

Riga Graduate School of Law's

LFMAGAZINE

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Agony Aunt

Answers to all your questions!

Student Advice

Experience of Janis Eismonts

Legal Guide

EU citizenship

Business Article

Sole proprietorships vs micro LLC

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**The
STUDENT
ASSOCIATION**
RIGA GRADUATE SCHOOL OF LAW



LFMAGAZINE

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Winter is coming

It's that time of the year again. Little sunlight, lots of rain, very cold, grey skies and almost snowing. Yes, this is Winter time, and with the advent of a new season, changes do take place.

What this winter brings us

This time, there are not as many changes in LF Magazine, as there are changes around it. First and foremost there are the SA elections. In this issue on pages 8 to 11 we will try to fill you in on all you need to know about the upcoming elections, the past and present of the Student Association, and much more.

As for our special guest this issue, we have one of the most celebrated teachers from the L&B program, Michel Verlaïne. We are very pleased that we could ar-

range an interview with him, and we hope you will find it just as interesting and exciting as we did. Read about it on page 4 of this issue.

Next we continue our legal and business advice articles, with an amazing comparison of sole proprietorships versus micro LLC's which we covered in our previous issue. Visit page 12 to read this amazing article by Ringolds Lescinskis. With our legal article, it is again Eriks Selga with his article on EU citizenship. Tune in to page 16 to read more about that.

Lastly, I would just like to mention that one of the most anticipated events of the year, the annual RGSL Winter Ball is approaching. Make sure that you have a free evening on December 19th, and make sure you have a mask ready. See you there!

Best regards,
Dans Domanevskis

by Sandra Niedrite
Journalist

Academic Profile: Interview with Michel Verlaine

Short Facts

Birthday June 29

Courses Business Accounting, Financial Accounting, Corporate Finance, Languages French, English, German, Russian, Luxemburgish

Education PhD in economics and management, GRID Ensam, Paris, M.A. in economics, European University Institute, Firenze, Italy, Graduated economics in University of Nancy II

How well did you do in high school?

Very bad. I failed three times and then I voluntarily went to army and afterwards I came back to school. They weren't expecting much

What are your most notable academic achievements?

I have no academic achievements. I'm not thinking about proudness but if I can give you one thing it's the paper presentation in the Econometric World Society Congress, which is every five years and is considered the crème à la crème for economic theory. But most of the time I am not thinking about these kind of things. You have to think about thinking. People focus too much on production, it has become a game for production but you have to learn how to think. Philosopher is a person who likes to



think, he doesn't care whether there will be a paper on it later. I don't like this kind of competition. I like people who are humble, but think.

How did you determine what to study in university?

Actually it is often chance or luck. It's just sometimes you have a teacher in some subjects, who can inspire your interest in the subject. I like rational thinking, social sciences, and social topics, so I decided to study Economics but I'm not only focused in Economics. I see Economics more broadly. So I am developing a view which is "Geopolitics and Finance", which is a mixture of politics, economics, law and finance.

Did you consider any other options when studying? Mathematics? Physics? Other sciences?

No, not really. It doesn't matter so much what you study. You can learn it by yourself. I read physics by myself. Once you have a solid school background, you can learn anything. Actually it's the problem with education nowadays and now you can get Masters programmes without any strong foundation in analytical skills and things like that.

Outside of your professional life, how do you spend your free time? What is your favorite pastime or hobby?

Do you really want to know reality? I am just learning, reading and reading a lot, drinking coffee, going out

What do you read about?

I read Economics, Financial Times, classic literature like Honore de Balzac, Fyodor Dostoyevsky. I don't read those new books about Police and detectives. I read philosophy a lot, rational decision making, and Architecture Finance which is a topic for philosophy. So, psychology, philosophy and economics.

Have you ever had a feeling you wanted to give up teaching and do something else?

I am doing a lot of other things but sometimes the workload is too big and I don't have so much time. But I also think that good combination of advisory, business and teaching is good. Again, if you go back 50 years, and you read the economists who

write books, what they taught about the field, these were not research papers, things like that. This is actually the result of a drift in philosophy of science, if you go back a few years that economics wants to be scientific. I belong to the people which think that economics is not scientific and it's actually dangerous if it's scientific, because it gives somebody tools to be like a dictator. And this is what we observe, all this equalitarian agenda which you see now in politics is all based on studies, statistical relationships, by people, political scientists who don't really know what they estimated there. They click on buttons, and it's really dangerous. So I think that we drifted in this direction, which is not so optimal, so we need to

be teaching, but also be in touch with the real world.

How did you decide to start teaching in university?

