

1983

Perspectives 1983-1984

New York Law School

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Perspectives

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NYLS

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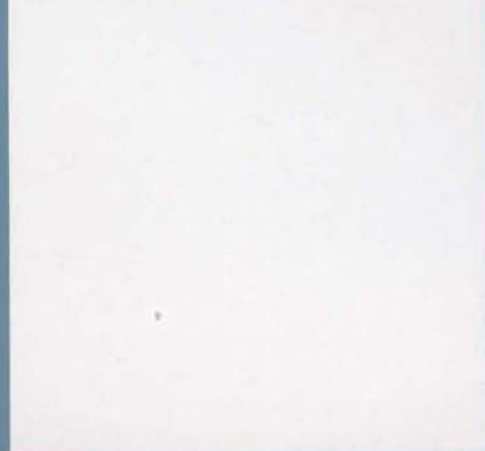
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New York Law School has a long and impressive tradition dating from its founding in 1891 by adherents of Theodore Dwight, a leading figure in American legal education. But in many ways, it is a young school. In the last decade enrollment, faculty, and curriculum have grown dramatically. The Law School has added many outstanding professors with not only superb academic achievements but also impressive practice experience that enriches their teaching and scholarship. The curriculum has become highly diverse, and it presents opportunities for various modes of learning, ranging from philosophical analysis to clinical, clerkship, and intern experience.

At New York Law School, there is a special vitality that stems from the intensive involvement of its faculty, the serious and mutually supportive attitude of its students, and close ties to an environment rich in resources for learning. On the following pages, a sampling of faculty, students, and recent graduates offer their perspectives on New York Law School.

Faculty Perspectives



James F. Simon
Professor

LL.B., B.A., Yale University. Harvard Fellow in Law and Humanities. Specialization in Constitutional Law. Author of *Independent Journey: The Life of William O. Douglas*, recipient of Scribner Book Award, American Society of

Writers on Legal Subjects; *In His Own Image: The Supreme Court in Richard Nixon's America*, recipient of Silver Gavel Award, American Bar Association. Formerly law specialist and contributing editor, *Time* magazine.



"The study of law is unlike any other intellectual training. It is an experience in problem solving – looking at a problem from every conceivable point of view, breaking it down into its component parts. What counts is the intellectual rigor that you bring to the problem.

"Yes, you need to know what the law is at any given time, but in my view, it is even more important to know what the law should be. You may call it the philosophical component, but not in an ivory tower sense. By this I mean that students can read the legal codes in the library, but they must also think about the underlying public policy, the historical and the contemporary reasons of why the law is the way

it is. Thus a law school should be able to harmonize the practical and the philosophical. I think New York Law School does this very effectively.

"There is good practical reason for understanding the intellectual underpinnings of the law. For example, you can't really understand many of the U.S. Supreme Court decisions simply by reading the text of the judicial opinion. You need to know the history and the political context in which the decision took place.

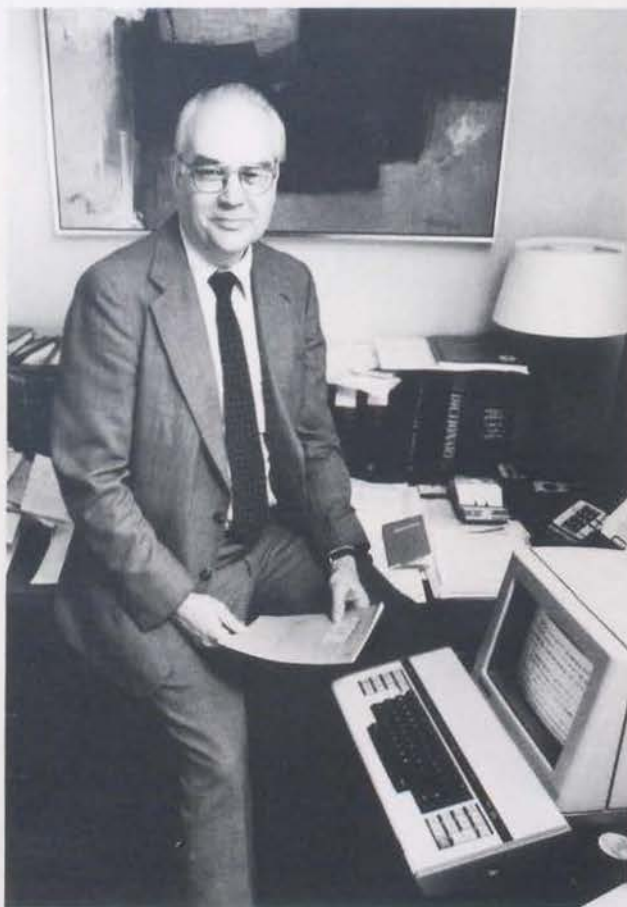
"Consider the first case that most constitutional law students study – *Marbury v. Madison*, in 1803. It appeared to be a very simple case to determine whether a man appointed a justice of the peace in the District of Columbia was entitled to his commission. It seemed like an uncomplicated legal proposition. But in fact the issues raised were quite profound. It had very much to do with the political rivalry between the Federalist Party and the Jeffersonian Republicans; the personal rivalry between the Chief Justice of the United States, John Marshall, and the President, Thomas Jefferson; and most significantly for the future of this country, the place of the U.S. Supreme Court in our constitutional system.

"If students know only the decision and not the context, they can't understand the significance and the consequences of the decision. More important, if students aren't stimulated to think about consequences, they'll say, 'well the Supreme Court said this, and that's the end of it.' In my class, it's not the end, it's where we begin. Has the court persuaded you that the opinion is sound, has it convinced you that this decision is in the nation's best interests?

"I see the justices as human beings; they have weaknesses like the rest of us, and their decisions are not infallible. The law is not static; it evolves. Society's needs change over the years. So do our legal standards and those who set those standards. All these factors affect the law. In my view, a law school has failed in its mission if it only teaches what the law is; it must explore what the law means."

B. James George, Jr.
Professor

J.D., B.A., University of Michigan. Specialization in Criminal Law and Procedure and Comparative Law. Chairperson, American Bar Association Standing Committee on Association Standards for Criminal Justice.



"Professors often remind students that the law is constantly changing, and nowhere is it changing more dramatically than in the administration of criminal justice. In the 1960s and 1970s there was a revolution in this field, centered in the courts' increasing delineation of constitutional rights.

"The American Bar Association responded to this revolution by developing the pioneering, comprehensive Standards for Criminal Justice. The Standards set patterns for new legislation and court rules, and are frequently cited in judicial opinions and used as resources in law school curriculums. I have been fortunate in serving for five years as chairperson of the ABA Standing Committee, which developed the current second edition of the Standards. This experience has been an invaluable resource for my teaching, particularly in criminal procedure, sentencing corrections, and mental health law.

"Some of the most important reform issues of the past decade demonstrate the growing interaction between the law and the behavioral sciences. Celebrated cases, like the attempted assassination of President Reagan and the ensuing successful insanity plea, cast this area of the law in a critical light. Some people feel that the insanity defense undermines the credibility of the justice process, and should be abolished. However, the insanity plea is used quite infrequently, almost always in cases of extreme violence, and juries acquit on the plea only about 10 percent of the time. Unfortunately, the plea is most often used in cases that receive the most publicity.

"There is a broader and more important challenge than the insanity defense in the field of mental health law. Our society can deprive a person of liberty essentially in only two ways — through criminal conviction and through compelled commitment based on serious mental illness. Even if we do not include patients who voluntarily commit themselves, there are at least as many people in mental institutions under court order following civil commitment proceedings as there are in prisons and juvenile institutions.

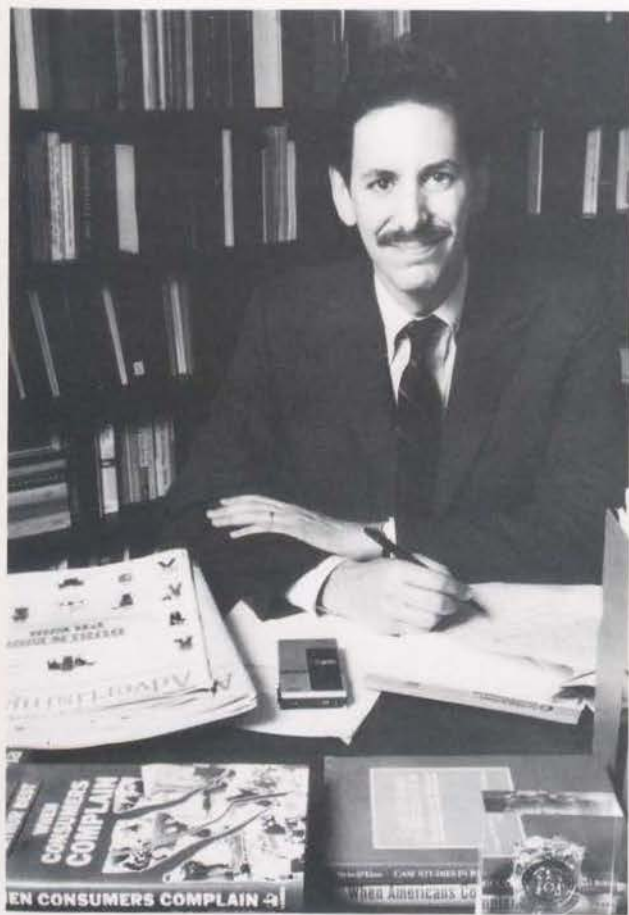
"Many of the issues in this area arise out of constitutional challenges in support of rights to adequate treatment and humane hospital conditions. Our ABA Standing Committee, recognizing the need for a comprehensive approach to these issues, has convened five interdisciplinary task forces on which 85 nationally recognized law and mental health professionals serve. They include psychiatrists, psychologists, psychiatric nurses, mental health administrators, prosecutors, defense attorneys, judges and professors of law and psychiatry. In 1983, the Standing Committee published the comprehensive Draft Criminal Justice Mental Health Standards covering the interaction between criminal law and mental health law at every stage of the criminal process, from initial police contact through service of sentence. If the ABA House of Delegates approves the final draft in 1984 or 1985, these standards, like the earlier standards adopted by the ABA, will provide important guidance for law reform as well as the practice and study of criminal law."

