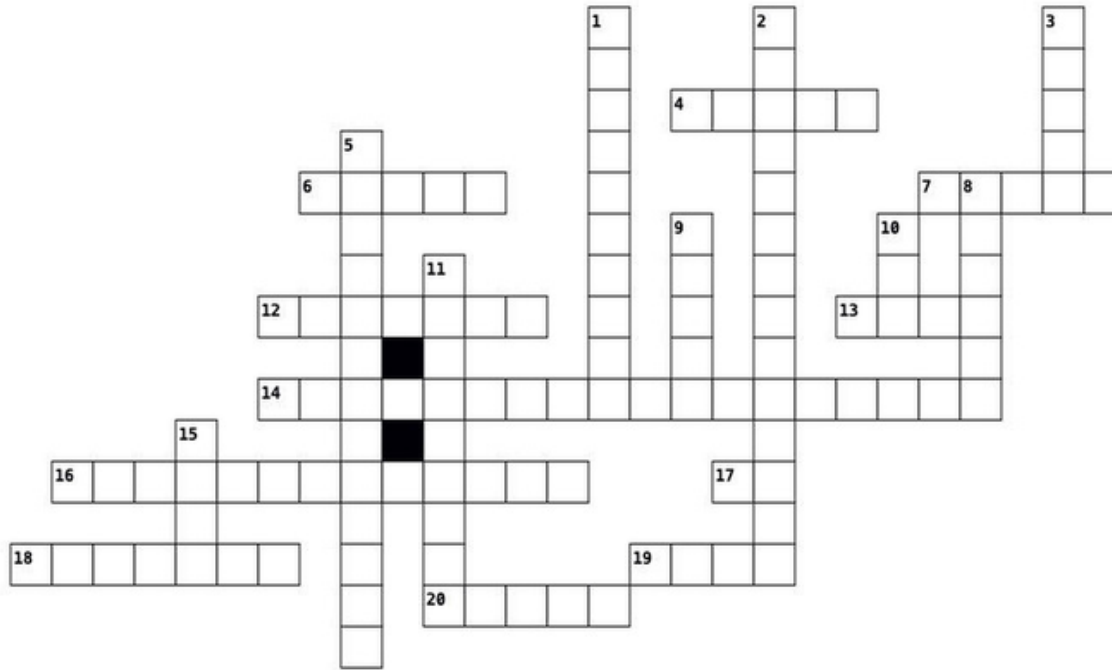
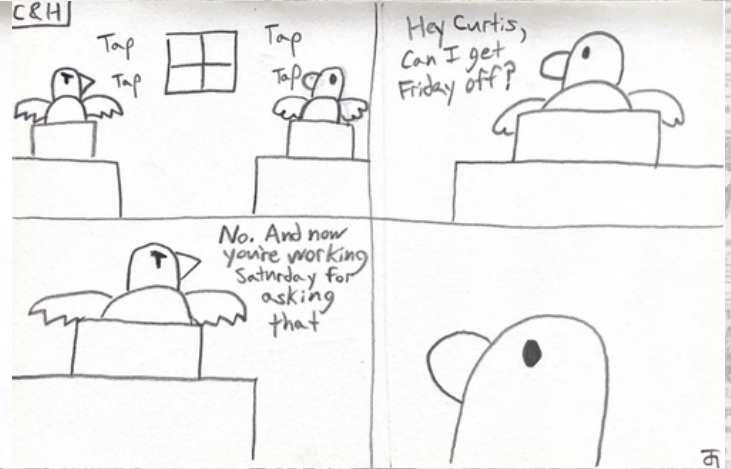
*special shoutout to SOCO & SOCO VPs,
Makena Anderson & Katey Higgins*



Crossword & Comic

By John O'Connor

**Corpus
&
Habeas**
Attorneys
At Law



Across

- 4. Bus Stop Seat
- 6. Realtor at 100-5880 Spring Garden Rd.
- 7. Denning's Hammer
- 12. Power Device
- 13. Furry Study Buddies
- 14. A Shield (not a Sword)
- 16. 1993 Oscar Winner Relative
- 17. British Band's Advisor, for short
- 18. To Rent a Yacht
- 19. Campbell's Container
- 20. Watery Snow

Down

- 1. Snail Soda
- 2. Fire Base (as a group)
- 3. To Assess
- 5. Opposite of "Certainty Valley"
- 8. Plea
- 9. Bend in a Circle
- 10. Indian Passport in Canada, for short
- 11. Virgil's "Rock Bottom"
- 15. Open to Debate

By Nicole Payette,
Katey Higgins &
anyone else in the
Student Lounge

Dating as a Law Student

By the Legal Dater

Dating in your twenties at any period is tough. Dating in the 21st century is downright nightmarish. Dating in your twenties in the age of social media while attending law school is chaotic and not recommended for the faint of heart.

This column aims to share some horror stories to assure fellow Weldonites that you are not alone when weeding through the world of online dating. I promise, it happens to the best of us. Luckily, you'll always have a great story to entertain friends with!

The One Who Liked to “Cuddle” With His Cat

Where: Julep on a Saturday night

How we met: Hinge

Rating: No rating can sufficiently represent how bad this date was

We agreed to meet on a Saturday night for drinks at Julep after a brief conversation which lasted approximately 24 hours on Hinge. He picked the place and I liked that he put some thought into it. I showed up on time all dressed up and excited to meet what seemed to be a promising first date. As soon as I got there, I knew it was a mistake. He wore black cargo shorts and a pink checkered shirt and aggressively started shooing me towards the table he was sitting at.

Within two minutes of sitting down and before I even had a drink in my hand, he started listing all the different disorders he claimed to have and how he was working through them. I get being open on the first date but sharing too much information too fast is a real problem too!