Well I was teaching many years even in secondary school during my studies and my PhD and after that I got offers. I don't think it was a decision, more like a result of process. When you are doing the PhD, you are in principle going through a process when you become an academic or a part-time academic. It's not black or white, I could go into private sector today and still keep some of

I'm not an equalitarian, it is your choice. But at least the ones that want to learn, they got what they need and they can come and talk to me. This homework policy is to make everybody in equal level. You should be interested and try to read and be interested in the topic and only then you are growing. If I ask you to do homework actually the clever ones will get bored and they start to do silly things but they are smart. And I was a case like that because I failed three times but I wasn't that stupid.

What is your favorite thing about teaching?

I like the intellectual exchange. This is the reason why I am teaching. Of course, on Bachelor level you are a bit younger, but at Master's level this intellectual exchange becomes very big, and you see that these guys you teach

are getting good, which is our objective. When they go out of the university people say "These guys are good!".

What are some of the research projects that you are currently participating in?

I am not participating in any research, but rather I'm creating a new research project. It's going to be in Moscow, but also probably going to be here in Riga. Its academic activities that are executive education research but not purely academic but also business research, regulation (law). And it's called "Architecture finance and rational decision making". So there is a 3rd year course which we developed, it's an introduction to the topic. And it's a mixture between political

"It doesn't matter so much what you study. You can learn it by yourself."

I read physics by myself. Once you have a solid school background, you can learn anything."

my teaching. This is an old style, where you are just an academic, that is one advantage now, and especially in the US, you can easily move from one to the other. I mean, many professors there are advisors, and when they are finished they go back to academics.

If it was not against the school's policy, would you change your teaching methods?

I have no teaching methods. Did you notice that? [Laughs] I am just coming and speaking about the topic. This is maybe how it should be actually, no? Probably that is my method. Our job is to make you think and get you interested in topics and then you learn more. Of course there are people who are not as interested. If you don't want to do it, fine,

economy and law and finance so it analyses the workings of the financial system. And you can use this knowledge if you are a big bank, if you are the government, to for example create a financial center, then it needs to think about how to attract the funds, banks, and structures which are around it. So this is what the research focuses on, and I just presented it in St. Petersburg a few weeks ago.

When, how and where should students, mainly Law & Business students, seek for internships? Does this kind of experience help them in further studies?

Yes of course, everything you do helps, even if you go and work for McDonalds you will learn something which might help you in your life. The more you experience in life; it's complex, a mixture consisting of a lot of things, the more it has value. It is the same for everybody. Even if you come from Harvard Business School who of course will have jobs. Or if you are some guy who knows Chinese, who has lived in Afghanistan and has a good diploma, he has a skill set, which is extremely rare, and has great value. It's just that somebody has to find out that this guy has these skills is there. And this is the question of asymmetry of information.

When should students look after an internship?

It depends on what kind of internship. If it is an internship in Law than a legal firm but actually it is a difficult question. However, and I see this often at Master's courses, you should be careful with leaving studies. Usually, when person goes to work after Bachelor's studies, works 3-5 years and then returns to

study at Master's, it is very hard for them to motivate themselves, to find theory interesting. Of course, there is MBA and executive education, but they are more about soft skills in general. Soft skills means not technical skills, like programming, finance for example. I have year 3's which graduate with higher knowledge of these hard, technical skills that exMBAs don't have. They have broader knowledge, things like HRM, financial accounting, investment, but formed in a very broad way. So then it works when you come back. Otherwise, once you go out, and return to Masters, and I give you things like Investments and Capital Markets, unless you are very interested in this theory, you are not motivated. But I think, universities are also there to provide you with critical skills, analysis, which is very hard to learn from books.

Students experience the same difficulty because we are Law & Business students, who can get an internship in a law firm but if we go to Bank, it is extremely hard to get in due to the fact that they consider they we have a lack of experience and knowledge.

It's clear that you are Law & Business School with a business programme, and you should be in a competition with other schools in Business field. We have to structure the way you go to market. And this has to be communicated, and this should be the objective of the School to go outside, to communicate and tell the market outside that we are good we are forming people that know something about finance and law. At this moment it is a little bit of disadvantage of new program we need time but I think it is a question of

management, relationship with academic institution. We should talk to the banks, sit down with the financial sector and explain then what we are teaching, how good our students are and maybe even negotiate that some of them take them every year two of our students. The value that we create is the value of our students when they go out to the market. So we have to communicate with the market so that the market understands that we have strong students coming from this university.

Soon you will start new modules in Accounting for year 1 and year 2 students. What advice for preparation, and what to keep particular attention to during the course could you give to the students?

Eat enough in the morning so that they come to the lecture. Eat dark chocolate with nuts. Do the exercises, come to the lectures and then there won't be much risk of failure, go to the board.