Arthur Best

Professor

J.D., University of Pennsylvania; A.B., Columbia University. Author of *When Consumers Complain*. Formerly with Ralph Nader's Center for Study of Responsive Law, the Federal Communications Commission, the

Federal Trade Commission, and was Deputy Commissioner of Consumer Affairs, New York City



“We hear a lot about reducing government regulation today, but people have a conflict on this subject. Opinion polls always show that many people are against government ‘control’; however, they also want the government to protect their health and safety. They’re not willing to leave this responsibility solely to the marketplace. That’s where government regulatory agencies come in.

“Congress creates agencies such as the Federal Trade Commission or the Federal Communications Commission in order to handle very hard and very hot problems. They are not courts and they are not legislatures, yet we expect them to act as if they were, making rules and judgments. However, when they get into a controversial area, such as determining what is false advertising, they are criticized. But Congress cannot pass a statute that precisely defines false advertising. So the FTC struggles and

tries to build up a concept of what constitutes false advertising. They do it in hundreds of cases over a long period of time. In a sense, the buck has to be passed to regulatory agencies in order to get some important jobs done.

“Because the role of these agencies is sometimes ambiguous, firsthand experience is the best way to learn about them. Then you learn to marshal your facts, to discipline your research toward a specified, constructive end. That was one of the valuable lessons I learned when working with Ralph Nader.

“I’m now developing an opportunity for a small group of our students to get firsthand experience with a regulatory agency. As the basis for an independent research project, they’ll be at the New York State Public Service Commission, working on disputes between the utilities and customers. They’ll be working with PSC lawyers in formulating the commissioners’ response to complaints.

“This experience will give students an inside look at the administrative process at a very basic level – individual customers complaining about their electricity or telephone bills or practices of the companies. The commissioners who handle these basic problems, however, are the same ones who deal with large issues such as a utility company’s rate increase or a billion dollar expansion program. The students will be making presentations to these commissioners.

“One of the most important things for a law student to understand is that you don’t go to law school primarily to learn laws; you go to learn an organizational framework, styles of problem solving, and how the courts, legislatures, and agencies work with doctrines. The student’s first goal should be to develop skills in understanding and organizing facts in light of particular goals. Students have to learn to do what the best lawyers always do: understand, describe, and ultimately determine the consequences of particular resolutions of particular disputes.

Lung-chu Chen

Professor

J.S.D., LL.M., Yale University;
LL.M., Northwestern University;
LL.B., National Taiwan University. Editor, *Human Rights*
(published by the American Bar Association), 1978-1981.
Co-author, *Human Rights and World Public Order*.



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The world community has become increasingly interdependent, and international law has become much broader than simply the relationships between governments. Nation-states continue to play a dominant role, of course, but individuals and groups increasingly interact across international lines. International governmental organizations – most notably the United Nations – have proliferated, and non-governmental associations, such as multinational corporations and human rights organizations, are transnational in membership, goals, activity, and impact.

“As a result, international law is constantly being made and remade through a vast network of agreements and customary behavior and practice. It is perhaps the most dynamic area of the law today.

“Think of all the problems that are transnational in nature, requiring a global or regional solution. To name a few: armed conflicts and control of armaments; civil strife; energy crises; trade, investment, and capital flows; exploration of ocean resources and the use of space; environmental problems (e.g., radioactive fallout, acid rain, air and marine pollution); control of epidemics and of illicit traffic of narcotics; flows of information and data; technology transfer; deprivations of human rights (apartheid, discrimination, genocide, etc.); flows of refugees; religious warfare and strife; and family reunions and resettlements.

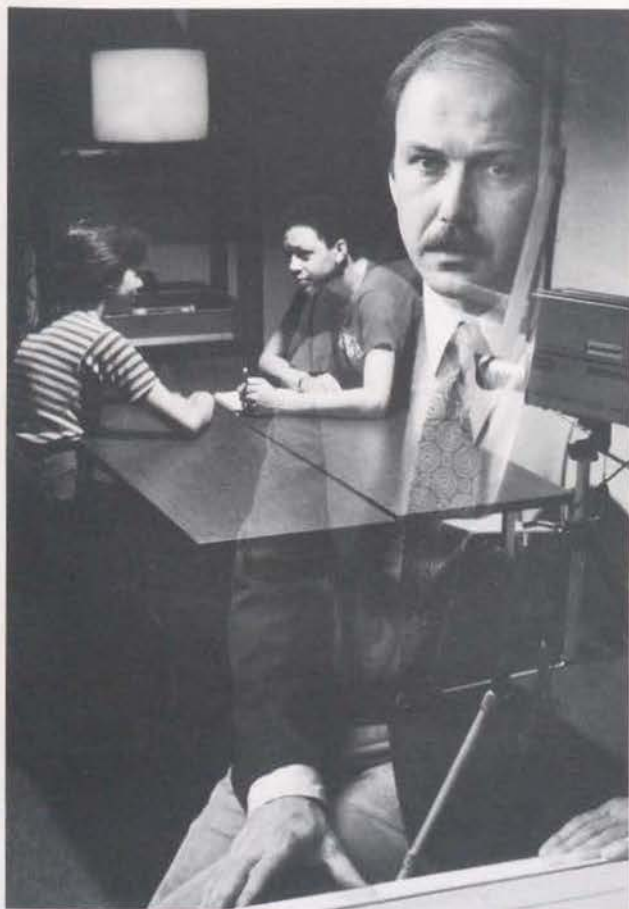
“Law firms of all sizes find themselves more and more involved in transactions having transnational ramifications. One cannot effectively deal with many local and national problems without adequate orientation to the larger global context.

“International law, as all law, is a continuing process through which common interests of the members of the world community are clarified and secured. It seeks to secure both a minimum public order, in the sense of minimizing unauthorized coercion, and an optimum public order, in the sense of the widest possible shaping and sharing of values (respect, power, enlightenment, well-being, wealth, skill, affection, and rectitude). The ultimate goal should be the establishment of a world community of human dignity.

“Legal education has a crucial part to play. We cannot be content with the status quo. We have to think about new ways to build a better world. A legal education should include a broad or ‘liberal’ perspective in the same sense that a liberal arts education does. Legal technicalities and craftsmanship are important, but we must use them in order to develop the adequate intellectual skills to identify and solve new problems effectively. Students must learn to think globally, to think contextually, and to think creatively for the common interest. I believe international law brings a distinct and vital dimension to legal education.”

Eugene Cerruti
Associate Professor

J.D., University of Pennsylvania; B.A., Harvard University. Formerly staff defense attorney, New York Legal Aid Society. Co-author of "The Grand Jury Network," *The Nation* (recipient of two awards for best magazine article of 1972).



Professor Cerruti observes clinic students in a simulation, through the one-way mirror.

Until recently, there was nothing in the legal profession that corresponded to the internship in the medical profession – that bridge between being students and being a full-fledged practicing professional. The Law School is providing such a bridge for its students with several clinical programs.

"Under an agreement with the New York Legal Aid Society, we conduct a criminal defense clinic that enables law students, supervised by faculty, to work as lawyers in misdemeanor cases in the Manhattan Criminal Courts. The student-lawyer handles all details of the case, including the actual trial if the case goes to court. The cases we select are those that offer the best learning opportunities.

"One student, a nurse who wanted to become a defense attorney, handled the case of a man charged with assaulting a pregnant woman. From an emo-

tional point of view, this student was representing the wrong side. She spent an enormous amount of time on preparation and did a fantastic job, but she had emotional ups and downs. Even after she won the case, she felt as though she had been through the wringer and didn't want any more. When things settled down, however, she began to feel the satisfaction of having done a good job.

"She had spent weeks and weekends on details, including the tracking of a witness all day one Sunday. But that witness won the case for her. She impressed everyone, including the judge, and came out of the case a more experienced lawyer. That's the kind of thing that the clinic can do for a student.

"Clinic work takes a lot of preparation. The first few times students go to court they usually find it very difficult. We spend a lot of time with them both in the courtroom and in simulations just loosening them up, helping them make adjustments. The clinic room where students interview clients has a one-way mirror through which the interviews can be either videotaped or observed live. For trial simulations we use the Law School's moot courtroom.

"A series of simulations are held throughout the year, the final one being an entire trial. The students are paired off, with one assuming the role of district attorney and one the defense attorney, and we bring jurors in from outside the School.

"Since the clinics are very new in legal education – only ten years old – and not all law schools have made a commitment to clinics, we're still working a lot of things out. My approach is basically to give people as much hands-on experience and as much supervision as possible. The clinic has 14 students, one professor spends all of his time supervising and I am there for half of my schedule, when not teaching a criminal law course. The attention that each student gets is intensive."