I got up to go to the washroom and he asked me if I liked to be tickled. Before I had a chance to respond and obviously say no, he tried to tickle me. It took everything in me not to leave the date in a similar fashion to the Road Runner.

At one point during dinner, he asked me if I liked pets. I said yes, but I am more of a dog person. He proceeded to tell me that he has a cat and likes to “cuddle” with his cat. (probably the biggest red flag yet.) Yes, he motioned cuddling with air quotes. I didn't stick around long after to ask him what he meant by cuddling with his cat.

As we were leaving the restaurant, he told me he wished there was more light in the restaurant so he could see the light in my eyes. I've never called an Uber faster in my life. Minutes later, he texted me saying he had a great time and thought we had a great connection. Needless to say, I quickly unmatched.

Moral of the story: I should have left as soon as I saw the cargo shorts.

The One Who Wanted an OnlyFans Account

Where: Sea Smoke Restaurant

How we met: Tinder

Rating: 2/5

We met the Friday of the start of Reading Week in November. We barely talked on the app, but it turned out we had friends in common and it helped stave off that initial awkwardness that comes with meeting someone from online dating.

We met at Sea Smoke and he immediately started talking about his studies as a PhD student in Engineering. He didn't seem terribly interested in the fact I was a student as well and said law school must be easy since it's only a three-year program. I kept silent, mostly dumbfounded at his ignorance and not wanting to cause a scene.

Dating in a professional program is difficult enough, as balancing studies and a social life can be incredibly demanding. Dating people in different professional programs outside of law school is pure foolishness. Take two type A-students obsessed with doing well in school, the egos that come with those pursuing post-secondary education, and a generally stressed outlook on life and career paths, and you have a recipe for a tumultuous first date.

He kept droning on about the sailboat he owned. In a desperate bid to change the topic of conversation, I told him about my trips, and he asked me if I was working when I lived abroad briefly. I wasn't, and he immediately accused me of having an OnlyFans, as that must have been the only way a woman in the 21st century is able to pay for her expenses if she wasn't in a relationship.

Flabbergasted, I excused myself to the bathroom so I could text my friend to call with a fake emergency. If you've dated long enough, you know having an emergency back-up plan is key to saving one's self preservation. I was ready to exit this date, delete Tinder, and live out the rest of my days as a Tibetan monk – silent, peaceful, and single.

Moral of the story: Dating is a two-way street; if your date doesn't show interest in asking about you, it's time to get out of dodge.

Reader Question: *I've been with my boyfriend for over five years now. For the last year and a half, we've been in a long-distance relationship since I started law school. A couple of months ago, out of the blue, he FaceTimed me, told me he needed to figure out who he was without me, and broke up with me. I thought we were going to spend the rest of our lives together. How could this happen? Did I do something wrong?*
Sincerely, A Bewildered Ex

Dear Bewildered Ex, you didn't do anything wrong. Not every relationship is meant to last the long-haul. To quote the legendary Billy Ray Cyrus – some relationships are for a season, others are for a reason. Cherish the times you had together and know that you are not alone in this.

Every single person that I know that started law school in a long-distance relationship all broke up by the end of 1L. Granted, there were exceptions, like students who are married, but the vast majority of students did not remain with their partner by the time the first year of law school ended. This isn't a fault of any parties involved, it's just the nature of the program and life itself. The study of law is a difficult professional program that demands a lot of its students. Combining the harsh academic pressures with adjusting to a new social environment; it's no surprise a lot of people find they sacrifice their personal relationships as a result.

Relationships are not contracts, there is no court in which one can go to enforce the correct way to end the relationship. Welcome 2023 with the goal to grow as an individual and find yourself without the obligation of being in a relationship. I promise you, it's worth it.

Send us your stories! Have a crazy dating horror story you want to share? Or maybe you have a question about dating in law school that you'd like answered? Email weldontimes@dal.ca with the subject "The Legal Dater" and we'll be sure to publish it in the next issue of the Weldon Times! All submissions are confidential.



SOCIETY PROMOTION

Dalhousie Black Law Student Association

The Dalhousie Black Law Students' Association is a society for Black-identifying students within the Schulich School of Law. We seek to create a support network for Black students within the law school. We also seek to connect them with legal professionals and the greater community.


The Dalhousie Black Law Student Association is teaming up with the Dalhousie Indigenous Law Students' Association to launch a t-shirt fundraiser. A portion of the proceeds will go towards organisations that are active within historically disenfranchised Black and Indigenous communities. The sale will be launched in February. Everyone is welcome to purchase!



This past semester we held several events, including a Halloween social, as well as Zumba and yoga classes, in addition to our general and executive meetings. We were also able to raise over \$60,000 dollars for the predominantly Black community of Mulgrave Park and assist in distributing donations that were raised for the community through the Law Students' Society's annual food drive. Commencing on February 16th, we will be hosting a weekend-long conference here in Halifax. Attendees will include hundreds of members from the different chapters of the Black Law Students' Association of Canada and the Canadian Association of Black Lawyers. We will also co-host two speakers during Black History Month with Law Hour, as well as an event in March with iMOVE.

Dalhousie Journal of Legal Studies

The editors of the Dalhousie Journal of Legal Studies are excited to share this vintage ad that was published in a 1993 fall edition of The Weldon Times. While the journal has adapted and changed over the years, our principal object and purpose has remained the same: "To encourage student scholarship and writing for publication by providing an appropriate forum for the publication and public distribution of meritorious student work." If you would like to help continue this long-standing tradition of legal scholarship, please reach out to the Dalhousie Journal of Legal Studies at djls@dal.ca

**The Dalhousie
Journal of
Legal Studies**

Announces:
The next issue of this Student Journal coming to a
Law School near you!

With:
Over **60** students involved in its production
Over **60** submissions and
More than **20** pieces published

You Have Probably Been Involved!