Could you name 2-3 books which you would say were important for your development/ books you think should be read by every student of RGSL?

Corporate Finance for the weekend is the best book.

Can you suggest some books from literature?

Everything from Dostoyevsky. I like Russian authors because they have philosophical thoughts about rationality and human behavior.

What's your favorite Dostoyevsky book?

"Crime and Punishment"



SA ELECTIONS 2013

IT'S THIS TIME OF THE YEAR AGAIN. THE SA ELECTIONS 2013 ARE GOING TO TAKE PLACE ON DECEMBER 2ND. LEARN ALL YOU NEED TO KNOW ON THE NEXT FEW PAGES REGARDING THE SA ELECTIONS, THE PROCESS OF ELECTIONS, AND A SPECIAL FROM THE STATUTE REVISION COMMITTEE.



2013 SA board

Our Student Association

“THE PILLAR OF THIS COMMUNITY, AND THE BEST EXAMPLE OF DIFFERENT PEOPLE COMING TOGETHER FOR A COMMON PURPOSE IN OUR SCHOOL, IS THE RGSL STUDENT ASSOCIATION.”

We have come to Riga Graduate School of Law because we want to study - to gain the knowledge and skills that will be the foundations of our future success, but nevertheless our school is also a community of friends, acquaintances and course mates. This community, the social aspect of RGSL, is what makes our school so great. The wide variety of people with different interests and skills, when put together for a common goal, allows us to succeed.

The pillar of this community, and the best example of different people coming to-

gether for a common purpose in our school, is the RGSL Student Association (SA). It can be best described as a group of organizers, thinkers and mediators. Every single aspect of our student life in this school is influenced by the SA, and many such aspects would not even exist without it - be it the events, special education opportunities and even the article that you are reading right now.

Members of the Association are some of the first people that potential students or new students of RGSL meet - they help with the organization of the open

days as well as create the PR campaign and buzz that is necessary for more people to find out about this academic institution. One might say that the SA, as a whole, is a body that represents the values which this school tries to instill in their students.

As the self-government of the RGSL student body, the SA is the mediator between the students and the administration of the school. The SA is funded by the school, but it puts the interests of the student body first. Disputes between a student and the administration are medi-

ated by the Student Association as well - it should be the first place to go to if you need some help resolving a conflict.

While anyone can volunteer to help the SA, the Chairmen of the committees, the Vice President and the President are elected in free, open elections that allow the students of RGSL to choose who, in their opinion, are the best people in charge of this organization. Thusly the activities of the SA are not segregated from the rest of the school - it is not an exclusive club of people, seeing as anyone can join, participate and even lead.

The members of the SA are students just like you. They are volunteers who do their best to make the years spent inside the confines of Alberta 13 unforgettable. However, it does not mean that the SA works on an ad-hoc basis. There are several different permanent committees and other interest groups which work for the goals that they have set out for themselves.

The specific groups and committees:

- The Business Committee
- The Education Committee
- The Sports Committee
- The Events Committee
- The PR Committee
- LF Magazine
- International Committee

This organizational structure shows that a wide variety of different people with diverse interests can be accommodated for the work of the Student Association. As an example, the Business Committee found sponsors who were willing to give us soup and food for the sports games, the Event Committee spearheaded the great Halloween party that we recently had and the Education Committee is organizing the moot court where RGSL students can compete and demonstrate their skills. Such activities and organization of events need differing skill-sets and personalities to achieve the best. The separate committee meetings take place once every or every two weeks. It also does not mean that you should just stick to one - going to all of them at first is recommended to get a "taste" of what you like doing the most.

But why would anyone join the Student Association? What concise benefits are there from participating in it? Firstly, you get to meet and interact with some very interesting, motivated and talented people. You make acquaintances and friends, and the feeling is of reciprocity and mutual respect - a collegial environment that is trying to represent the student body at its best. This leads into the next benefit - you are experiencing the most of the student life, because you are involved and the work

that you have done reflects on the quality of life in this school.

The Student Association is an enterprise as well. The skills and experience you gain would help in your future professional life - dealing with people, project management and working in a team are key skills for success. Therefore the SA is an excellent opportunity to develop yourself while contributing to the environment around you.

In addition, members of the SA gain some benefits - special events and free entrance to SA organized events. Participating in this kind of team would also reflect well on your CV, which would help you to find the internship or job that you want. A recommendation from the Student Association would also come in handy when applying to the Erasmus Programme or when applying for a scholarship to continue your studies abroad.

