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Finding a Job After Law School, P. 7

New York Law School
REPORTE

VOLUME 11, NUMBER 2 INFORMATION AND CONSIDERED OPINION AUGUST 1993

Prestigious Bench for Final Froessel Round

By Michael Wood '93

New York Law School Moot Court announced a prestigious final bench for the 1993 Froessel Competition. Professor Gerald Liebowitz, Moot court advisor, told the Reporter that to his knowledge, the quality and quantity of the advanced and final round judges for the competition constitute the most prestigious internal Moot Court bench in America. The final bench will include Judge Richard Simons, Judge Vito T. Toney and Judge George Bundy Smith of the New York State Court of Appeals, Judge Morton Greenberg and Judge Leonard Garth of the Third Circuit Court of Appeals, Judge Elsworth Van Graaeiland of the Second Circuit Court of Appeals, Judge Michael Mukasey and Judge John Sprizzo of the Federal District Court for the Southern District of New York, and Justice Frederic Berman of the New York State Supreme Court (NYLS '51, presently in his 36th year of teaching at NYLS).

The first of two issues in the Froessel Competition based on Virgin Islands v. Smith is the practice of granting judicial immunity. To date, the Third Circuit Court of Appeals is the only Circuit Court in the United States to say that judicial immunity may be granted under certain circumstances. Judge Garth authored that opinion.

As of August 23, 53 sitting judges had signed up to judge the advanced rounds of the Froessel Competition, not including the final panel. Many of the 53 sitting judges are alumni of New York Law School. This year, 239 students have signed up for the annual Froessel Competition. Last year, 78 students had signed up and the previous record was 102 participants in the 1990 competition.

The Froessel Co-Chairs Genevieve Felix and Ed Jacobs and, the fact pattern and bench brief co-authors, Gary Axia and Arnold Levine, spent much of their summer and last fall to ensure the success of this year's competition. The fact pattern pokes fun at a variety of members of the law school community.

Over the past few years, New York Law School's Moot Court has developed a reputation as a powerful national competitor. (See related story on page 3.) First year students who wish to be time keepers should contact the Moot Court Association at X175.

New York Law School's 101st Commencement

More than 350 New York Law School students received Juris Doctor degrees at the school's 101st commencement on June 14. The commencement ceremony, held on a Monday at the Avery Fisher Hall at Lincoln Center, featured two newly promoted speakers. Solicitor General of the United States Drew S. Days III and Judith Kaye Smith, Chief Judge of the New York Court of Appeals addressed the graduates.

Solicitor Days spoke to the assembly about the diverse career opportunities available to attorneys, often speaking from his varied experiences as Peace Corps volunteer, professor, litigator and government official.

Judge Judith Kaye spoke of starting work as a journalist and attending law school at night, finally graduating from the New York University School of Law. She talked of her frustration as a journalist, assigned to the "women's beat". She exhorted the graduates to use their talents as problem solvers.

Thomas Westfield was the student speaker. While at New York Law School, Mr. Westfield attended the evening division. He worked as a police officer before turning to the study of law. He addressed the need for attorneys to assure equal access to the criminal and civil justice systems. His speech received a thunderous ovation.

New York Law School graduate Shepard Broad '27, was honored for his accomplishments. Mr. Broad made his mark in the banking industry, as an attorney, as Mayor of the Town of Bay Harbor Islands, and as a philanthropist. He served on several charitable boards, including those of Mt. Sinai Medical Center and St. Francis Hospital of Miami Beach, and the Law School of Nova University. The new Student Center at New York Law School is named for Mr. and Mrs. Broad.

Law School Lops Locker Locks--Law Students Livid, p. 5
IMPORTANT DEADLINES
AS OF AUGUST 23, 1993
New York Law School
Office of Career Service

August 27, 1993:
Attorney Access Program deadline
(minority students)

September 24, 1993:
U.S. Department of Justice deadline for submitting applications for the Honors and Summer Law Intern Programs
(second year and graduating students)

October 11, 1993:
Skadden Fellowship application deadline
(graduate students)

October 31, 1993:
Supreme Court of Idaho application deadline
(graduate students and graduates)

November 5, 1993:
NY Interest on Lawyer Account (IOLA) Legal Services Fellowship application deadline (graduate students)

November 8, 1993:
National Association for Public Interest Law (NAPIL) Fellowship application deadline
(graduate students and graduates)

November 19, 1993:
Supreme Court of the United States, Judicial Fellows Program application deadline (graduate students)

February 1, 1994:
BET TZEDEK Legal Services, 1994 Summer Law Clerk positions application deadline (first and second year students)

This handout is updated regularly as new material is received. Please check in the Office of Career Services Resource Room for the most current version.