Look for it at the end of March.
Your School. Your Journal.

SOCIETY PROMOTION

Law Hour

JANUARY 19 2023 ... Tina Northup, Jamie Simpson and Dan Vancileaf
"Current Issues in Environmental Law" in collaboration with the ELSS

JANUARY 24 2023 ... Justice Nicholas Kasirer
"A Conversation with the Honourable Justice Nicholas Kasirer of the Supreme Court of Canada"

JANUARY 26 2023 ... Justice William Hourigan
"Written and Oral Advocacy Tips" with an Ontario Court of Appeal Justice

FEBRUARY 9 2023 ... Mr. Lesra Martin
Chuck Meager Law Hour; in Collaboration with DBLSA to celebrate Black History Month

FEBRUARY 16 2023 ... Mr. Nathaniel Marshall
In collaboration with DBLSA to celebrate Black History Month

MARCH 2 2023 ... Mr. Peter MacKay
In collaboration with Dalhousie Runnymede Society

MARCH 9 2023 ... Professor Cynthia Chewter
"Trauma-Informed Lawyering," in collaboration with DFLA to celebrate Gender Equity week

MARCH 16/23/20 2023 ... Student-Invited Speaker
Nominations open for 1Ls to invite a speaker



Defining Success on Your Own Terms

An Interview with Professor Dugas

By Elyse Loewen, 2L

Part I of an ongoing series where we interview law professors about their time as law students

Q: Why did you choose to attend Dalhousie?

A: The main reason I applied here is because of the IB&M Initiative [Indigenous Blacks & Mi'kmaq Initiative]. I was adopted and I grew up in a middle-class white family, so I was used to being in white spaces as the only racialized person. But with the IB&M initiative, it meant that I didn't have to come into law school that way—here was a group of people that could understand things about my life and about my experience without me having to explain it first. There was that sense of comfort for me in being able to look around the room and be like, “oh, here all these other people who I can relate to.” It helped establish a sense of community.



Q: Can you tell me about a memorable moment from your time as Dalhousie law student?

A: One of the moments that shaped my career is a meeting I had with Professor Ginn in third year. I was doing peer educator work and I went to talk to her about some property law questions, because I was helping a first-year student. She asked me, “have you ever thought about teaching law? The way you approach tutoring, you would probably be good at it.” She was the first person who said that to me, and I obviously took it to heart. That’s what opened the door for me to feel like I could teach. I leave it up to my students to say if I’m good at it.

Q: Is there anything you think your current students would be surprised to know about you as a law student?

A: I wanted to drop out of law school! I don't even know if I made it out of the first day of orientation before I sent an email to Professor Williams, the director of IB&M program at the time, saying “we need to talk, I don't think I can do this.” I was ready to leave that day, but she talked me off the ledge. She told me to just try a semester and see what happens. I did, and by the time I finished the first semester I thought, well I might as well finish a year. Half a year of law school doesn't mean anything, but if I could say I finished a full year maybe that's relevant. I talked myself through law school semester by semester like that. Law school overall was very hard for me.

My students might also be surprised to know I am also very shy and quiet. Outside of my small group, I think I spoke up in class once in my entire time as a law student. But now, here I am—I did my JD, I did my Masters, I hang out in this building every day, and my job is speaking to at least 20 to 180 students a day.

Q: I know you were a student pretty recently, but how do you feel like the student experience has changed since you were a student?

A: There's way more inclusive content now than there was when I was a student. AILC [Aboriginal and Indigenous Law in Context] didn't exist when I was a student, ANS/CRT [African Nova Scotian Legal History, Issues, and Critical Race Theory] didn't exist, the upper year intensive course on African Nova Scotians and the law didn't exist. Professor Williams teaches a phenomenal upper-year major paper course on African Nova Scotians and the Law that didn't exist when I was JD student; I had to come back and take it in my Master's.

Q: Are there any lessons that you learned as a student at Dalhousie that you still remember or use now?

A: One thing I learned, and maybe rely on too much sometimes, is that at the end of the day I can get done what I need do. I'm a procrastinator by nature, but I'm also an anxious procrastinator so I'll worry about the thing that I have to do for a month instead of just sitting down and doing it. But I'll always get the work done when it needs to be done, and that's been reassuring for me now. I can tell myself "it's okay to take today off and not do that thing and not stress about it, because you will finish it when you need to finish it."

Q: Do you have any advice for current law students about how to make the most out of their time at law school?

A: Don't get caught up in the hype of what everybody else is up to. For example, when I was a student, I didn't apply to most of the 2L jobs. I didn't apply to work on Bay Street or at a lot of the big firms, because I didn't want to. But hearing everybody else in the building so excited about these jobs, talking about them all the time, it almost made me feel like I was missing out. But I was missing out on something I didn't want! If you're not doing it for something that you want, then it doesn't make sense to put yourself through it.

Also, remember who you are outside of law school. It's hard, and I was definitely guilty of getting caught up in the idea of "I am a law student and this is everything in my life." But to the extent that you can, maintain things outside of law school: relationships, hobbies, what have you. I think that's really beneficial.

Q: What do you think it means to succeed as a law student?

A: I don't think there's one answer. I think people need to define what success looks like for them and be comfortable with their own definition of success. For some people, success is going to mean getting straight As; for other people it's going to be getting through law school and learning whatever they need to learn to be able to do whatever it is that brought them to law school in the first place. Success might be taking all of the courses that you really want to take, or getting to spend semester at the Legal Aid Clinic, or doing an internship abroad, or working on a research project with a professor that you really want to work with. One thing I struggled to do when I was a student, and something that I advocate for as much as I can as a professor, is not defining your success by somebody else's terms. It can be really hard in this building and in this profession in general, but it's important.