The benefits mentioned above outweigh the cost (your free time) that you will pay. The output you get from the SA is proportional to the input you put in, but remember that it is never too late to join. The Student Association seeks members who are proactive and ready to take initiative. If you think you can do it and if you want to do it, just go to committee meeting that sounds interesting! Volunteer to help the SA in preparation for the next event or any other activity! Any helping hand would be gladly appreciated. You choose how much you want to participate and how much responsibility you wish to take in the SA, and this may vary over time, but determination and doing everything volunteered for in time is always highly valued.

In two weeks time the RGSL SA election will take place, specifically on the 2nd of December from 9am to 3pm. The positions up for grabs are the office of President, Vice President and the Chairmen of the Business, Events, Education and PR committees. It is imperative that the more students participate in the election process, both as voters and candidates, the more determined and talented people in our student body may lead the arduous task of running the activities of the Student Association. For those who do not wish to participate in any way, voting is still a viable option of expressing your opinion. These elections will influence our lives at RGSL for the next year and perhaps even beyond.

All in all, the SA is a wonderful opportunity that is shared by all of us. By giving the students an organization in which they can collaborate with each other and a voice from which they can state their opinions, we are truly empowered. Some might participate in every way they can, some might help occasionally and others may even not help at all, but the workings of the SA are felt by everyone and everywhere in this school.

SA General Elections 2013

December 2nd, 9AM – 1PM

Your chance to make a difference at the greatest place on earth - RGSL. This is an opportunity to gain amazing experience and work with many different people, not to mention an ultra-awesome addition to your CV.

Agenda

Welcome message from president Otto Tabuns

Presentations from presidential candidates/presidential teams + Q&A
Presentations from vice-presidential candidates (if not part of a presidential team) + Q&A

Presentations from Education committee candidates + Q&A
Presentations from Business committee candidates + Q&A
Presentations from PR committee candidates + Q&A
Presentations from Event committee candidates + Q&A

Voting

Counting of votes by independent representatives of the student body

Announcement of the new SA board!

Notes

Each individuals presentation must be 5min followed by 2min Q&A session
(double for presidential teams)
Apply to the email: sa_board@rgsl.edu.lv
You can apply for up to two positions

Core values of RGSL Student Association

The Student's association of the Riga Graduate School of Law is an association register in enterprise registered in register of enterprise in Latvia. Therefore it falls under associations and foundations law of republic of Latvia. RGSL SA is a student self-government operating according to the articles of the association. The aims of RGSL SA are to support quality and popularity RGSL and student's association as well as promote RGSL student's mutual relationships. Moreover tasks of RGSL SA are to arrange student's social life and activities outside of School. RGSL SA participates in various projects and deal with everyday issues of RGSL SA students.

Every organization needs guiding principles in order to have a clear vision about where the organization is heading. Statute Revision Committee aims at establishing guiding principles for RGSL SA and proposes following set values. The principle of **DEMOCRACY** looks for SA to demonstrate that the members are at the heart of the organization. Expectation is set that SA shall have fair and transparent democratic processes and procedures that are accessible to all. Furthermore principle of **OPENNESS & ACCOUNTABILITY** looks for SA to demonstrate that their decision-making processes are transparent and that those responsible for decision-making are held accountable. It is also expected of the SA to be able to identify key stakeholders and evidence how it is ensured that effective communication is achieved. Moreover **CLARITY ABOUT THE ROLE OF THE BOARD** is key principle that can help avoid confusion amongst members. This principle seeks to ensure that SA is able to demonstrate that the role of the board and other elected persons is clear. The board is responsible for the governance of the student association, therefore it is imperative that their role is clearly

defined and understood. **DELIVERING ORGANIZATIONS PURPOSE** is all about strategic development and demonstrable impact to ensure that SA has a clear vision for the future and a plan how that will be achieved. This principle also seeks for SA to demonstrate commitment to continuous development and quality improvement. Additionally the principle of **EXERCISING CONTROL** seeks to ensure that the student and SA comply with all legal and regulatory requirements. It also sets and expectation that the board maintains an oversight of the operations of the organization to ensure that it is performing effectively in the line with RGSL and SA strategy and is appropriately managing risks. Finally the principle behaving with **INTEGRITY** sets out an expectation that members of SA adhere to high standards of conduct. Board members should work in interests of SA and its members at all times and must not seek personal gain. This principle includes expectation that there are clear policies and procedures in place that trustees need to adhere to with regards to conflicts. SA must also have clear procedures in place for removing Board members from their positions if they fail to behave in accordance with the standards expected of them.