THE NEW YORK LAW SCHOOL REPORTER

Dear Fellow Students,

The Reporter would like to extend a personal invitation for you to join our staff. We welcome editorials, new, cartoons, photos and artwork. We encourage short articles and feature stories. We also print short fiction works.

The Reporter is an open organization. Students join by writing articles, creating cartoons, selling advertising or performing layout duties. Work on the Reporter involves learning mastery of computers, laser printers, color scanners and other hardware. We also learn the short cuts involved in the use of software; WordPerfect, Word for Windows, Aldus Pagemaker, and Aldus Photo Styler. Working together we develop editing and layout skills. We work together in an atmosphere of friendly and constructive criticism as we hone our writing skills. Most of the work of producing the Reporter is low key, but we do learn to work together under pressure to meet publication schedules.

Stop by our office and talk with the staff.

The New York Law School
Reporter

The Reporter, New York Law School's student newspaper, is a chartered student organization. The Reporter is independently published by its student members and is printed periodically during the school year.

The Reporter welcomes submissions from all students, faculty, alumni, staff and other members of the legal community. All contributions are given high regard, and input by contributors is welcomed. All contributors are given the opportunity to review their submissions before the newspaper is published, subject to considerations of time and practicality. Our editors, at the request of the contributor, can assist with formulating and writing an article. Authors of articles submitted to the Reporter are ultimately responsible for the veracity of any article submitted and accepted for publication.

The Reporter subscribes to the College Press Service (CPS) from which it may compile articles and other material of interest to the NYLS community. The views reflected herein are those of the authors and not necessarily those of the Reporter, New York Law School, or of any editor or staff member.

Letters and other correspondence should be addressed to: Editor-in-Chief, the Reporter, New York Law School, 57 Worth Street, New York, New York, 10013.

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August 24, 1993 Welcome Back To School
Tips For Success in Law School

Suggestions for First Year Success

by Victor Mualem '95

Learn what IRAC means and learn to use it for your Lawyering assignments, Legal Writing assignments, and on all exams. It means: ISSUE, RULE, APPLICATION, CONCLUSION and these four words will be a part of your law school career.

Attend the essay writing review offered by Bar/Bri during the first few weeks at school. Understand that what you do to prepare for class each day has very little to do with how you will answer a law school exam. You should know and understand the course materials, but you also need to learn how to answer a law school exam.

Prepare an outline for each of your courses. This is not as hard as it may seem provided that you start early and update the outline weekly. Using an outline prepared by past students is certainly tempting and it may work for you, but the advantage of preparing your own outline is that you are learning the material as you write it. This makes the material a lot more accessible during exam taking when time is such a big factor.

After the first 5 or 6 weeks of school arrange a study group with three or four people who have demonstrated what passes for brilliance in class. Do this as covertly as possible or you will end up with an unmanageable study group of 10 to 15 people you won't want to study with.

Enroll in a bar review course in order to get first year study materials and to view videotaped course study materials. Bar/Bri is an excellent program. About a month or so before finals they have a schedule available with dates and times for videotaped reviews of all first year courses.

Make use of study aids, such as Emanuels, Gilberts, Nutshells, and Bar/Bri's first year review, and read them in conjunction with the cases. You will discover that: not all cases are well written, easy to understand, or enjoyable to read. Read cases when you are having trouble understanding them, if you don't have time to re-read the whole case try re-reading just the parts you lack in the holding, and the reasoning for the opinion.

The Big Picture: Why Are We Here?

by Michael Wood, '93

Law School

Welcome to New York Law School. Most of us are here to train for a new career. A few unusual students are here to learn about the law—some find enjoyment unravelling the mysteries of jurisprudence—but most NYLS students are motivated by a desire to become attorneys, and law school is a necessary step in that process. My approach to success in law school is based on this assumption. Those who think of law school as a graduate school, rather than a professional school will likely find my approach irritating. Perhaps you might find my experiment helpful.