Keeping People Housed

My Experience as a Student at Dalhousie Legal Aid Service

By Katie Walker, 3L

A safe place to call home is a key determinant of health, well-being, and quality of life. Yet inadequate and unstable housing is a reality for many individuals in Halifax. Dalhousie Legal Aid Clinic has observed first-hand the effects of the housing crisis on low-income individuals in the HRM. Over the course of the past few years, there has been a surge in the volume of housing files at the Clinic: Community Legal Worker Joanne Hussey estimates that about 90-95% of the Clinic's work is now related to housing issues.

A large source of the Clinic's housing work is in eviction prevention. When a tenant receives a notice of eviction from their landlord, a Community Legal Worker or a law student at the Clinic advocates on behalf of the tenant at a Residential Tenancy Hearing, defending the tenant's right to stay in their home. Many clients facing eviction had endured invasions of privacy, physical assaults, harassment, and discrimination by their landlords, but expressed a desire to remain in their home since there is simply no alternative housing available. These clients are often left with two choices: to fight the notice of eviction or to accept it and potentially face homelessness. The work that Dalhousie Legal Aid is doing to prevent evictions is crucial in keeping people in their homes and off the streets.

As a law student, you get the opportunity to represent clients at Residential Tenancy Hearings to oppose their impending evictions. Not only are residential tenancy files incredibly gratifying—success in a hearing typically means that your client can remain in their home—you also obtain valuable legal skills. Students get to interview clients, file administrative documents, prepare evidentiary and oral submissions based on statute and common law, give oral submissions in hearings, gain direct and cross-examination experience, and possibly even appeal the decision to Small Claims Court. In one residential tenancy Small Claims Court appeal, I cross-examined a landlord for over an hour. Residential tenancy files provide an unparalleled learning opportunity for students to practice their lawyering skills in an administrative legal forum.

"The work that Dalhousie Legal Aid is doing to prevent evictions is crucial in keeping people in their homes and off the streets."

The eviction prevention work that Community Legal Workers and law students are doing at Dalhousie Legal Aid is vitally important in the fight to protect peoples' right to remain housed. It is incredibly rewarding to be able to tell a client that they are able to remain in their home and that they don't have to fear living on the streets. My experience at the Clinic has been the most formative experience thus far during my three years in law school. It has allowed me to develop skills that I will carry forward in my journey to becoming a lawyer. To any 2L students who are seeking an experience that will make you a stronger legal advocate and a more empathic person, I could not recommend the Clinic enough!

LETTER FROM A 3L

By Maryn Sitarik, 3L

To Whom it may Concern:

I am writing this letter to express my discontent as I believe this will be my last opportunity to do so. I am in my third year and as I watch my classmates count down the days to graduation and attempt to forget about how things were a couple years ago, I cannot. My entire first year was spent inside, in a city I had never been to, with little to no opportunity to meet my classmates, all for the same price as it was the year before. I was told by a face on a screen that I was part of a family now and that I deserved to be there. The sentiment somehow felt less genuine in my empty studio apartment. Instead of being joined in joy, we were connected by our isolation, and sharing in our collective misery was something I engaged in frequently, since there was nothing else to engage in. Strangely, I began to look forward to breakout rooms, as we often took the opportunity just to talk or complain as students do, without 30 grey names in the background listening. In person learning is better because of the people, not necessarily the method of teaching or delivery of the materials. We need people.

I will admit I do not know who to address this letter to. Who am I supposed to be angry at? I am hesitant to blame any specific group or person as they were forced to deal with just as much disruption as we were. However, perhaps there was more that could have been done than just hoping the students were grateful enough to finally see an actual person that they wouldn't notice what they had been robbed of. Of course, they were setting up for the next wave of students, so it must have been easy to forget we were already here and still very much new. I had never stepped foot in the Weldon building before my second year, some of my classmates had just moved to Halifax, and the school seemed forget that, I, and many others, missed out on what we were promised, and we were charged the same rate.

With no appropriate place to direct my anger I am left with no choice than to simply mourn my lost experiences. There will be a subset of lawyers out there, who never received a proper orientation, missed connections with friends, and experienced the stress and anxiety of first year law school, essentially, alone. Of course, I cannot speak for my classmates. Perhaps it is silly to still be annoyed, it's been years. I should just suck it up, be grateful, get over it, move on as they say. Maybe I'm alone here, it wouldn't be the first time.

Warmest Regards,
R. Maryn Sitarik





Heave Away!



Law Games 2023



Special Shoutout to the Law Games Committee!





TOP TIPS FOR INTERVIEWING

From the Business Law Association of Dalhousie executives: Sophie-Schaffer-Wood, 3L [VP Career Development], and Jillian Newton, 3L [Recruitment Mentorsihp Program Coordinator]

The Business Law Association of Dalhousie (BLAD) is a student-run organization within the Schulich School of Law, Dalhousie University. Our aim is to expose fellow law students to careers and opportunities within business law. We wish to facilitate their engagement with the numerous careers that may be enjoyed in business law. Students at the Schulich School of Law have the potential to enjoy rewarding careers in business law, and it is our hope that these interview tips can help students in navigating the summer and post-graduation job search process.

Preparing for Interviews

1. Research. Before your interview, know what skills or experiences the employer values. Review the job posting, consult their website, and talk to others who may have worked for that employer to understand the skills that the employer values. Although most firms will look for similar skill-sets, be sure to research and understand what each firm values as the most important competencies for success in the position.

2. Annotate your resume and reflect on how you have demonstrated these key skills or qualities. Past professional experience, in addition to academic or extracurricular activities, is likely where you will turn to. Try to come up with a handful of stories for each part of your resume that demonstrate the skills and qualities firms are looking for.

- A good strategy is to select an experience or achievement that demonstrates your possession of a range of skills. This anecdote could be used in response to several questions.
- Look for past experiences that reflect growth and demonstrate an ability to overcome adversity.
- If you do not have a directly relevant experience, select something analogous. Ingenuine responses can be easily identified by interviewers.