Furthermore the spirit of **STRATEGIC PARTNERSHIP** should be fostered between RGSL and SA, which should inform the strategic direction of both parties. In order to achieve this, governing bodies need to ensure that the students are fully involved in strategic planning processes, so that they are given opportunity to impact the future direction of the institutions. RGSL and SA have shared interest in developing and improving student experience, therefore it both organizations is **STUDENT CENTERED**. As an independent body, the student's

association is well placed to support student s in their academic representation and to facilitate system that enables student's perspectives to be heard. The governing bodies should ensure that RGSL and SA work together to achieve and maintain high levels of student's satisfaction. **RESPECT AND UNDERSTANDING** is a key principle that ensures that there is clarity and shared understanding of distinct roles of each party and the value that they bring to relationships. Regular formal meetings help to identify common ground and the benefits of working together. **OPENNESS AND TRUST** is a key to effective communication and component of successful relationships. It is beneficial for both organizations to keep regular communication on relevant issues taking place between them. This is particularly important in relation to issues affecting student population, third parties and joint stakeholders. RGSL and SA should be able to demonstrate **MUTUAL SUPPORT & COMMITMENT** to making relationships works trough investment of time and resources. Governing bodies must recognize the value of strong, student-led organization empowered to determine and manage its own affairs. To achieve this it is important the SA is **INDEPENDENT**. There are legal requirement on the governing bodies to ensure that the SA operates in a fair and democratic manner and is **ACCOUNTABLE** for its actions. Governing body should take steps that are practical and secure the compliance with it's obligations. Finally the relationships agreement between RGSL and SA encourages both organizations to and students to demonstrate shared commitment to equality and diversity and maintain the fair treatment of all staff and students.



Sole Proprietorship vs Micro LLC

A comparative approach

A sole proprietorship, also commonly known as proprietorship, is a business entity that is owned and run by one individual and there is no legal distinction between the owner and the business. Unlike LLC (Limited Liability Company) or JSC (Joint Stock Company), the owner receives all profits. "Sounds awesome! Where can I register?" one might think. The reality is slightly different and is not as easy as it might sound. Yes, the owner might receive all of the profits but he is liable with all his property for any incurring debts. LLC on the other hand is only liable with its capital. It might seem that registering a proprietorship is more risky. In reality, the most appropriate answer is "it depends".

Before talking about registering a proprietorship, we must discuss why you would even want to register it.

First, it depends on the size of your base capital. It is known, in order to register a micro LLC your capital must not exceed 2'000 LVL but it must be bigger than 1 LVL. If you choose to register a proprietorship, you do not need a base capital.

Second, when registering a proprietorship there can be only one founder – you, while in micro LLC you can have up to 5 founders, who also act as employees. But it does not

mean you cannot employ anyone else. Now comes the fun part – expenses and risks. There are several things you must con-

THE PILLAR
“**69.6% OF ALL REGISTERED BUSINESSES IN LATVIA ARE LLC'S WHILE ONLY MERE 6.5% ARE SOLE PROPRIETORSHIPS**”

sider when registering a proprietorship. First, how much will you make in a year? Second, how many people are you going to employ? Third, are you going to try to attract investors and get some additional money for the development of the company? The limit of annual income, before you must register in the company register, depends on the amount of people you will employ. If you employ less than 6 employees, you can afford to offset the registration until your annual income totals up to 200'000 LVL. If you have more than 5 employees, your annual income limit drops to 20'000 after which you must register your company in the company register.

The typical risk associated with a proprietorship is the credibility or rather the lack of the credibility. Since the process is easier than registering a LLC, it gives more opportunity for less serious people to try to exploit the investors and persuade them in investing into the business. 69.6% of all registered businesses in Latvia are LLC's while only mere 6.5% are sole proprietorships.

Some might argue these are just numbers that have a little meaning. The idea is what counts and investors should rather be looking at that. Granted, the idea behind the business is what defines it and what represents it but we must not forget that if you want to attract investors, you must either have a unique concept that will be revolutionary and you nail the presentation; either you must prove to have a great return on investment.

The best return on investment is when you generate the most money in a little amount of time with little investments.

These days, however, a new investment trend is emerging. Crowdfunding usually happens in e-environment through a portal helping new ideas come to life. As the name suggests, the supporters of your initiative provide funds. The portal usually

claims commission when you have reached your target sum or if you choose to withdraw the money, despite not reaching the target sum. It gives more chance for the proprietors to earn additional money for their business.

THE BEST RETURN ON INVESTMENT IS WHEN YOU GENERATE THE MOST MONEY IN A LITTLE AMOUNT OF TIME WITH LITTLE INVESTMENTS.”

When you start making money, you must be really careful with paying taxes. The moment when your annual income exceeds 2'400 LVL, which is calculated by taking the minimal salary (currently 200 LVL) and multiplying it by 12 (months in a year), you must start paying your social tax (35.09%), which often proves to be challenging for the entrepreneurs.