Read the Assigned Material

Luckily for those of us who have now graduated, in retrospect, law school was more intimidating than difficult. I remember my first year, trying to do all the reading for each class: buying the hornbooks, Nutshells, Legal Lines, case books and supplements. I, and many of my fellow students, ended up trying to read three or four times the material required by the professor. For most of us, this was a waste of time. The class material will be contained in the text and the professor's handouts. Read the material and discuss it with fellow students, and of course, the professor.

It is very frustrating to study a series of cases, looking for the commonalities that would demonstrate a comprehensive theory of the law. This method is often called the "casebook method". New York Law School was established in reaction to the casebook method. Ironically, this is the method now used in most of our first year classes. It is a very expensive method for exposing large groups of students to large amounts of material. A series of cases will tend to demonstrate the changes, over a period of time, in the various courts’ approaches to a common problem. Combining through large amounts of material will eventually train students to look specifically for the issue, rule, analysis and conclusion (“Thinking like a lawyer”). This method also places the responsibility for learning on the student, rather than placing the responsibility for teaching on the professor. (Who can teach a class of a hundred?)

Many students gather at the front of the room after class to discuss questions with the professor. I learned a lot by listening to the questions of fellow students.

Flow Charts

As is well known, the cases are simply a setting to understand a specific rule of law. Court decisions are very fact-specific. For almost every simple rule, there are many exceptions. I found that a flow chart helped me more than an outline— I used the rule and exceptions to create a simple decision tree. I then used the decision tree to analyze the case. You can build wall poster flow charts for basic courses at Universal Law Books, on Broadway (Transportation Building Basement, across from City Hall Park, about $10). Bar/Bri gives flow charts to students who enroll in the Bar Exam prep course.

Check Lists

It is very easy to forget important information or procedures when working under time pressure. Check lists are also important tools in analyzing cases. Practicing attorneys often use check lists to verify that they have done everything necessary in case preparation.

Look for "Paper Courses"

Students react differently to the law school exam. Some students find that the pressure is more difficult to handle than the law. While some students excel under the pressure, other students would perform better with the take-home exam or the "paper course". Many upper class courses offer the "paper option". Take a paper course as the elective in the third semester if you do better with papers, look for paper and take-home exams when registering for class.

Finding a Job: The Real Reason Students Attend Law School

The most important task for any law student is finding a job after graduation. At one level this is a lot like writing a brief—the writer must play on the strengths and minimize the weaknesses of the argument. In this case, the law student wants to make a persuasive argument to hire.

A recent study of placement efforts found that the highest paying jobs in America are filled by personal referrals and the lowest paying jobs tend to be filled by advertising.

Pressure and the Top 10%

Almost 90% of a typical class entering NYLS was previously in the top 10% of the undergraduate class. After two semesters, only 10% of these students will remain at the top of the law school class. It is very helpful to graduate in the top 10%. Many employers look for resumes which list Law Review, or "top X%". This is still no guarantee of a job after graduation! If you make it, congratulations. However, 90% of us must examine other options to make ourselves more attractive to potential employers.

Moot Court

What if a student is not in the top 10%? The first option for most is to compete in the Moot Court competition. This is done by entering the Proessel Competition. Those who advance in the competition are eligible for the NYLS Moot Court. Even those Proessel competitors who do not advance are eligible to advance through the ABA Client Counseling Competition or the ABA Negotiating Competition.

Building a Great Resume

Those students who do not make the top of the class or Moot Court must continue to look at other options. The main reason that a
Tips For Success in Law School

Barry Block's 18-step guide to getting an "A" in Law School

by Barry Block '91

This will be the most important article you read during your law school career! By reading and following the advice in this story, you should be able to get an "A" on every exam you take. I use the special qualifier "should" because of the special grading curve at NYLS. It seems a dean decided that the way to improve our school's academic standing among the hiring community would be to institute a severe grading curve, with a "C+" grade as the median. However, hiring partners know that the magic number is class rank, not GPA. Nevertheless, a transcript loaded with "C's" looks bad when compared to another institution's "B" or "B-" curve.