Michael Botein
Professor and Director,
Communications Media Center.

J.S.D., LL.M., Columbia
University; J.D., Cornell Univer-
sity; B.A., Wesleyan University.
Formerly with Cable Television
Bureau, Federal Communica-
tions Commission.

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The Communication Media Law Center has a broad program encompassing research, publications, special conferences, an LL.M. degree program, a cable television show, and a clinic. The core faculty are: (clockwise) Barbara Brodlied, clinical professor and associate director of the clinic; Michael Botein, professor and director of the Center; Janel Radtke, associate director of the Center and producer of the cable television show; and David Rice, associate professor.

“One reason we are successful with our teaching here is that the faculty are so accessible. There is a great deal of interaction between teachers and students. At some other law schools, you never see more than two or three students on the main faculty floor on any given day. Here, the students drop in all the time.

“Even though we are nearly 100 years old, we are a ‘young’ school with new outlooks and relatively young faculty. We feel compelled to produce because we have a reputation to establish, and we often break new ground. To begin with, our clinics are super-

vised by full-time tenured or tenure-track faculty. At most other law schools clinical instructors are hired on a limited contract basis and not granted regular faculty status. This makes the instructors feel like second-class citizens, and it must affect their sense of commitment. However, our clinics and clinical faculty are completely integrated into the Law School program.

“Our Media Law Clinic is a good example of how faculty and students work closely together, as in a small law firm. The faculty are the ‘partners’ and the students are the ‘associates’. Students prepare pleadings, memoranda, and position papers for a variety of public interest or pro bono clients on pending litigation or legislation. For example, we’ve represented citizens’ groups challenges to the licensing of radio and television stations. These are important cases – several have gone to the Court of Appeals and two to the U.S. Supreme Court. Exposing students to appellate proceedings is an important and unique educational experience. By the time our students finish they are better prepared for employment in communications law than any other law graduates.

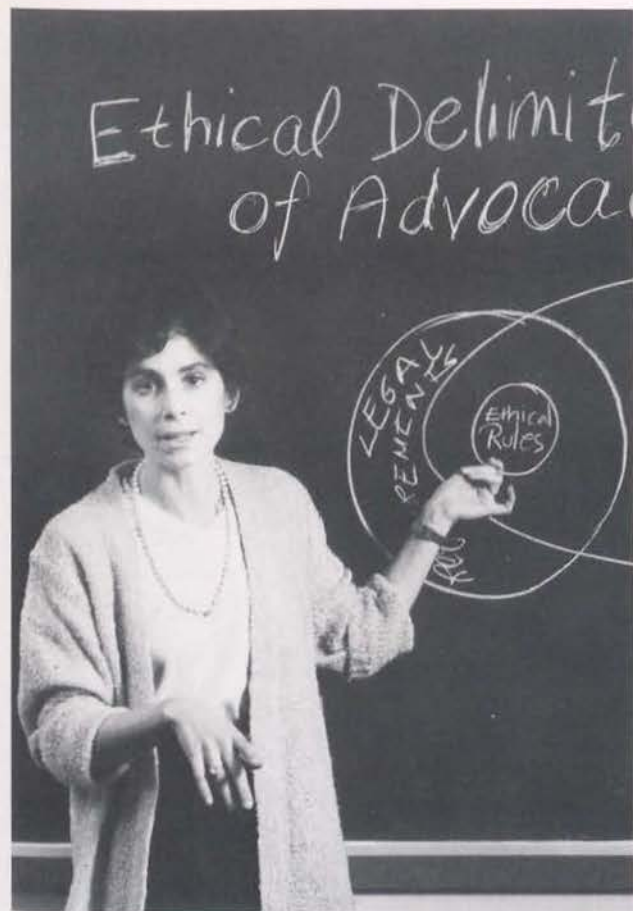
“Since communications is our field, we place a great emphasis on our publication series, covering all aspects of communications, and a television show, ‘Currents of Communication.’

“Many of the courses we give are not offered anywhere else – for example, Law of Computers, International Telecommunications Law, and Cable Television Law. There’s a tremendous gap in the areas of developing communications technology such as cable, videocassettes, and wireless telephones. We’re wrestling with complex new problems in an exploding area, but we have the specialized courses to keep up to date.”

Lucille R. Kaplan

Associate Professor and
Director, Legal Writing
Program.

J.D., University of Chicago;
A.B., Princeton University.
Formerly Associate, LeBoeuf,
Lamb, Leiby and MacRae, and
Associate, Hale, Russell,
Gray, Seaman and Birkett.



"The Law School provides me with a stimulating atmosphere in which to develop a legal writing program. Faculty here are researching, writing and publishing actively in a broad range of fields. There is a strong commitment to professionalism that one senses touches the students soon after their arrival.

"The commitment that the faculty is making to our first-year writing and research program is indicative of the concern it has for the overall professional development of our students. We recognize that good legal writing and good legal reasoning go hand-in-hand, and that to teach legal writing in accordance with this view a great deal of energy and dedication are required. We've added five full-time instructors to the faculty whose exclusive responsibility will be to teach in the first-year legal writing program.

This will enable us to instruct students through small group sessions and editing workshops. Undoubtedly, this is the most effective method for legal writing instruction.

"The writing program is well integrated into the first-year curriculum. It draws on much that students learn in their other courses and, reciprocally, it improves some of the skills they require for those courses. Through exercises in legal writing, students are likely to reason more clearly, become better organized generally, and become more articulate.

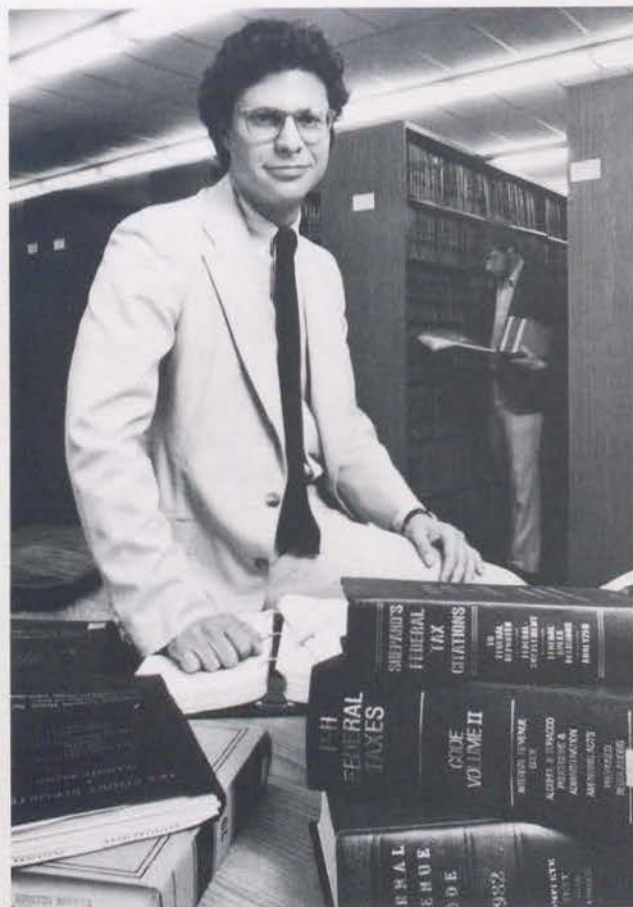
"The focus of the program is on writing that requires analysis and resolution of problems. We hope soon to include writing that relates to the growing interest among lawyers in alternate means of dispute resolution. Certain exercises in the program are designed to develop planning and organizational skills. Having students prepare synopses of legal authorities and outlines for legal writings is an essential foundation for their preparation of competent final products, such as legal memoranda and litigation briefs.

"Admittedly, this approach is not a universal one. Many writing programs place primary emphasis on the mastery of the various formats of writing used by lawyers, the memo and the brief among them. The result can be an overemphasis of the physical components of a piece of writing, and neglect of the much more subtle process of expressing legal thought in writing. Formats are always changing. In some law offices, legal writings begin with their conclusions; in others, they begin with a fact statement. Students can easily learn the necessary formats later on. I would rather they become expert in the basic skills while they're in the first-year program, so that they will always have a solid foundation for development."

William E. Krisel
Associate Professor

J.D., Harvard Law School;
A.B., Harvard College. Formerly
Associate, Coudert Brothers.
Specialization in International
Tax and Estate Planning.

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"My teaching assignments provide an interesting perspective on what I believe a law school should offer. For example, Estate and Gift Taxation and Contracts are two courses that represent opposite poles of legal education. Estate and Gift Taxation is as technical and practitioner-oriented as a course can be. This is very different from my Contracts course. No one can fully understand the Uniform Commercial Code or draft a perfect contract after taking a single course. I teach students how to think about contracts, how to approach problems, so that later they can solve them on their own. The emphasis is less on the rules, such as 'Is this contract valid?' or 'Is this the law in New York?' My concern is much more with 'How did the winning party convince the court?' In other words, how do you build an effective argument?

"In Contracts, I teach common law principles which are useful regardless of the state in which graduates choose to practice and no matter how often laws change. Common law emerges as a result of battles between opposing arguments. That's a new concept for most students. They discover they aren't supposed to memorize rules but to learn principles that can be applied in an adversarial or argumentative manner, which is what our legal system is built on."