3. Relax. When asked questions, listen carefully and take a moment before you answer. You are being evaluated in part on your composure and the thoughtfulness of your answer. Feel free to pause– or even ask for a few seconds to think – before beginning your answer. A strong answer is relevant and detailed rather than rushed.

4. Practice. Learn and practice the START method to ensure that you are describing your experience in a way that answers the question and highlights your abilities:

- **Situation** – Set the stage for your narrative. Tell the interviewer where you were working, which sports team you were on, etc.
- **Task** – Describe the task you had in that experience, including any challenges you faced, and the desired outcome of the task.
- **Action** – Use “I” statements to describe your specific course of action. Tell the interviewer the steps that you took to problem-solve and why you took them.
- **Result** – What was the outcome? What did you learn? How did you grow? What did you accomplish or not?
- **Transferability** – Indicate how the experience impacts your future conduct. You can mention how you responded similarly/differently when faced with a similar issue down the line or describe any growth or change that occurred after the experience.

Tips for Interviewing in a Virtual Format

1. Test out your connection and video platform in advance

2. Communicate with your household in advance: This one likely speaks for itself! You don’t want to have any interruptions or distractions during your interviews. Make sure that everyone in your household is aware of this.

3. Silence notifications on your laptop

4. Avoid Multi-Tasking: Virtual interviews make it easier to have your resume and any notes pulled up on your screen as you are being interviewed. We strongly recommend that you do not do this! It is very obvious when a person is looking at something else on their screen and it will likely throw you off more than it will help you.

5. Prepare an Interview “Master Doc”: We recommend having a cheat sheet guide with you. **These are not notes to rely on during your interviews, unless absolutely necessary.** Rather, this is a master doc with all the information you might want to refer to in-between interviews to refresh your memory. You can include the following:

- Firm name
- Link to a virtual interview
- Quick notes about the firm
- Details about their specific summer student program
- The names of people you have networked with at the firm
- Who your interviewers are with some brief notes about their practice, and position at the firm (associate, partner, etc)
- Prepared questions to ask during the interview

ACTION ITEM: RESISTANT READING

By Faith Thomson, 1L

Content warning: the following contains information regarding previous and ongoing state-sponsored colonization of Indigenous peoples. It refers to the erasure of Indigenous agency as well as residential schools. While reading this material, please take care of yourselves and reach out to any counselling services linked through the Wellness at Weldon Brightspace page.

History positions participating parties in a hierarchized relationship dichotomy where one wins, and the other loses. There's a partiality of official history, as history is written by the victors. The state was the sole proprietor of the archival process. [1] It dictates what information is passed down generationally and how it gets diffused into public spheres, which inherently influences private spheres.

It was in Canada's best interest to exclude and misrepresent their relationship with the various Indigenous nations who were and continue to be veritable and equal political agents. Nothing was or can be created in a vacuum, uninfluenced by the world around it. [2]

Yet, through state intervention in developing and deploying record-keeping into the public sphere, Indigenous nations' agency was primarily removed and transformed into a passive role. Canada's objective was to build a state which required resources. Indigenous nations represented obstacles to this objective. Think of the creation and current existence of the *Indian Act* – an overarching piece of federal legislation that places Canada in an authoritative and influential position over its allies. It wasn't simply a document that guides Canada on diplomatic relationships with the many unique Indigenous nations on Turtle Island; its very intent was to undermine Indigenous sovereignty in the hopes of, as Duncan Campbell Scott said, getting rid of the Indian problem. [3]

How does this impact us? As law students, we access through archives and databases previously recorded decisions, legislation, and discussions that help to inform our approaches. A powerful way to honour Indigenous peoples' agency and to subvert colonization is by reading through these texts using a method called Reading Against the Grain, also known as "resistant reading." Resistant Reading asks us to arm ourselves with critical evaluations of who the author was, what constituted their intended audience, the reasons for the document being created, and when and where it was written which will, in turn, provide insight into the motivations and foundational understandings that influenced its content and tone. [4]

If these documents are read carefully, researchers can catch glimpses of prevailing relations of power, class structures, racial hierarchies, gender roles, and family structures, among many other features. [5]

[1] Robert Darnton, "Introduction", *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984), 5.

[2] Keith D. Smith, "Introduction", *Strange Visitors: Documents in Indigenous-Settler Relations in Canada from 1876* (North York: University of Toronto Press, 2014), xxii.

[3] Smith, "Our Object is to Continue Until There is not a Single Indian...", *Strange Visitors: Documents in Indigenous-Settler Relations in Canada from 1876* (North York: University of Toronto Press, 2014), 124.

[4] Smith, Introduction, xviii.

[5] Smith, Introduction, xxi.

Let's apply some resistant reading to the amendments to the *Indian Act* via an excerpt from Scott's testimony from the special committee assembled to pass the controversial Bill 14 in 1920:

Our object is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic. [A]nd there is no question, and no Indian Department, that is the whole object of this Bill." [6]

Bill 14 proposed to shorten the time it takes an Indigenous person to be enfranchised and remove the Band council from the decision-making process and into the authority of appointed government agents from the Department of Indian Affairs. Resistant reading asks us to contextualize ourselves through understanding the author, their background, and intended audience, among other items.

In applying Resistant Reading to the above quote and with a little research, we can understand that Scott was a career assimilationist: he was the deputy superintendent of the Department of Indian Affairs for 19 years and promoted the expansion and legalization of the residential school system. With Resistant Reading, we can understand that Scott has a stake in largely undermining Indigenous agency, pushing an assimilationist agenda, and doing so by removing Indigenous people from a decision-making role.