Given the almost insurmountable obstacle of getting an "A", one might be tempted to ask, "If only eight to ten percent of any class will receive an "A", why should I keep reading?" There are two answers. (1) It is very possible to get an "A" grade my first grade was a "D" in Legal Method, but I succeeded in getting 15 subsequent "A's" and (2) Even if you fail a little short of an "A", your overall GPA may be improved.

My suggestions:

(1) Go to class. This might sound a little obvious, but it's not. There has been the occasional student who rarely attended class but still received an "A". This is possible in cases where the student found a good outline, or where the professor expected the student to recite Black Letter law. The problem with not attending class is that you lose the opportunity to get the flavor of the instructor. An outline can abstract everything that the professor says, but it cannot capture his or her intonation.

(2) Pick up the "vig". That's a slang expression I have for the 1/3 extra grade you can get for class participation. From an appearance standpoint, an "A-" looks a lot better than a "B+". How to get the vig is an article in itself. In the meantime, keep in mind that you don't get it if you sit in the back of the class and never open your mouth. It's better to make a fool of yourself in law school than in court. So ask your questions now and save some embarrassment later.

(3) Prepare a good outline. You can not possibly remember all the miscellaneous odds and ends that you learn in an entire semester. The challenge is to separate the wheat from the chaff. A good outline is short and concise. It should include the really important cases and rules of law. If you do not have the time to make up your own outline, look for someone else's. Caveat: Make sure the outline you get is from a superior student. I have seen many, many outlines that have serious factual errors in them. A bad outline is worse than no outline at all.

(4) Consider commercial outlines and flashcards. These are not substitutes for your own work. They can, however, serve as an effective method of putting a topic or a subject into perspective. There is also considerable reinforcement value in seeing the same cases and rules restated in a different form.

(5) Read the professor's old exams. You can find them in the library. Make copies early in the semester, before less ethical students steal them. If they are already stolen, ask the librarian or the professor for copies. Old exams allow you to really get into the head of the professor. In many cases, the same issues recur in subsequent exams. Practice taking these exams under test-like conditions. Afterwards, dissect the exam to see what issues you missed. Discuss your analysis with other students or ask the professor about any areas that you are unsure of. Check to see if your professor bases his question on recent or pending Supreme Court decisions. This is likely, because such cases provide for good fact patterns involving topical issues.

(6) Sign up with a good bar review course in your first year. You will eventually be tested on most of your law school courses after graduation. Course outlines like BAR/BRI have prepared outlines and other materials which you can receive as early as your first year. In addition, some courses provide video tape lectures which condense an entire semester's work into a four or five hour session. In these sessions, the speaker often clues you in on the favorite trap questions that professors love to ask. These materials can be very useful, and you will eventually have to sign up anyway. Why wait until after you graduate?

(7) Type your exams. This of course assumes you can type. If you can not yet type, consider taking a course, since word processing is more and more becoming an essential skill for attorneys. Imagine you are a professor and you have just marked 25 semi-illegible papers. Now you come upon a crisp, clean and easy to read paper. If you have just given a sloppily written paper the "C-" that it probably deserves, you can certainly see giving this paper an "A" or a "B-. Caveat: If you are not prepared or organized, stick to writing the barely legible paper. Typing will only amplify your unpreparedness or disorganization.

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(18) Remember, the name of the game in law school is competition. Not against fellow students, but against yourself and the substantive matter being studied. I hope you will take my advice to heart and I hope even more you write an "A" paper.

(Editors' Note: Barry Block, D.P.M., J.D., graduated cum laude from New York Law School in June 1991. He served as editor in chief of the Reporter.)
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Barry's Block's 18-step guide to getting an "A" in Law School

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(Editor's Note: Barry Block, D.P.M., J.D., graduated cum laude from New York Law School in June 1991. He served as editor in chief of the Reporter.)

THE PASSWORD: barryblock
TAKE MY ADVICE PLEASE!

Some Cynical (and Unserious) Advice From Your Average Third Year Know-It-All

By Michael Simone
NYLS '93

I commissioned myself to write a bit of advice on law school for all you new 1Ls. Please excuse the fact that I am slightly cynical. Okay, I am mostly cynical. I need a vacation and school hasn't even begun. So sit back and take some tips from a stressed out third year. You won't regret it.