"John Stuart Mill believed that truth emerges from the contrast of two opposing views. Even if we do find ways to reduce substantially the volume of litigation in our society, argument still will be the foundation of the system. In fact, most disputes today are not litigated but settled based on the arguments presented by the opposing parties."

"Classroom teaching, of course, is enriched by a professor's research. Tax professors do two types of scholarly work: one is resolving complicated tax questions – in other words, can you legally do this, can you not do that? The other area is policy – what should the tax law be on any given issue? It's the latter that interests me."

"Good tax policy and loopholes unfortunately go together, so the first objective of my research is to identify the loophole and to bring it to the attention of others, such as Congress. The next question is 'Why is the loophole there, is there any justification?' Many people assume that a loophole exists to favor a particular interest group, but many loopholes are the unavoidable result of a logical policy decision. In other words, if you take a certain position on one tax issue, it may result in a loophole in another. From a policy point of view, if you want to close a loophole in one area because it is unfair, you have to find a way to make the change consistent with the whole."

"The tax law is a very complicated system made up of thousands of building blocks on top of each other. The easiest way to close a loophole would be to pull out one block and say, 'Well, we've solved the problem,' but that would cause the whole house to fall. The challenge in tax law is to improve the tax system without undermining its internal logic and consistency."

Student Perspectives



Mark Saunders

Student

Perth, Western Australia.
B.Ec., (Economics), University
of Western Australia. Previ-
ously owner of an educational
publishing house.



“On business trips to New York, I frequently thought of taking an American law degree to give me greater understanding of U.S. contract law, and colleagues often mentioned New York Law School. After I sold my company law continued to intrigue me and I applied to the School.

“The resources close to the law school offer many opportunities to gain practical experience in the practice of law while still attending school. Within a few months of starting school I received training at a major law firm and helped a superb trial lawyer in his preparation for a highly publicized criminal trial. With the Criminal Courts so close I was able to do the necessary legal research in the School’s library while gaining invaluable courtroom experience. The following year I held a traineeship at the Securities and Exchange Commission, which is only two blocks from the Law School. This experience later enabled me to get a position as a summer associate at a large corporate law firm. The School’s Placement Office was very helpful in alerting me to the wide range of opportunities available.

“Professors often go out of their way to help at the Law School. Many practice in the city. One of my instructors invited a group to go with him to a meeting of the New York Arbitrators to give the class a feeling for labor negotiations.

“In many ways, the Law School helps you get your toe into the water early.”

Judy Merritt
Student

Lynchburg, Virginia. B.S.,
(Sociology), Barnard College,
Columbia University. Awarded
New York Law School
Scholarship

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“With the courts and government offices so close by I’ve had opportunities for internships that helped me decide on the direction I wanted to take after law school. The internships provided some real eye-opening experiences. Working in the City’s Housing Mediation Program, I realized how many people really need the help of a lawyer. Most of those who came there were poor and old, and many of them were demoralized.

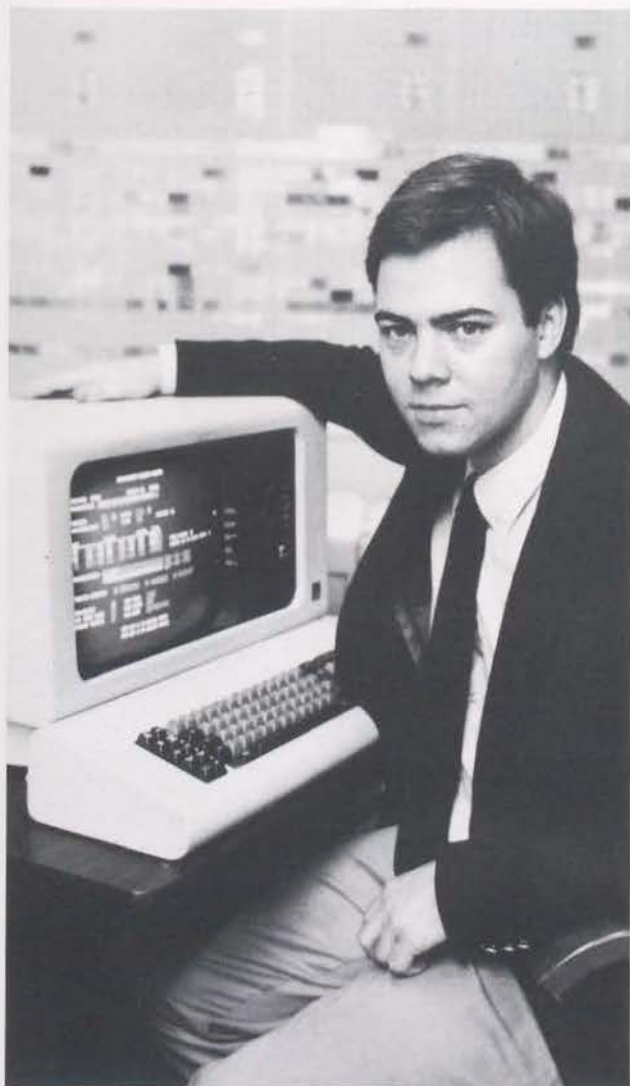
“As an intern, I mediated landlord-tenant disputes, under the supervision of a Housing Court judge. The objective was to arrive at what was fair to everyone involved and to keep the case out of court. It’s a good example of how the authority of the court is used to solve problems in a non-litigious way.

“I later interned as an arbitrator in the New York City Department of Consumer Affairs. I also took advantage of the Law School’s proximity to the courts to observe criminal trials and family court hearings.

“There are a lot of lawyers in my family, and I somehow felt I already thought like a lawyer. But at the Law School I learned to do research and to read like a lawyer. By putting these skills together with the practical experience I’ve had, my competency is growing and I think I can go out now and help people. I’m planning to join a small law firm in our family. My goal is to focus on consumer and landlord-tenant law.”

Michael S. McSherry
Student

Frederick, Maryland. B.A.,
(Drama), Kenyon College.
John Ben Snow Scholar.



"I came to New York because I'm interested in working in the area of entertainment contracts and negotiations, and the Law School has an impressive mixture of electives in Communications and Media Law. Now that I'm here, other things are happening. I began to program computers, and the law, as it relates to computers, is a brand new field with issues such as privacy and copyright demanding special legal attention. I can see myself working in this exciting area, if not in the entertainment field. For now, I'm thinking about the different experiences I've had and what I've learned, and letting things play off one another.

"I'm an evening student, and it's a great experience because my classmates come from a variety of professional backgrounds – from insurance companies, publishing houses, television networks, and so forth. Imagine what a discussion of landlord-tenant law you can have when there are bankers, building owners, and social workers in the same classroom. It gets down to the nitty-gritty."

"There is a stereotype – probably derived from the show 'Paper Chase' – of wide-eyed, idealistic students marching into law school and then being beaten down by tough-minded professors. That's certainly not true of most of my classes – though we are put through our paces. First of all, most of the students are professionals, and some of the faculty often prefer to stimulate and channel discussions – which can get heated. That's good experience, because one of the skills we need to develop is how to convey a sense of urgency about an issue and still be cogent."

"The U.S. Court of Appeals, Second Circuit, which is located nearby, is an excellent resource for research. At the Courthouse you have access to briefs by the attorneys on both sides of the argument, not just the Court's decision. It's also a good place to watch real courtroom proceedings."

Linda Sue Stein
Student

Los Angeles, California.
B.A., (English), University of
California at Santa Barbara;
M.A., (Theatre), Hunter College.
Previous career as editor of
trade publications and theater
reviewer.

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In the 1960's I was in the Peace Corps and involved in social action before going into journalism. Later, when I had children, my interest began to focus on family and women's issues, and I looked for a way to be effective in that area.

"A friend encouraged me to study law. I thought it was too late to begin a legal career. 'No,' he said, 'a lot of people are doing it.' I thought about it for a year and planned ahead. Now I feel I'm picking up where I left off after the Peace Corps, with a summer internship at the Legal Aid Society, and then an internship with the American Civil Liberties Union, Children's Rights Project.

"I was particularly impressed by the range of courses at the Law School because I wanted an opportunity to try different areas. I also found that the academic approach is very different in law school. To use a sports analogy, if in college you say, 'I play tennis,' then you demonstrate on the exam that you know all

the strokes. In law school, it is assumed you know the strokes, and the exam is like playing the match.

"To some degree there is a typical New York Law School student. We've discussed this among ourselves, and we feel it is a positive element at the School. The students are intelligent but not arrogant or overly competitive. They work hard but are mellow and relaxed. They help each other – with research, practicing for moot court competitions, or sharing notes. And it seems everyone responds in classroom discussions.

"The faculty are excellent. In the first-year required courses, they largely use some version of the traditional Socratic teaching method and focus on cases, but they extend that approach to bring in social questions. They lead students to think about the context and the implications of the law for society. It's very exciting. I love it here."

Graduate Perspectives



E. Chris Johnson '82

Graduate

Scotch Plains, New Jersey.
B.S., United States Military
Academy. Associate, Mudge
Rose Guthrie Alexander
& Ferdon. Active duty, Officer,
U.S. Army, 1974-1978



Chris Johnson (center), conferring with two associates.

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The Law School's reputation is growing. When I was in Alaska on Army duty, I made some long-distance phone inquiries among lawyers in New York, asking their opinions of law schools. I got several strong recommendations for NYLS as a place that was moving forward.