What can we do? As law students, we are collectively positioned to work towards decolonizing the legal system in all aspects of our career through various methods: cultural competency training, pro-bono work, and our research phase (among other strategies). People create structures, people enable structures, and people can also disrupt and dismantle them. [7]

One individual cannot change an entire system interconnected with other layering systems founded on centuries of assimilationist intent. However, we can collectively implement an overarching strategy to address the historical and modern harms that these systems continue to perpetuate.

[6] Smith, *Our Object is to Continue*, 124.

[7] Michelle Caswell, "Teaching to Dismantle White Supremacy in the Archives," *Library Quarterly: Information, Community, Policy* 87, no 3 (2017): 225.



My Experience with the Dean's Intensive

By Devon Campbell, 2L

Are you a big fan of learning? Do you like spending more time at school than necessary? Does the unique vibe of lectures on the weekend get you excited? If you answered yes, no, or heck no to the questions above, keep reading.

Intensives are one-credit courses that take place over a few days outside of typical class hours. They focus on topics that are not available in the main course offerings and are often taught by visiting professors. The grading is pass/fail, which is evaluated by submitting a small assignment. The low stakes enable you to engage with the material instead of focusing on maintaining your stellar GPA.

Last fall, I took a Dean's Intensive (LAWS 2351). It was sincerely the most valuable thirteen hours I have spent at Weldon so far. The class explored Indigenous Law through the context of Anglo-Canadian Contract Law. This was done by analyzing Tsilhqot'in, Secwepemc and Cree stories using the structure of a typical case brief. This structure enabled us to examine the stories through a similar lens through which we assess common law cases.

This method was confusing initially and the stories, often featuring supernatural characters, did not seem to reconcile with cases that are rooted in fact. Through time and the guidance of Professor Alan Hanna, the distinctions blurred. Both answer an issue specific to the case facts by applying principles developed over time, with the intent to provide guidance into the future. Both make use of metaphor, euphemism, analogies, and hypotheticals. Both are told and written by those most respected in our societies. Fundamentally, and most importantly, both guide expectations of how societies are expected to act.

These exercises taught me that even though cultures may have different methods, they all must moderate how individuals interact with each other and the environment they are in. Also, one must understand the societal context to piece together a story's meaning. Interpreting the stories literally would be like understanding the living tree doctrine as a growing maple or that the thin skull doctrine only applies to the cranium. Legal fictions are useless without an understanding of the culture from which it came.

Although this course expanded my understanding of Indigenous law, it also helped to reinforce concepts I learned in foundational law classes. Many of us (including myself) leave 1L thinking a contract is an offer, acceptance, consideration, and other factors that escape me, but it is really about managing a relationship between parties. We are great at categorizing torts, but sometimes forget the course is about living in a world where neighbours are sometimes jerks. Learning legal concepts from a different perspective helped me understand that the law is not simply doctrines, principles, and rules. It represents how a society views itself and the outside world.

My experience is one of the many exciting paths an intensive can take you on. Schulich provides a variety of options across subject areas where it is difficult to gain exposure through the main course offerings. The schedule varies yearly with some interest areas being cyber-crime, self-represented litigants, arbitration, and cannabis law. Their format is often different than a traditional class and is suited to the material covered.

If you have space in your schedule, I encourage you to take an intensive. At minimum, you will gain exposure to a niche area of law. At maximum, you will get a free lunch. Most likely, it will be a refreshing distraction that will add some spice to your already-too-full law schedule.

What Does a 1400-year Old Board Game Have to do with Writing Law Exams?

By the Schulich Chess Society

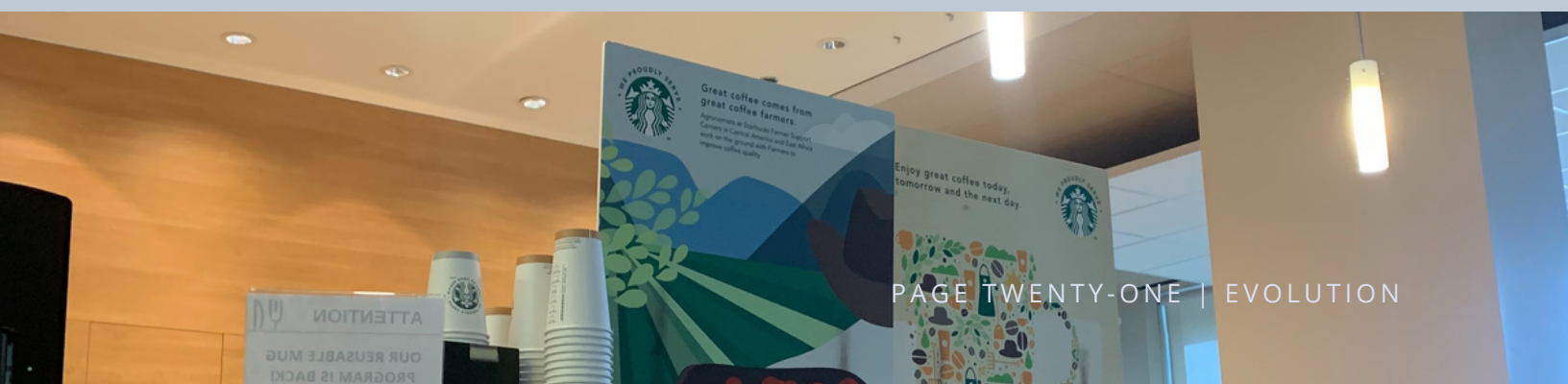
In an analysis done by Vox News, statisticians tried to find out where major US sports fell on a luck-skill spectrum. They wanted to find out how well underdogs fared in different sports, and to what degree luck versus skill played a part in the result of a competition. On this scale that they used, the game that fell the closest to the “pure luck” extremity was poker. The game that fell closest to the “pure skill” extremity? Chess.