LAW SCHOOL

Don't even start. Go straight to the second floor and get a full refund. Catch a flight to some South American country before your parents or your bank knows what hit them. Change your name, marry a local, and live like royalty happily ever after.

TUITION

Borrow it. Studying like mad (if you decide to stay). Find out how to keep from paying it back (there must be some sort of bankruptcy loophole — if you find it, please tell me).

STUDY GROUPS

Find four people you never want to become friends with. Plan to meet twice a week to discuss all you wonderful classes. Let them outline all the cases for you. Sit around for an hour and stare blankly into space while they discuss the metaphysics of what they have learned. Collect their work. Be a nice guy and buy them all a beer (optional).

READING PERIOD

One…two…day max. Time to make friends with the upperclass students and find the best outlines from years past. Steal your classmates outlines. Break up with your significant other, because during these couple of days, you have more important things to do with your life (you'll get back together for Christmas — I promise). Look through tests from past years. Pull out all your hair because your professor taught completely different material way back when. Don't get any sleep. Whatever you do, don't under any circumstances look at a casebook for the very first time — the shock may kill you.

CASEBOOKS

About 1,000 pages or more of nothingness. Actually, a lot of thoughts goes into the writing of these books. Unfortunately, not a lot of thought goes into putting them together. Incredibly significant cases are chopped into edible lengths that leave them void of meaning. The cases are arranged in such a way as to be a clever imitation of randomness. Refer to the table of contents as often as possible to remind yourself of what you are reading (Hint: I base my outlines on the table of contents).

Perhaps what is most striking about these books are the prices. Since you've already committed yourself to going to law school, it is best to just give the nice person at the register your credit card and close your eyes when you sign the receipt. You just don't want to know.

The issues usually have something to do with the table of contents of your casebook.

Second, the rules are pretty simple. They are the first things you should memorize during the year. They are often found somewhere in the cases.

Third, during the analysis you should argue both sides of the issue. By the way, that is how you spot an issue — it has two or more sides. One-sided issues aren't really issues at all. Besides, they also aren't very interesting to write about.

Lastly, if you have time, try to sum things up. Try something like this — "In conclusion, professor, this was a lovely class and thank you for teaching it." This conclusion isn't very helpful, but it works a lot better than a conclusion that contains a whole bunch of nasty explicatives.

PROFESSORS

What you should call teachers now that you are in law school. These are the very intelligent creatures who stand at the front of the room. For the first couple of weeks it may sound like they are speaking in tongues, but after a while you will understand what they are saying. They will ask you many of silly question, yeah at you when you are not prepared, and give you trivial clues to what will be on the test. After class, many of them are really friendly people who love to be on a first name basis with their students.

LAW REVIEW (OR JOURNAL)

The top third of the class gets on to these. It looks good on a resume. If your grades weren't that good, you can write on during a competition held next summer. I don't know much else. It's top secret stuff.

THE TOP 10%

Where you have to be if you want to find a job after you get out of this place.

GOOD LUCK!

WANT A LIGHT LUNCH
OR NO LUNCH
COME TO
Stan's
SPORTS BAR
57 MURRAY STREET
(Between Church & West Broadway)

BOWLING BASKETBALL DARTS FOOS BALL

BURGERS, HOT DOGS, CHICKEN & MEX FOOD
SERVED BY LUCY

1 FULL LITER SUPER MUGS OF BEER $3.00
FREE, SNACKS & TACO CHIPS

August 24, 1993 · Welcome Back To School
Things You Should Know About the Office of Career Services

by Deborah Howard
Director of Career Services

The Goal of Our Office

The goal of our office is to teach job search skills and provide services to NYLS students and alumni to assist them with their goal of finding satisfying employment. We constantly face the dilemma of trying to serve students well while simultaneously conducting activities that are meant to reinforce our services. For example, we want to be available to answer questions and provide individual counseling appointments when students approach us but we also want to make telephone calls that will enable us to update our job listings and send mailings that will increase the number of our job listings. We strive to meet these conflicting demands as fully as possible.

Common Questions and Answers

Can You Find A Job For Me?