"The faculty is young and dynamic. The teachers are intellectually stimulating and they deal with practical aspects as well. The variety of elective courses is another strength of the school. Students need the opportunity to get a taste of different subjects before they choose a career direction.

"The range of student organizations and special events also helped focus our interests. The Law School not only has the traditional law review, but also a journal of international and comparative law, and both a journal and an annual on human rights, sponsored by the American Bar Association.

"I had a good deal of extra-curricular experience when I was a student, including a year as president of the Student Bar Association. I also worked as a hearing officer in the personnel division of the New York City Board of Education. While law school grades will continue to be important to future employers, many are taking a broader look at what makes a good lawyer. Work experience, internships, and student activities can be very important. The Law School offers some exceptional opportunities in this area."

Loretta Knauer Davis '82

Graduate

Granby, Connecticut. B.A.,
(History), University of Vermont.
Law Clerk to Senior Judge
John M. Cannella, U.S. District
Court for the Southern District
of New York. Member, New
York Law School Law Review.

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Loretta Davis with Senior U.S. District Court Judge John M. Cannella.

I had my first contact with New York Law School while I was an assistant editor with Vintage Books, a division of Random House. A friend and colleague at Random House joined the School's administrative staff and I later joined the staff to edit an alumni publication. Working on the publication gave me an opportunity to learn about the Law School.

"The Law School is located in an area rich in resources. Students have access to the federal court and Law Institute libraries which have a collection of all the states' laws. I was able to work as a summer associate with a firm that focused on international law and as a legal intern with the City Planning Commission.

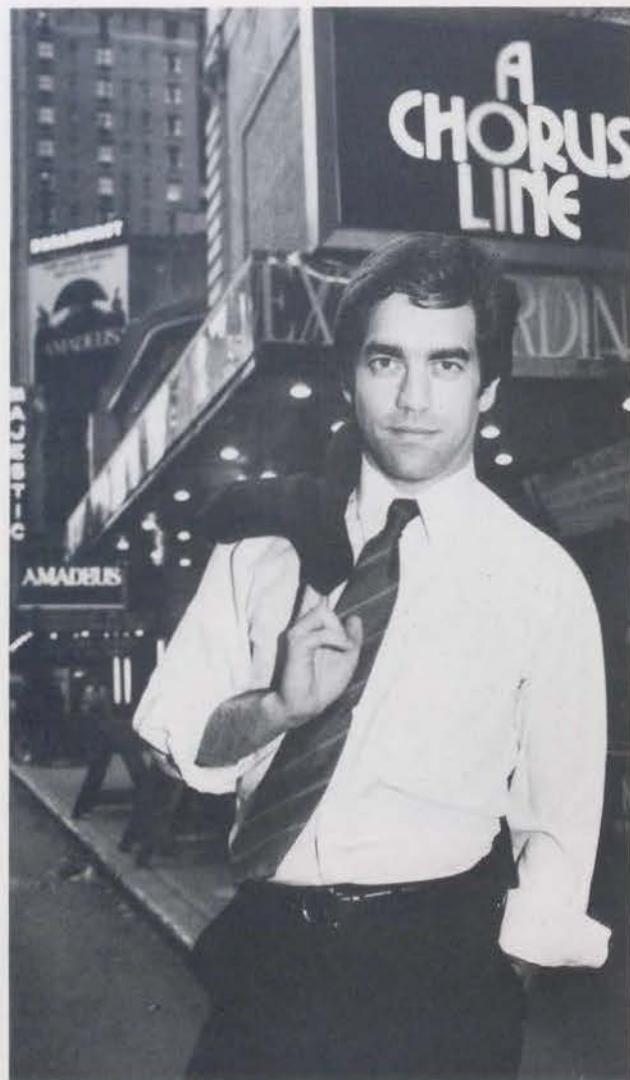
"The faculty was particularly strong in showing students how to analyze legal problems by providing a framework to evaluate various policy alternatives. Many faculty members have experience in practice, which is an asset they draw on in their teaching.

"What I have observed and learned through my clerkship with Judge Cannella has heightened my interest in litigation, and I may work in private practice after the end of my clerkship."

James Vagias '81
Graduate

New York, New York. B.A.,
(History), Amherst College.
Head of Agency Department,
New York Screen Actors Guild.

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"I'm a New Yorker and I had hoped to stay here to work in entertainment law. I had been an entertainer – magician, clown, singer – and continued to work to help support myself while in law school.

"Although I hated that first year of required courses, it did make me think more clearly, more coherently, and taught me how to approach a problem rationally. Once I began to think as a lawyer, the clinics taught me how to conduct myself like one. As a result, I feel I've been extremely well prepared as a litigator. The clinics are one of the real strengths of the Law School.

"The clinics humanize the law because they enable you to work with real people and their concerns. In dealing with different situations, a lawyer has to ask the right questions. The clinics give you the experience to do just that. They help build confidence. Through the clinics, I got internships with the City Commission on Human Rights, the City Legal Aid Division, and an entertainment lawyer.

"I remember one clinic case in which I managed to have the district attorney drop charges and the judge dismiss the case. The client turned to me and said, 'Thanks for all you did.' Experiences like that made Law School worth it."

Programs and Curriculum

Library

Student Organizations



With approximately 150 courses New York Law School offers students ample opportunity both to pursue special interests and to experience the broad scope of the law.*

The diversity of courses offered by The Law School speaks to the interests of today's students, particularly in an urban setting where societal and technological changes rapidly bring new legal issues to the surface. The Law School's list of electives show a substantial number of courses in 16 different groups by subject, and there are numerous opportunities for learning trial advocacy and other skills.

Degree and Special Programs

Juris Doctor
LL.M. in Media Law
J.D.-M.B.A./J.D.-M.P.A. with Baruch College
B.A.-J.D. with Manhattanville College
Bologna Summer Program
Summer Session at NYLS

Required Courses

Civil Procedure
Constitutional Law (I & II)
Contracts (I & II)
Criminal Law
Evidence
Lawyers and the System of Justice
Legal Methods
Legal Writing and Research (I & II)
Property
Torts

Clinics

Administration of Criminal Justice Clinic
Civil Trial Clinic
Criminal Defense Clinic
Discrimination Law Clinic
Housing Discrimination Clinic
Media Law Clinic
Street Law Clinic (Teaching Law Clinic)

Each elective course is listed under a primary subject heading. Where appropriate, the course title is followed by a related subject heading in parentheses.

Students who have questions about the interrelationships among courses should feel free to consult the faculty for advice on this matter and on course selection generally.

Commercial Law

Banking Law
Commercial Arbitration
Commercial Transactions
Debtors' & Creditors' Rights
Insurance
Sales
Secured Transactions

Constitutional Law

Civil Rights
Free Speech, Free Press and the Right of Privacy
Hispanic Community & the Law
Modern Supreme Court, The
Race, Racism & American Law
Sex-Based Discrimination
Sexual Privacy Law (Family Law)

Corporate & Business Law

Accounting & Finance for Lawyers
Agency & Partnership
Business Planning
Corporate Litigation Problems (Trial Practice & Procedure)
Corporate Reorganization
Corporations
Securities Regulation I
Securities Regulation II

Criminal Law

Constitutional Problems in Criminal Procedure
Criminal Procedure
Criminology
Post-Conviction Proceedings
Sentencing & Corrections Law
White Collar Crime & Sentencing Process

Family Law & Estates

Children & the Law
Estate & Gift Tax
Estate Planning
Estate Planning - Advanced
Family Law
Juvenile Rights (Criminal Law)
Law & the Aged (Government Regulation)

Matrimonial Litigation & Related Negotiations (Trial Practice & Procedure)
Trusts
Wills
Wills, Trusts & Future Interests

Federal & Multijurisdictional

Admiralty
Admiralty - Advanced
Conflict of Laws
Federal Courts & the Federal System
Federal Practice & Procedure

Governmental Regulation

Administrative Law
Antitrust
Communications Law
Consumer Law (Commercial Law)
Energy Law & Policy
Environmental Law
Immigration Law

International Legal Studies

Comparative Law
Canon Law
Comparative Law
Comparative Law: Japan/United States
Soviet Law, Introduction to
Jewish Law

International Law & Organizations

European Community Law
Human Rights in International & Constitutional Law Perspectives
International Law
Law of the Seas
Public Order in the World Community
Treaty Law & Problems

International Business Law

International Banking
International Business Transactions
International Transfers of Technology
Islamic Law & Middle East Business Institutions
Multinational Corporations & Foreign Ventures

Jurisprudence & Legal History

Constitutional History: Supremacy & Nullification 1776-1868 (Constitutional Law)
Contemporary Philosophy & the Law
Constitutionalism, Origins of American Jurisprudence
Legal Process
Legislative Process
Philosophies of Law - Clashing Foundations
Quantitative Methods in Legal Theory and Practice

* Complete descriptions of programs, courses, clinics, internships, student clerkships, and all activities listed are found in the New York Law School Bulletin.

Students gain practical experience and academic credit as part-time law clerks in a number of special placements.