You must pay social tax for each following month from a monthly income that exceeds 200 LVL.

All of our salaries are effected by the income tax. You must pay 24% off your salary.

When your annual income exceeds 35'000 LVL, you must also register yourself as a VAT payer. If you are registered in the company register, you are eligible for the corporate tax, which is

15%.

So if there are lesser chances of attracting investors, you are fully liable for your debts and you pay high taxes, what's the point of registering a proprietorship? Well, you don't have to have a capital and you are alone when making decision. To an extent, you can also write down some of your expenditures, thus decreasing revenues and paying lesser taxes.

Micro LLC has its drawbacks, but they are not as bad as Proprietorship's. The added value is the 9% Micro LLC tax and, if you annually are making more than 35'000 LVL, you pay the VAT. You cannot include any additional expenditures, but you can include medical bills and payments for education. It means micro LLC is great for those who spend as little as possible. Which one should you choose? Again, it depends. If you are planning only to make money, e.g. running a website and making money from ads or donations, register a micro LLC. If you intend on doing full on entrepreneurship, with incurring expenses that you will write down, you might want to consider registering a sole proprietorship, but make sure to do all of the necessary calculations because micro LLC might turn out to be more profitable.



Photo: eofdreams.com

Reading is fun and easy!

In this article I will share you my experience how rediscovered reading. Becoming a student in law school I was surprised by the relatively large amount of text that needs to be read in preparation for classes and exams. Growing up in exciting times for the modern technologies, I was exposed to colorful screens with games beyond imagination. Surrounded with the vast choice of opportunities, books were always considered not the most interesting way to spend time. Moreover school had strict reading list, which was not very interesting and therefore sort of killed my passion for the books. Furthermore RGSL education system is built on the concept of modules. In this type of environment students are required to acquire new skills quickly and adapt to the changing subjects all the time. This means that for a student to be successful time must be managed effectively and work performed should be highly efficient. Best of students are able to think and analyze information faster than their peers and develop and assess alternative solutions. Realizing the challenges, which I was about to face at the beginning of my Y1 studies, I took part in the speed-reading training organized by LANDO School of fast memorizing here in Riga. In the intensive program I was

presented with the research done by Irina Lando and Inesa Voronchuck on the applications of innovative approaches and techniques to increase the effectiveness of knowledge management process in organizations. This research authors suggest 10 key factors affecting the speed of reading of adults:

1. Psychological barriers

most adults already are aware of their abilities and level of preference; therefore they have built a psychological barrier for themselves. However research finds that in the course of training, adults who succeed get higher results than those who expected to achieve high results. Moreover many people find difficult to understand why do they need to read fast, therefore it can stand in the way of getting good reading habits.

2. Lack of attention

There is a myth in order to understand the text you need to read slow and carefully. In school we are thought to pay equal attention to short and long words. However short just looking at them can recognize words. Slow presentation of information invokes decrease of concentration and the person gets distracted. When person is lacking attention off topic thoughts, which are not associated with specific

text arrive. Therefore rapid reading increases attention.

3. Re-reading and regressions

Re-reading decreases the amount of paid attention. It is advised to re-read text only after you have finished reading the chapter in order to get the idea of the text before starting too look for particular answer. Re-reading in general should be done with a specific question that you want to answer or you did not understand particular part of the text. Therefore without these two elements re-reading does not make sense.

4. Correct eye movements along the lines

In 1878 the French ophthalmologist Java in France conducted number of experiments on eye movements while reading. His research triggered further research in the field fast reading. Before this research it was thought that in order to comprehend text eyes must dwell on each word. However training eye movements in the present of professional can significantly increase the reading speed.

5. The perception of chunks

In the school we are thought to read the syllables, one after another. It is so because syllables are much smaller than words, therefore they are easier to learn. But reading separate syl-

lables splits the information in parts, therefore the big picture of text can be unclear.

6. Pronunciation or vocalization

Readers tend to pronounce internally what they are reading to themselves, they hear their own voices. Even while lips are closed, the speech apparatus is working. For example, it is estimated that BBC news present's information on average 400 words per minute, therefore by pronunciation reader limits the their speed to only that.