We provide students and alumni with assistance in their job searches by providing services and support in numerous ways. Among the direct services we provide are career counseling, presenting educational panels on career opportunities and practice areas, offering training in job search skills such as resume writing, interviewing and networking, and conducting various recruitment programs through which students can contact employers. Last year we offered 26 panels and programs (see list below).

What Do You Do To Increase the Number of Job Listings?

Many of the job development activities we conduct are not immediately visible to students. We make on-site visits to employers in the New York area to develop relationships and promote our students and alumni. Last spring, we held two Dean's lunches in Connecticut to establish relationships with employers there as well. We initiate innumerable telephone calls to employers to encourage their participation in our recruitment programs and we send numerous mailings to employers of all kinds to solicit job listings.

What Do You Do To Increase the Number of Employers Interviewing On-Campus?

We make great efforts to increase the number of employers that interview on-campus. We do this by conducting on-site visits to employers and contacting many others by telephone and by mail. Nonetheless, more than 80% of all legal employers do not recruit on any law school campuses. In fact, most small law firms, government agencies and public interest organizations conduct their hiring purely on an as-needed basis.

In addition, in recent years, a large number of the employers that previously recruited on law school campuses have severely cut back on the number of schools at which they recruit or have eliminated their on-campus recruitment altogether. National statistics compiled by the National Association for Law Placement (NALP) indicate that 85% of the law schools in the Northeast reported a decrease in the number of employers recruiting on their campuses. Thus, we do not expect the number of employers participating in our On-Campus Programs to increase in the near future and encourage students to engage in proactive job search efforts such as networking. For information about networking, see Information Interviewing: What it is and How to Use it in Your Career as well as our Student Job Search Manual, both available in the Resource Room.

What Do You Do To Convince Small Firms to Interview On-Campus?

As mentioned above, small firms do not ordinarily recruit on law school campuses. Their hiring patterns are unpredictable and rather than conducting annual hiring each fall for the following summer and fall, they hire on an as-needed basis. Moreover, unlike larger firms, they are unable to have an attorney out of the office for a full day conducting interviews. We offer small firms the option of posting positions with us and having students apply directly or having us collect resumes which we then forward.

What Do You Do to Obtain Recruitment Literature About Small Firms?

Most small firms do not produce any recruitment literature such as a firm resume describing their practice areas. The best way to get information about these firms is to talk to someone who works there. A good resource on how small firms conduct hiring, The Guide to the Small Firm Employer, is available in our Resource Room. In addition, a NYLS alum working at a firm is always a good source of information. The Mentor/Network Program can be a valuable resource for finding an alum who can provide information about firms in which you are interested.

When Are the Job Listings Updated?

We make attempts to update the job listings every three weeks or so. Finding out when a position has been filled is difficult. Often the person who placed the listing with us forgets to let us know when it is filled and is hard to reach when we try to follow up.

When Should First Year Students Start Their Summer Job Search?

First year students should spend their first semester concentrating on their studies. Toward the end of the first semester in November, we will conduct a Career Services Orientation for all first year students at which we will answer your job search questions and give you information about application deadlines. In the meantime, be sure to read our Career Services Newsletter to keep informed about our programs and events.

Where Do NYLS Graduates Work?

NYLS graduates from the Class of 1992 are employed as follows:

<table>
<thead>
<tr>
<th>Employment Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Practice</td>
<td></td>
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<tr>
<td>Set-employed</td>
<td>5.0</td>
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<tr>
<td>2-5 attorneys</td>
<td>24.8</td>
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<tr>
<td>11-25 attorneys</td>
<td>4.6</td>
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<tr>
<td>26-50 attorneys</td>
<td>4.3</td>
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<tr>
<td>51-100 attorneys</td>
<td>2.6</td>
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<tr>
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<td>4.0</td>
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<tr>
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<td>2.6</td>
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<tr>
<td>Over 500 Attorneys</td>
<td>1.0</td>
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<tr>
<td>Business &amp; Industries</td>
<td>22.8</td>
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<tr>
<td>Judicial Clerkships</td>
<td>5.6</td>
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<tr>
<td>Government</td>
<td>16.9</td>
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<tr>
<td>Public Interest</td>
<td>3.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Who Is On The Career Services Staff?

Deborah Howard, Director: As Director of Career Services, I set the goals and policies for the office, administer student, alumni, and recruitment programs, and counsel students and alumni.