Student Clerkships

Judicial Clerkship Placement – Federal
Judicial Clerkship Placement – State

Internships

Securities Bureau Program: New York
State, Department of Law, Office of the
Attorney General
Securities and Exchange Commission:
Students Observer Program
The Surrogates Court Program

Additional Internships

New York City Corporation Counsel
Internal Revenue Service
Manhattan Housing Court/Mediation
Program
M.F.Y. Legal Services
New York City Office of Collective
Bargaining
New York City Department of Consumer
Affairs
New York County Lawyers Committee for
International Human Rights
New York State Department of Social
Services
New York State Public Service
Commission
New York State United Federation of
Teachers – Office of General Counsel
Recording Industry Association of
America
U.S. Attorney's Office, Eastern and
Southern Districts
U.S. Department of Health and Human
Services

Independent Research Studies Co-Curricular Activities

(Work may be approved for credit)
The New York Law School Law Review
Moot Court Board
Human Rights
Human Rights Annual
The New York Law School Journal of
International and Comparative Law

The Library is a constantly expanding center for legal research. It houses a collection of over 220,000 volumes, and new materials are continuously being acquired.

The Library's collection contains the court reports and statutes of all jurisdictions in the United States, as well as those of Great Britain. There are also extensive holdings of legal periodicals and treatises and looseleaf services in major subject specialties. The Library has one of the largest microform collections among law school libraries in the State, which offers access to rare and extremely important reference documents. In addition, the collections of major research libraries are available through the library's membership in the METRO cooperative network system.

A major focus of library development recently has been in the area of technological growth and change. WESTLAW and LEXIS, as well as numerous other legal and non-legal databases, are available to students for their individual scholarly research. Bibliographic information is available through the national OCLC database, which is also used for interlibrary loan requests throughout the country. Telefacsimile equipment is used for instantaneous transmission of information.

Of particular interest is the communications library, which is a specialized collection of material related to the Media Law program at New York Law School. Other special collections include labor law, human rights, international law and alternative dispute resolution. The Library is also a depository for federal government documents.

The Library staff consists of professional librarians who are well-trained in specialized research. Several are law trained, and all have had many years of library experience. Professional reference assistance is available during the library's operating hours.

In addition to the Law School's journals and Moot Court activities, there are a number of other student organizations that help focus student interests, develop skills, provide experience that interests potential employees, or serve as forums for expression of student concern.

Student Bar Association
Environmental Law Society
Phi Alpha Delta
Phi Delta Phi
Legal Association for Women
National Lawyers Guild
Black and Latino Law Students Associations
Gay and Lesbian Law Group
International Law Society
New York Law School Media Law Project
Student Newspapers: *Advocate* and
Equitas



Admissions

Tuition

Financial Aid

Housing

Orientation

Career Counseling

Placement

The Law School's diverse offerings are attracting students from many different backgrounds and from different parts of the country, and as a result the number of applicants is among the largest of any law school.

Admission is highly competitive. The Admissions Committee assesses not only a student's academic competence but also special personal qualities and the potential for enriching the educational environment of the Law School. Students who have demonstrated leadership, received honors or awards, participated in extracurricular or community activities, or have had previous work, educational or overseas experience are encouraged to apply.

Detailed information on admissions requirements and procedures are contained in the New York Law School Bulletin.

Mid-Year Entrance in January

Since 1976, New York Law School has enrolled a first year class at mid-year in the Day Division. These students will commence their program, which is an optional accelerated program, at the beginning of the Spring Term. Registration for this class, in both the full-time and the part-time day program, will be scheduled in early January.

New York Law School has established its January entrance to enable applicants to begin their law studies at the beginning of the spring term since many law school applicants complete their undergraduate work during the late summer or early fall, too late for entrance to law school at the beginning of the fall term.

Transfer Students

Students who have attended law schools approved by the Association of American Law School or the American Bar Association are welcome to apply to New York Law School. Credit for advanced standing may be given.

For all full-time students enrolled in New York Law School in the academic year 1983-1984 the tuition will be \$6,200 per year, \$3,100 each semester.

For all part-time day and part-time evening students enrolled in 1983-1984, tuition will be \$4,650 per year, \$2,325 each semester.

When less than the required number of credits is taken in any semester (twelve hours for full-time students, eight hours for part-time students), the tuition for each credit will be \$285.

The registration fee of \$35 is payable at registration each term.

Special fees that may apply – for example, for late registration – are described in the New York Law School Bulletin.

New York Law School has a varied program of financial aid. Whenever possible, the School offers aid to students who can demonstrate financial need. Students must be in good academic standing in accordance with established regulations in order to receive aid. For details on requirements, procedures, and deadlines, consult New York Law School's Financial Aid Brochure which may be obtained from the Financial Aid Office. The Brochure and the New York Law School Bulletin include descriptions of the following programs:

New York Law School Grants-in-Aid
College Work-Study Program
Tuition Assistance Program
National Direct Student Loan (NDSL) Program
Guaranteed Student Loan Program (GSL)
Auxiliary Loans to Assist Students (ALAS)

Part-Time Divisions

New York Law School has long had an Evening Division so that students in that division might maintain full-time positions during the day and their earnings thereby might cover not only their living expenses, but also the cost of tuition and books. In 1976 the School established, in addition, a Part-Time Day Division to enable those persons with late day or evening employment or family responsibilities to attend law school part-time. There is no doubt that an employed student in the Evening Division, or in the Part-Time Day Division, has a strenuous schedule, but at the same time, the student, particularly in the Evening Division, has the advantage of acquiring valuable experience often in a law-related field and gaining considerable maturity through the four-year part-time program.



34 Information concerning housing may be obtained from the Admissions Office. Most students prefer to rent apartments and usually can find suitable apartments in nearby areas. The Law School is easily accessible by public transportation from all areas of the City and from the suburbs so that those students who wish to take advantage of the generally lower rents outside of Manhattan may do so.

A listing of available rooms and apartments is maintained in the Admissions Office. The Admissions Office also keeps, on file, information on residences in the City, information on tenants' rights, and a list of students looking for roommates.

Incoming students who wish to contact or be contacted by other students looking for housing should leave their names and telephone numbers or addresses with the housing representative in the Admissions Office.

The Law School has a number of programs designed to assist students in making two important transitions – first to legal education, and later to the legal profession.

Orientation

All incoming students participate in a two-day welcome and orientation to the Law School – including discussions of the educational programs and opportunities to meet professors and fellow students.

Legal Lifestyles Panels

During the academic year, the Placement Office invites practitioners from every field of law to discuss their specialization and offer advice on educational preparation.

Career Counseling

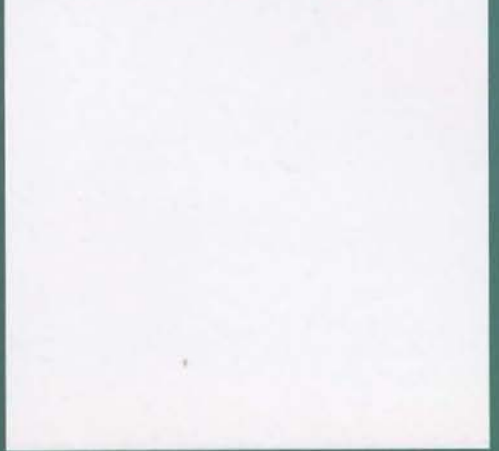
Assistance in all aspects of job seeking is offered by the Placement Office.

Placement for Students and Graduates

Prospective employers are invited to the Law School, and the Placement Office publishes a newsletter for alumni. Special attention is given to helping students obtain summer positions.



The Law School's Special Campus



When in 1891 adherents of Professor Theodore Dwight established New York Law School, they chose a part of the City that would provide special ambience and opportunities for the study of law. It was Downtown Manhattan.



Early N.Y. Stock Exchange, c. 1915.

From colonial days to the present this area has maintained a special dual character as a unique center of business and government. It's early economic and political influence as the colonial center of import trade made it a logical choice as the first capital of the United States under the new Constitution. And the city's strength in trade gave rise to the financial institutions needed to fuel the new nation's economy.



The Bank of New York.

Today, in and around the one-third mile long canyon of office buildings on Wall Street is the most powerful concentration of financial institutions in the world. Nearby is the greatest



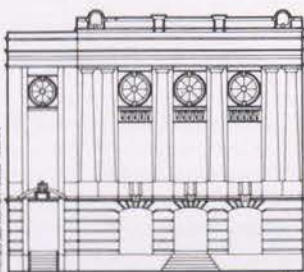
Municipal Building, 1914.

concentration of federal, state, and local courthouses and government offices of all levels to be found anywhere in the country.

All of New York provides special learning, earning and extra-curricular opportunities for the Law School's students. But Downtown Manhattan—with its roots deep in the ongoing development of business and government in America is New York Law School's special campus.

The Growth of Economic and Political Influence

In 1625, the Dutch were the first Europeans to settle Manhattan, and they gave the city its first municipal government in 1653.



Chamber of Commerce, N.Y.S., 1901.

But ten years later they were forced to surrender the city to England. The ascendancy of British rule in New York had profound implications for the development of law in America because the long tradition of English common law became the foundation of American jurisprudence.

With its origins in the early Dutch settlement, New York was older than the first settlements in Boston, Philadelphia, Baltimore, and Charleston, the

other major colonial cities, and with its fine harbor, the city prospered until eventually two-thirds of all American imports were landed in New York. Its economic importance and the sophistication of its business and civic centers made the city a national setting for several critical struggles with the British Crown.

The British placed such importance on the area that they concentrated their warships



Dutch purchase of Manhattan Island.

and troops in the harbor during the summer of 1776 and occupied the city throughout the Revolutionary War. After the war New York rebounded quickly and once again became a thriving seaport and eventually the seat of the Continental Congress that began to shape the new nation's government in 1784.