There is undoubtedly an immense amount of skill required to play poker professionally. Over 1,000 hands against a top ranked poker player, no amateur would stand a chance. But the best poker players in the world can only do their best to play the probabilities and the percentages and the likelihood of what cards are to come. On any given hand, a monkey could get lucky enough to win a hand against a poker champion. In chess, the results are more guaranteed based on your play. To get why chess is such a skill-based game, it is important to understand just how truly vast the game is.

There are more possible chess games (in a 50-move game) than there are atoms in our universe.

This is represented by the Shannon number; it was discovered by American mathematician Claude Shannon and is about 10,123. There are 1,080 atoms in the known universe. This figure demonstrates how little we understand about the complexities of chess. Another way to think about this complexity is to see chess as a game of unlimited choices. For every move, you have a decision tree that extrapolates into exponentially more complicated decision trees. A chess game comes down to who makes the better decisions more frequently - and nothing else.

Having just finished my wave of law school exams, I’m seeing now just how important issue-spotting will be as a skill. Despite being a gross oversimplification of the way we’re expected to do our exams, it can sort of be boiled down to spotting a legal issue and using the rules we have learned to interpret and analyze. There are roughly 60 students in my section trying to do the exact same thing as me, so how do law school professors scale the higher grades to the lower grades? It’s similar to how we play chess. As law students and lawyers, we are trying to spot issues when they appear and advise our clients accordingly. As chess players, we need to detect threats and act in ways we see fit. Whoever can issue spot and respond most effectively will succeed.



Now, to just think of chess and law exams as binary, competitive, mechanical endeavours would be to ignore the role of creativity in success.

Our 1L professors have cemented this thought in our brains: "There is no one right way to answer a question properly!" Spotting issues is essential, but interpreting and sculpting arguments can produce many different arrangements. This is what separates us as law students and as chess players. In an engineering degree, it is the case that students will have an established way to determine the volume of a cylinder down to a determined decimal point. But in our law degrees, our argument can go in many different ways to still get that coveted check next to our answer. It's a similar thing in chess, and if you'll give it a chance, there is a real beauty to it. Assuming we are observing humans play chess and not computers, players sculpt plans, defences, attacks, set ups, blockades, nuances, fortresses all in the same way that lawyers sculpt arguments. You may look at a chess position and see a brilliant defensive move to respond to a threat while your friend may see a sharp counter-attacking move to put the opponent on their heels. In the the battle over the board, either option could be deserving of that metaphorical check next to your answer.

The Schulich Chess Society meets from 12:30-2:30 every Friday in room W309!

Stop by for some casual chess, all levels welcome. Be sure to follow @schulichchesssociety on Instagram to stay up to date with news, important information, and the odd chess meme!





FOSTERING THE WELDON TRADITION

A Look into the Nova Scotia Legal Aid, Dalhousie Pro Bono Project

By Elizabeth Marr, 2L & Makena Anderson, 2L

Pro Bono Dalhousie is more than just free legal work for the public. It affords participants the chance to do meaningful community engagement work. I've had the opportunity to experience this first hand as a Pro Bono Coordinator. Working with community organizations allows you to apply what you learn in the classroom to the real world.. For many law students at Dal, who are new to Halifax, it is an invaluable way to establish roots in the city. When I started this role, I still wasn't exactly sure what I had gotten myself into, but I soon learned that what we have at Schulich Law is pretty special.

Pro Bono Dalhousie connects student volunteers with opportunities to develop skills by working with legal practitioners and associated organizations on projects that serve their local communities. It is through this work that Pro Bono Dalhousie aims to instill an understanding and appreciation for pro bono work in aspiring lawyers. Our hope is that when students graduate, pursuing pro bono opportunities becomes instinctual, regardless of what area of law they end up practicing!

What surprised me is how large our program is, especially in respect to our school's size. In comparison with similar Pro Bono programs across the country, we are one of the largest. Usually, we have more applications for placements than we can accommodate, and this year was no exception. For the 2022-23 school year, we were able to place 173 students in over 35 projects, including 3 with various Nova Scotia Legal Aid offices.

Check out Makena Anderson's experience at Nova Scotia Legal Aid:

What project?

I am currently working on a project for Nova Scotia Legal Aid's Youth Office to create a guidebook for youth navigating the criminal justice system. Children in the criminal justice system face an intimidating process and often do not know where to begin learning about their rights or navigating the process.

Cierra Mateo and I are currently consolidating information from the Youth Criminal Justice Act and other resources in a straightforward, digestible way. We hope to make this information accessible to youth early on in their journey, making the process just a little bit easier. The guidebook includes definitions on basic legal terms, rights when dealing with police, and information on different stages of the process, including investigation, detention, trial, and sentencing.

Ideally, the youth court guidebook will be available across the province, providing an accessible resource to children and their parents.

What is your project goal?

Our main goal is to have the guidebook completed by April of this year. Beyond that, we hope to have the guide distributed across the province and in the hands of those who need it. Facing criminal charges is distressing for anyone, but even more so for youth. If we can make the process even a little bit easier or less intimidating, then we will consider the project a success.

What type of work is it?

The project is primarily legal research and writing. We spend a significant amount of time reading the Youth Criminal Justice Act and Criminal Code. The project has also required transforming complicated legal text into a succinct, plain-language product, which I believe will be a helpful skill to have in the future.

What drew you to Pro Bono Dalhousie?

I have always been interested in participating in a project where I could use my understanding of the law to help a vulnerable group. In fact, Dalhousie's Pro Bono program was one of the features that drew me to attend the school. Studying law puts us in a unique position to help the community around us in a meaningful way.

I was initially interested in working with Nova Scotia Legal Aid's youth office last summer through the Schulich Internship Program, so when I saw the office listed among the Pro Bono projects, it seemed like a natural choice. Paul Sheppard, with whom Cierra and I work, is a great mentor who is very passionate about the success of this project.