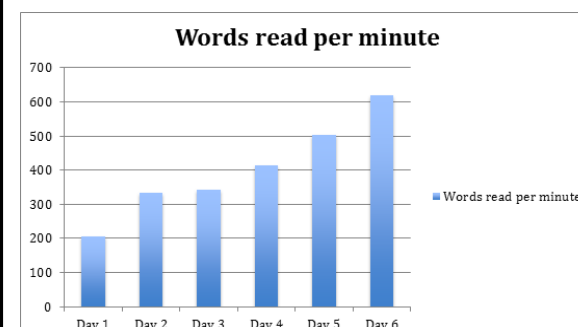
7. Experience

The more one reads, the more different are the words one can recognize from the text without having to read those. Experienced reader's posse's rich vocabulary on different topics. As result the more experienced the reader is the more quantitative results he or she can achieve. According to the research experienced readers in a six-day training pass the mark of 1,000 words per minute.

8. The peculations of the operations of brain

A person cannot read faster than

Training 1:



he thinks, therefore for the process of reading it is important to comprehend what is being read.

9. The purpose of reading

The purpose and function of reading determines the speed of reading. Reading complex literature, for example legal text, can be difficult, but it comes back to the point 7, the readers experience can be huge determinant of the reading speed. There is a difference between leisure reading and the reading to acquire knowledge, or reading necessary for work.

10. Academic knowledge about the reading process

Academic knowledge about the reading process can help avoid mistakes. Since there are established self limiting beliefs that reading slow will increase the amount of the text remembered. According the study people who read at low speeds, even with good understanding of the text are unable to read large amounts of information, and therefore make conclusions on various topics.

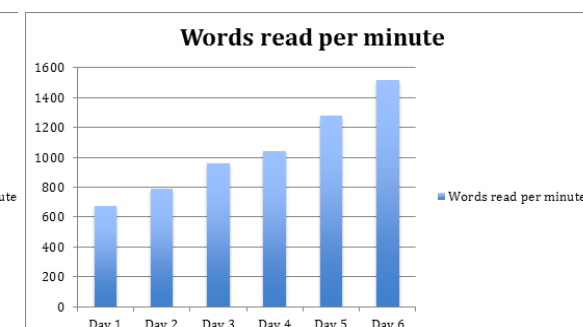
After the training I felt much more prepared to achieve good

by Janis Eismonts
Journalist



results in the university. In only six day I increased the speed of reading 3 times, which resulted that I was able to read more in shorter time. Moreover brains are like muscles. There is false view that only your physical body requires exercise. It is not true. Same like muscles brains also with inactivity losses its potential; therefore it is very important to always find new ways how to get your brain going. Even after getting that paper which is called diploma. Results of the training had direct effect to increasing my average grade. Since I was able to process more information my ability in both exams and in class to express my opinion greatly increased. Essay writing is also a key skill necessary to successfully finish university. How does speed-reading can help you become better at essay writing? Easy – the more information is processed, more information can be analyzed and out of that conclusions can be drawn. Excited about the results I went to the same training again I present you the result in a form of chart.

Training 2:





How to make competence creep and alienate Member States: The Citizenship edition

To a large extent, the roots of the European Union (EU) citizenship were already set through the four fundamental freedoms which directly or indirectly impacted the ability of citizens to function throughout the Union.



Photo: europe.org.uk

Those functions, however, were primarily of an economic nature. The important implication was that these rights were independent of the notion of citizenship and existed solely as harmonization measures for the internal market across member states. Fast forward a couple decades to the ratification of the Maastricht Treaty, as a consequence of which, the 'European Union Citizenship' was established. Suddenly, citizens of member states became citizens of the European Union, a gamut of rights were granted to them and the line splitting the two areas of jurisdiction was clandestinely distorted, with the EU having way more than it did before.

The further evolution of EU citizenship can be seen through the Court of Justice of the European Union (CJEU) case law. In *Carpenter*, a case which concerned the deportation of a man's wife (who was illegally residing in the state), the court decided that the authorities cannot deport the wife (and citizenship rights

must be granted to her), as it would harm the functioning of the internal market.

The CJEU declared in the case judgement: "It is clear that the separation of Mr and Mrs Carpenter would be detrimental to their family life and, therefore, to the conditions under which Mr Carpenter exercises a fundamental freedom. That freedom could not be fully effective if Mr Carpenter were to be deterred from exercising it by obstacles raised in his country of origin to the entry and residence of his spouse."

The decision was wholly unprecedented. It raised significant implications, especially concerning the triangular relationship between Member States, the CJEU and the jurisdiction over citizenship. It clearly portrayed that the rights which the CJEU was exerting its power on are still economic in nature. More importantly, by abstractly creating an artificial interdependency between what used to be a whol-

ly internal subsidiary matter and the internal market, the CJEU managed to increase its jurisdictional territory directly into what was recently considered member state domain. This way, the CJEU created precedent to rule on citizenship issues based on not much more than a subjective whim, because what does not affect the internal market?