Shaping a Nation Governed by Laws

At the corner of Wall and Nassau streets stands Federal Hall Museum, commemorating



Washington in front of Federal Hall.

the historic events that took place on this site in the 18th century. There, in New York's City Hall, newspaper publisher John Peter Zenger was tried for "seditious libel" against the royal governor. Zenger was acquitted in 1735 because the jury was persuaded that the criticism contained in his articles was true—a great step toward freedom of the press in America.

New York took another stride toward freedom in 1765 when it became the first colony to petition George III for repeal of the Stamp Act Tax. New Yorkers rallied 27 delegates from nine colonies to a protest meeting



South Street Seaport Museum and Center.



City Hall

in City Hall, called the "Stamp Act Congress." Mass protests were held on the Commons—the current City Hall Park—and British goods were boycotted. The tax stamps were never sold in New York, and the Act was repealed.

By 1784, City Hall had been renovated and renamed Federal



City Hall Park

Hall, and became home of the Continental Congress. Several actions occurred there which shaped the future of government and law in America.

- Congress passed the Northwest Ordinance of 1787 which organized the region northwest of the Ohio

River; provided its inhabitants the same civil rights held by the citizens of the 13 states, guaranteed religious freedom, and prohibited slavery in the Territory.

- James Madison proposed a number of constitutional amendments that were designed to guarantee personal liberties; ten of these became the Bill of Rights.
- George Washington was inaugurated as the first president; the executive branch,



N.Y.S. Supreme Ct., Appellate Division

as the second of the three arms of the national government began to function in March of 1798.

- Congress enacted and the President approved the Judiciary Act of 1789, estab-



N.Y. County Courthouse



Hall of Records/orig. Surrogate's Court

lishing the nation's federal court system.

On February 2, 1790, a few blocks away from Federal Hall, at Water and Broad Streets, the third branch of government began to function when the United States Supreme Court conducted its first session.

The National Government Moves, But Still Depends on the New York Market

Before the end of 1790, the large debt incurred by the colonies in fighting the Revolutionary War would affect the city's dual status as center of government and commerce. In return for Southern support of the new government's assumption of the debt, the nation's capitol was to move to a more central location, in territory formerly part of Virginia and Maryland. The government was shifted to Philadelphia while the appropriate buildings were con-

structed in the new District of Columbia.

New York, however, was to play a key role in the government's plan to fund the new national debt through an \$80 million



U.S. Courthouse

bond issue. New York was considered to be the prime market for governmental securities because its thriving trade guaranteed the availability of private funds. This new national bond market, coupled with increasing trading activity in ownership shares, or "stock," in corporations, caused the brokerage business in the city to flourish. In 1792 the forerunner of the New York Stock Exchange was organized informally by two dozen stockbrokers and merchants.

New York had lost its role as the nation's capital, but the foundation was laid for the city to be-

come the greatest trading and financial center of the world.

The 19th Century: Coming of Age

The revival of trade with Great Britain after the War of 1812 sparked many new business ventures and attracted entrepreneurs from around the country who came to New York to make their fortunes. Wall

issues were framed and refined in the federal district court in New York City. That court, as the United States District Court for the Southern District of New York, located today just a few blocks east of the Law School, is perhaps the most prominent federal district court in the nation, just as the United States Court of Appeals for the Second Circuit, sited in the same



Today's N.Y. Stock Exchange.

Street was becoming the symbol of financial power in the nation; by 1817 the stock market was strong enough to support formal organization of the New York Stock Exchange Board.

As a center of commercial and financial activity, New York often was – and continues to be – a prime testing ground for the evolution of American law. Perhaps no case had a greater impact upon the economic and political growth of America than the famous "Steamboat Case." In 1808, the New York State Legislature granted Robert Fulton and Robert Livingston a monopoly over steamboat navigation on the Hudson River. The litigation attacking that franchise presented nearly all the critical constitutional issues between the states and the national government which ultimately were resolved through the Civil War and the constitutional amendments enacted in its aftermath.

The United States Supreme Court ultimately ruled in favor of free commerce on the nation's waterways, but the legal

complex, is one of the two most prestigious federal intermediate appellate courts. The location of these courts in New York City means that they decide many of the nation's most complex and important cases involving issues of international, corporate, and criminal law.

America has a vast heritage to which many people and cultures have contributed, and the 19th century saw a heroic struggle to forge one nation



Jacob Javits Federal Building.



World Trade Center.

from these diverse elements. A hallmark of the era was an almost mystical faith in new technology, entrepreneurial daring, and the strength of the human spirit. Nowhere were these forces more manifest than in the grand design and the valiant 14 year effort to build the Great Bridge – the Brooklyn Bridge – over New York's East River. Nothing on such a scale had ever been attempted. The



The Brooklyn Bridge, completed 1883.

bridge towers dwarfed the city's skyline. It was the longest steel suspension bridge of the time and one of the most important architectural and engineering feats of the 19th century. It also united the separate cities of Brooklyn and New York, forming the nucleus of what would become a city of five boroughs, renowned throughout the world.

The Brooklyn Bridge fused the muscle, mind, and heart of late

19th century America. Across the harbor, rose another colossus – inspired by the very soul of America – the Statue of Liberty, a gift of the people of France who were stirred by our accomplishments in democratic government. Liberty came to symbolize the promise of a new life for the millions of immigrants who streamed to this country contributing in successive waves to the country's dynamic heritage.

In 1891, New York Law School was established in the heart of downtown Manhattan's burgeoning concentration of law firms, and business, finan-



cial, and judicial institutions. The founders felt strongly that legal education would thrive in this special environment, which provided opportunities for students to observe readily the principles and practice of the law at work.

Dwight, a leading figure in American legal education, had established the Law School at Columbia University and was its first dean. But his relationship with Columbia became



New York Law School.

unsettled – first, over moving the law school away from the courts and law offices of lower Manhattan, then by a controversy over teaching methods. Dwight and several of his faculty colleagues left Columbia to found New York Law School. They believed in enhancing an already strong faculty by appointing distinguished part-time lecturers, such as Princeton professor Woodrow Wilson and Charles Evans Hughes, who went on to be governor of New York and Chief Justice of the U. S. Supreme Court. The first President of the Law School's Board was John Bigelow, a close associate of Abraham Lincoln, minister to France during the Civil War, and a leading New York citizen.

Early graduates of the Law School became founders or name partners of some of New York's most important law firms. Later distinguished graduates included John M. Harlan, Associate Justice of the U.S. Supreme Court, Robert F. Wagner, Sr., U.S. Senator, Chester Carlson, inventor of Xerox, and many others.

New York Today: National and International Hub

New York is the youngest of the world's great cities, having traveled exceedingly far in a few hundred years. Its population has a total buying power of more than \$150 billion annually. The New York Stock Exchange

each year handles sales of more than 12 billion shares annually with a market value of \$400 billion. Nearly 300 commercial and savings banks have combined assets of over \$300 billion. Nineteen banking corporations – including six of the country's ten largest – have their headquarters in New York. About 2500 corporate headquarters are in New York, more than twice that of any other American city.

As an international center, New York plays host to 210 branches of foreign banks and the offices for 25,000 foreign companies. The United Nations is located here and all members operate



The United Nations Headquarters

consulates, providing the city with the largest and most politically diverse diplomatic corps in the world. In addition there are cultural, scientific, educational, trade, and human rights organizations from all over the globe.



The Assoc. of the Bar of the City of N.Y.

All the major commercial television and radio networks are headquartered in New York as are the top ten advertising agencies and the "big eight" public accounting firms. There



are over 100 hospitals and five of the nation's leading medical research centers.

The hub of New York's thriving legal community is the downtown area close to the Law School; more than 250 law firms, including 34 of the largest and most prestigious national firms, are located within walking distance. The city's commercial and governmental diversity, and its constant involvement with contemporary issues, make it a center for many different spheres of law.



N.Y. County Lawyers' Association.

Some of New York's most important law libraries and professional associations make their resources available to students. For example, within the Law School's "special campus" are the New York Law Institute, with a library containing all records and briefs of cases heard in New York City,

and the New York County Lawyers' Association. Further uptown are the Association of the Bar of the City of New York, with its excellent library, and of course the resources of the United Nations.

A vast legal services support industry in Manhattan, much of it concentrated in the downtown area, accounts for 3,075 establishments and about 40,000 employees. The more than \$2 billion in total annual receipts make it the City's third largest service industry after business services, entertainment and recreation.



Lincoln Center for the Performing Arts.

The city is the country's theater, dance, music and art capital, and in recent years has seen a renaissance of film-making, which had its origins in the New York area. Performing arts



The Metropolitan Museum of Art.

audiences may choose from among the superb opera, drama, dance and concert offerings at Lincoln Center, Carnegie Hall and outstanding recital halls; the dramatic and musical presentations at large

Broadway theaters or more intimate off-Broadway houses, and innovative off-off-Broadway music and drama in "pocket-sized" theatres, lofts and even churches.

New York has 65 museums, the best known being the Metropolitan Museum of Art, the Guggenheim, the Whitney Museum of American Art, the American Museum of Natural History, and the Museum of Modern Art. Just a few blocks southeast of the Law School is the recently restored South Street Seaport, a living museum commemorating New



Guggenheim Museum.



View of Central Park.

York's great maritime heritage with a mix of museums, markets, shops, and both new and venerable, century-old restaurants.