All of this work would not be possible without funding and support from the Law Foundation of Nova Scotia and many members of our law school, including our Faculty Advisor, Professor Archie Kaiser.

CROSS EXAMINATION OF KARINA SCOGGINS

By Nicole Payette, 2L

N: Did you work as a nurse before law school?

K: Yeah, I worked in Cardiac surgery and in in-patient addictions and mental health here in Nova Scotia. I also worked in addictions and mental health in remote, fly-in communities in Nunavut.

N: Did you always want to be a nurse?

K: No, my mother's a nurse but I never desired it growing up. I originally wanted to go to Med school and then decided to go into nursing as a steppingstone. So, when I graduated, I decided that if I did not get into med school right away then I would have a career but then ended up loving nursing, and now also loving law which I stumbled into. My neighbour is a judge. She encouraged it. Six weeks after our conversation about law school, I wrote the LSAT. I would get up at 4am to study before work, I would continue studying during my breaks at the hospital and then well into the night after work. Then I got in! But I still enjoy nursing a lot and work as a nurse on the weekends.

N: So, what kind of work are you doing now?

K: Right now, I'm at an out-patients addictions clinic. So, we provide education for people with addictions concerns, such as group counselling. We also provide medication for [people going through] withdrawal from substance use until they are withdrawn from the substance. We also provide safe supplies and access to information on mental health services available in the city. I think when reflecting on work, while one-to-one interaction with patients is important, there is only so much you can do to affect the larger scale issues in healthcare. That is why I thought it would be beneficial to look at health law and policy to make more systematic change. I realised in Nunavut that I was maintaining the current health system, I was just keeping the wheels turning rather than making any change in the community because the problems in such remote communities run so deep and go beyond the work of one person.



When we immigrated to Canada in 1995, my mom only had what would be the equivalent of a grade four education. She had to leave school due to the civil war in Zimbabwe [where she was born] when the country was gaining independence. So, she studied to get her GED here in Nova Scotia, went to a community college and then on to Dalhousie to study nursing, all with a grade four English to start off with.

My mom had no other education after the war. During the civil war, she was put in a “keep” (or “Makipi” in Shona). Some people call them concentration camps. But there was a point during the war when the Mugabe soldiers burnt the camp to the ground to free the captives. Some, including my mom’s mother, were recaptured by Rhodesian soldiers and put back into a keep.

My mom (who was 9 years old), my aunt (who was about 5 years old) and my uncles (who were 2-year-old twin brothers) all escaped but were separated from their family. So, my mom and her three siblings lived in the bush for months, surviving off the land, drinking water wherever they could find it, and hiding. My mom and my aunt would carry the twins on their backs and run away from Rhodesian soldiers.

They were eventually reunited with their mother (my grandmother) and put back into a keep. When the war ended and the keeps were closed, she was homeless. After the war, my grandparents had to work as house keepers and gardeners and they could not have their kids with them so the kids would live on the streets during the day and would sneak into my grandparent’s workers quarters at night. When my mother was about 13 she wanted to get a job herself and started working as a “live-in” nanny for comparatively wealthier families in Zimbabwe.

N: What happened to your uncles, the 2-year-old twins?

K: I don’t know specifically where they ended up when the war ended. It was a big family with 22 siblings. It was a polygamist family so my grandfather had two wives. I know they all survived the war but I don’t know where all of them lived after the war. Once my mom got here, she got her education. Now, she single-handedly finances a lot of my family back in Zimbabwe. Well, both of us are.



N: So, you finance law school, your own living expenses and continue to send money back to Zimbabwe?

K: Yeah, I feel very blessed to live to in Canada and to be given the opportunities that I have been given. While there is a responsibility in being the only members of my greater family to be able to relocate to an economically stable country, it is a blessing to be able to give. In another reality I could have been dealt the cards of always being on the receiving end of needing help. The fact that I can make an impact on my family is what makes life meaningful. I am so grateful to have a great career in nursing and the ability to get into law school. There is an expectation I put on myself to help my family, help them pay for education or aid with immigration processes. I can be industrious, if I don't know the answer to, say, an immigration issue, I will research and use resources to reach out to whoever may be able to help. This general skill was very important in Nunavut when I was the only health care provider at certain times. There were situations I did not know how to handle and had no one to ask.

N: I heard that you climbed Mount Kilimanjaro by yourself when you were 20 years old. How did you prepare for that?

K: A lot of hot yoga! I was flexible on that mountain but I could barely breathe! I had really bad altitude sickness which lead me to blacking out a lot.

N: How long did that climb take you?

K: Seven days. You have to hire guides to take you up but I didn't go with anyone I knew [personally]. You are forced to hire many guides; you cannot climb it alone. They took good care of me. We went in June which I think was their winter.

N: Was it mostly walking or did you scale a good part of it?

K: Mostly walking but there was one day, I think day five, where I was scaling freestyle, not attached to anything.

N: Was there a memory from those seven days that stands out for you?

K: I remember the night before the summit, I was so sure I couldn't do it. Every day, I was sick from the altitude. My resting heart rate is usually around 60 bpm, but on that mountain, it was around 120 bpm because of the altitude. We were at base camp and I was feeling so emotional sitting at the edge of the mountain. I remember thinking, "I'm already so sick at this level and I have seven more hours to get to the top". It was 7pm, I was above the clouds, looking at the stars and I did not think I was going to make it after all the time it took to get to that point. But there was one guide who sat with me, gave me the pep talk I needed. At midnight we started our summit to the top. We slowly went for 7 hours. We wanted to see the sun rise over the top of the tallest free-standing mountain in the world. It was the coldest, most challenging experience. I just took it one step at a time, but then, I got to the top and was the first one to summit of my 19-person group.



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