Even if the CJEU was given the benefit of the doubt and its decision in the aforementioned case was considered an anomaly, the case of Ruiz Zambrano made the courts' objective forcefully clear. Mr. Zambrano and his wife were Colombian nationals seeking asylum in Belgium. Their chil-

dren were born in Belgian territory, and were granted Belgian citizenship. Mr. Zambrano and his whole family, however, were threatened with deportation. Consequently, he lodged an application to court requesting residence permits due to his children's Belgian citizenship. What sets this case apart from the last is that there is no conceivable cross-border component due to

which the CJEU should not judge on it. Taking into consideration the 'wholly internal principle', which derived from a few landmark cases in the 1970's, this was a standard case for national discourse. However, the CJEU ruled in favor of Mr. Zambrano, giving him not only a residence permit, but a work permit as well. The court reasoned that by making the family leave, they would deprave the children of their genuine enjoyment of EU rights and if the guardians weren't able to access the internal market, they would not be treated equally. Effectively, the court changed the (at that time) accepted

meaning of article 20 TFEU, in order to also encompass preemptive practicing of EU citizenship rights.

There are dozens of important connotations and denotations to be taken from Zambrano, regarding the freedoms the CJEU has now allotted itself in what used to be almost solely member state jurisdiction. Yet, together with *Carpenter*, narrower consequences can be assessed. Both cases (among others not listed here) show a strong impetus towards EU 'competence creep.' Both cases also use manage to use fundamental freedoms and internal market as backbones for their decisions. Both of them have successfully set further precedent for the CJEU to arbitrarily be able to claim further jurisdiction from the states.

The EU has created itself a legal checkers' queen equivalent and the member states allowed it. As witnessed in similar attempted power-grabs before, the member states eventually draw a sharp line. Though the *Dereci* and *McCarthy* cases have shown a cautious retraction of powers by the CJEU, with the overall zeal that the CJEU is currently expending, it just remains to be seen where that hard line will be.

Agony Aunt

Agony Aunt is a feature here at LF, which is actually quite popular with many magazines. It is designed to answer your questions about anything you could possibly think of that is related to Riga Graduate School of Law. All you have to do is go to our homepage lg.rgsl.lv and select Agony Aunt, or just go to lf.rgsl.lv/agony_aunt. You proceed write your question in the box, and click submit. We will do our best to provide an answer to your question. We will pick out the best

questions and print them on the pages of this lovely magazine. No names, completely anonymous, only your questions and, most importantly, answers. So if you wanted to ask a question, and were afraid to do so, be afraid no more, the Agony Aunt is there for you! P.S. Some of the first questions we got were very serious, but don't get discouraged, Agony Aunt can answer any questions within the mentioned scope.


How much should you pay if you exceed your credit point requirements for courses?

You can attend as many courses as you want as a listener, unless you want to pass the exam and get credit points for it. If you want to get the credit points, and your total will exceed your program requirement (i.e. 120 for Bachelor programs), you will have to pay the same fee as the re-examination fee for each course (for Bachelors - LS 30; for Masters - LS 50). Please be aware of your credit point requirements when you choose with courses to attend.

How many events do we organize during the year?

It depends on many factors, including what you mean by we. If you mean only RGSL SA, then of course budget limitations play a role, as well as the fact that we host many events together the SSE-R. However, if we talk about RGSL in general, we usually have the following events throughout the year: Sports Day, International Evening, Halloween, Christmas Ball, ERASMUS Farewell Party, St. Valentines Day, and the Annual Olympics.


CAN I PREPARE MY OWN ERASMUS PROGRAM?

 Yes, you can. However, if you want to go to a university that is not on the list of RGSL partner universities, you have to arrange this with the administration, because both institutions should have contract between each other to provide you with the Erasmus scholarship, as well as to support you during your studies abroad.

What happens if you don't retake a course? Can you compensate it with another course?

You have to retake exams if you haven't passed the final exam for your course. If you don't pass the re-examination, you can take another course to compensate for the first one, BUT for that exam you will have to pay money (for Bachelors - LS 50, for Masters - LS 70).

HOW ELECTIONS WILL LOOK LIKE? HOW WILL CANDIDATES BE CHOSEN?

 To put it very short, during the elections they will go through each position in order as described on page 10 of this magazine. All candidates for positions will present their case for why they should get elected. Afterwards all the members of the SA will vote for the candidate for the position. Repeat process until out of positions.



RIGA GRADUATE SCHOOL OF LAW

**ANNUAL CHRISTMAS BALL
FROZEN FLAMES
19TH DECEMBER, 2013**

**MASKED BLACK TIE EVENT
THE GREAT GUILD HALL
AMATU IELA 6**