Sports and recreation also are an essential part of the New York experience. The city is



N.Y.C. Marathon.

represented in every major professional league. Names of sports arenas like Madison Square Garden, Yankee Stadium, and Shea Stadium are known throughout the country. Within a few years, the

New York City Marathon has become an international event.

Central Park, that egalitarian 840-acre green space that serves as the City's main playground, offers opportunities for biking, running, tennis, soccer, volley ball, picnicking, and listening to the New York Philharmonic or Metropolitan Opera under the stars.

Good in Small Slices, Too

For all its size, New York is by no means monolithic. Each slice of life has its own particular flavor. One of the favorite recreations of New Yorkers is to explore the many neighborhoods which have survived as separate entities within the city. Many lie close to the Law School.

A few blocks south is SoHo, a symbol of the city's avant garde culture. The name means "South of Houston Street," pronounced *Howston*, although no one seems to know why. SoHo was one of the first and undoubtedly the most successful reclamations of commercial

buildings by urban homesteaders. Most of the pioneers were artists who needed the large space offered by industrial buildings in order to work with the increasingly larger media of modern art. The artists were followed by galleries, boutiques, and restaurants. The artists were joined by many professional people, creating a unique urban community.

West of the Law School is an area called TriBeCa, meaning the "Triangle Below Canal Street." It is the latest example of how urban dwellers have created interesting living and working spaces. The area was first developed by artists, but



SoHo Galleries.

now many residents are members of that growing breed of independent professionals whom futurist Alvin Toffler has described as working with tele-



Chinatown.



TriBeCa.

phone, telex, and computer from their "electronic cottages."

To the east of the Law School, close to the main cluster of courts in Lower Manhattan, are two of the nation's oldest ethnic communities - Chinatown and Little Italy. Both are vibrant communities, their streets filled with fascinating markets, shops, and restaurants.



Little Italy.

More than 350 years after New York was born in Downtown Manhattan, its vital blend of government, law, and commerce and the people who make the city great is as strong as ever. New York - past, present, future - is New York Law School's special campus.

NYLS Special Campus: Downtown Manhattan

World Trade Center

More than 600 businesses and trade organizations: U.S. Custom House, U.S. Treasury Department; New York State Court of Claims; and State offices of Banking, Environmental Conservation, Human Rights, Labor, Law, Probation, Social Services, Taxation and Finance, and Special State Prosecutor.

New York State Chamber of Commerce

South Street Seaport Museum

Symbol of New York's maritime history, currently being restored: ships, galleries, hotels, shops.

The Former U.S. Customs House and Bowling Green Park

On the site of 350 years of history: the first European settlement, by the Dutch in 1624; American Patriots dismantling an equestrian statue of George III and melting it down for bullets in 1776; the surviving iron fence, built in 1771, still surrounding the first public park in New York City.

Battery Park

A century of volatile history, now a place to relax; Castle Clinton, a fortress during the War of 1812, converted into a famous entertainment center, eventually a processing center for the first flood of immigrants, now a museum. Views and access by ferry to the Statue of Liberty and the former great immigration hall on Ellis Island.

SoHo

South of Houston Street, formerly small manufacturing district, converted to loft living spaces, shops, famous restaurants, galleries that are the center for the art world.

TriBeCa

Triangle-Below-Canal Street, most recent example of urban homesteaders converting industrial area for residential and recreation use.

U.S. Court House

Federal District Court, Court of Appeals, Bankruptcy Court.

New York County Courthouse

New York State Supreme Court.

U.S. Court of International Trade

Surrogates Court/Municipal Hall of Records

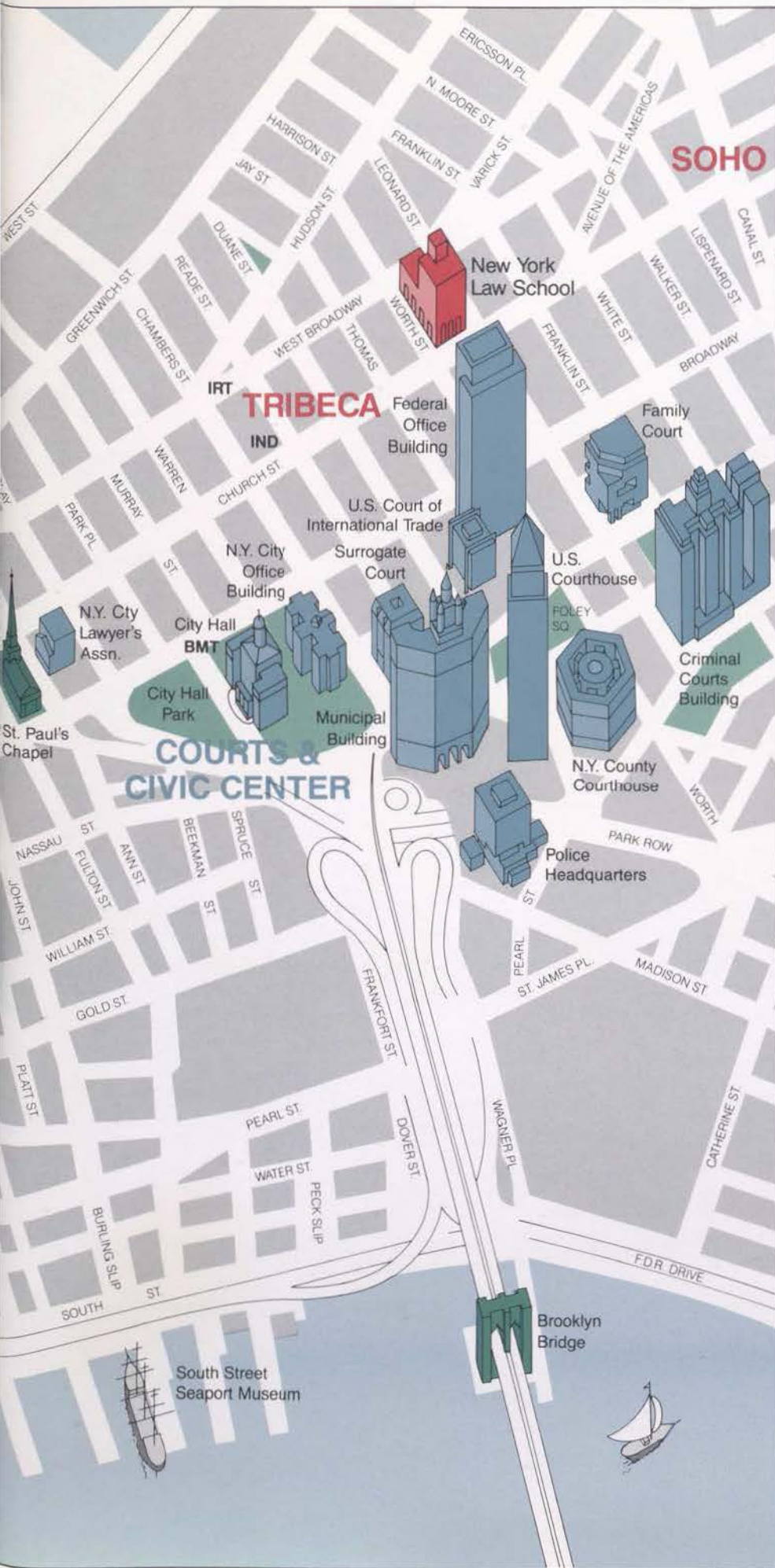
Family Court Building

Criminal Courts Building

New York City Courthouse, now Municipal Office Building.

Just a short walk from New York Law School is the largest concentration of courts, government agencies, financial institutions, and law firms in the country's largest city. The area provides valuable resources for clinical programs, student clerkships, internships, part-time employment, and other means of observing and absorbing the law in action. The nearby institutions also provide the distinguished jurists and attorneys who join the faculty to teach courses in their specialties. New York Law School is the only law school with this special campus.





U.S. Federal Building
Commerce Department, Federal Mediation and Conciliation Service, Small Business Administration.

Commission on Civil Rights, Equal Employment Opportunity Commission, Justice Department, Office of Immigration Information, Commission on Civil Rights.

Federal Trade Commission, Interstate Commerce Commission, Securities and Exchange Commission, Federal Maritime Commission.

Federal Labor Relations Authority, Labor Department, National Labor Relation Board.

Energy Department, Environmental Protection Agency, Department of Health, and Human Services, Department of Housing and Urban Development, Transportation Department.

General Services Administration, Government Printing Office and Bookstore.

(Nearby are the Federal Communications Commission, Internal Revenue Service, Treasury Department, State Department and Legal Services Corp. Further uptown are the Labor Department and International Communications Agency.)

Municipal Building
City agencies such as the Finance Department, General Services and Tax Commission.

City Hall
Offices of the Mayor, City Council and Board of Estimate. City agencies in various locations nearby.

Wall St. Area
World center of finance, banking and law; New York and American Stock Exchanges; Federal Reserve Bank; private and foreign banks; and 265 law firms, including 34 of the largest in the nation.

New York County Lawyers Association

New York Law Institute (120 Broadway)

First Seat of National Government
Federal Hall National Memorial, a museum built on a site rich in the history of the development of law and government in the United States; John Peter Zenger freedom of the press trial; Stamp Act Congress; Second Continental Congress; George Washington's Inauguration; passage of the Bill of Rights.

First Meeting of the Supreme Court
On a site at Water and Broad Streets, in 1790.

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