Danielle Aptekar, Assistant Director: Danielle handles student programs, coordinates the various recruitment programs and conducts students counseling.

Valerie Plummer, Recruitment Support Coordinator: Valerie administers our recruitment programs and handles all scheduling of on-campus interviews.

Susan D'Ambra, Resource Development Coordinator: Susan develops and maintains all our resources which include books, informational guides, directories, law firm lists, applications, and handouts. She can answer questions and provide assistance with research on employers and career opportunities. She also writes the Career Services Newsletter.

Beth Ann Sferra, Alumni Liaison: Beth handles all job listings for alumni, graduating students and clerks. She also writes the Alumni Newsletter and administers the Mentor/Network Program. The Mentor/Network Program enables students to get in touch with a NYLS alum who can give them job search pointers and information about their practice areas.

Sandra Miller, Career Services Assistant: Sandra handles all job listings for students and can direct students to information about Career Services programs and panels.
Career Services: List of Panels and Programs Conducted in 1992-1993

1. Interview Strategies Panel
2. New York Law School-Legal Aid Society Fellowship Panel
3. Graduate Clerkship Panel
4. Small Firm Panel
5. Evening Students Making the Transition to a Legal Job Panel
6. Judges and Law Clerks as Advocates for Change Panel (co-sponsored by the National Lawyer’s Guild)
7. Minority Mentor Program Panel/Reception
8. How to Do Good and Enjoy It: Careers in the Public Interest Panel
9. International Law Panel (co-sponsored by the International Law Students Society)
10. Mentor/Network Program Reception
11. Careers in Law Enforcement Panel (co-sponsored by the Law Enforcement Students Association)
12. Alumni/Student Roundtable
13. Environmental Law Panel (co-sponsored by the Environmental Law Society)
14. Information Meeting for the New York County District Attorney’s Office
15. Summer Mock Interview Program
16. Career Services Orientation for Upper Class Students
17. Steps to Take in a Recession Job Market Program
18. First Year Students’ Orientation
19. Winter Mock Interview Program
20. Two Resume Workshops
21. Two Question and Answer Sessions
22. Lesbians and Gay Men in the Law Symposium (co-sponsored by the Gay and Lesbian Law Students Association; the Lesbian and Gay Law Association of Greater New York; and the Sex and Law Committee of the City Bar)
23. Careers in Alternate Dispute Resolution Panel (moderated by Professor Grosberg)
24. Strategies for Turning Interviews into Offers Program
25. How to Find the Hidden Job Market Presentation
26. Myers Briggs Type Indicator Workshop
27. Resume/Cover Letter Workshop
28. Networking Program

The Office of Career Services is here to help you. Do not hesitate to come see us for counseling, resource materials, or to give us suggestions or comments.

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CAREER OPPORTUNITIES:
UPCOMING EVENTS AND PANELS
As of August 23, 1993
New York Law School
Office of Career Services

August 26, 1993:
Fellow Students Give Interview Tips on How To
Interview Successfully
(Faculty Dining Room, 5:00pm)

September 1, 1993:
Graduate Clerkship Information Panel
(Faculty Dining Room, 5:00)

September 2, 1993:
Fourth Annual Public Interest Career Reception
(*Association of the Bar of the City of New York
6:00-9:00pm)

September 9, 1993:
Fellowship Information Panel
(Faculty Dining Room 5:00pm)

September 10, 1993:
1993 Northeast BLSA Minority Job Fair
(Roosevelt Hotel, New York City)

September 13, 1993:
Judicial Clerkship Networking Reception
(*Association of the Bar of the City of New York,
6:00pm)

September 20, 1993:
Fall On Campus Interview (OCI) Information Meeting:
This is your chance to air your questions and
concerns; learn about OCI do's and don'ts, and how to
handle sticky situations.
(A900, 5:15pm)

September 21, 1993:
District Attorney, Corporation Counsel and Legal Aid
Panel
(Faculty Dining Room, 5:00pm)

September 29, 1993:
Career Services Meeting with Evening Students.
Come tell us how we can serve you better! (Room A900,
5:00pm)

September 30, 1993:
Strategies For Job-Finding Success Inside, Outside
and Around the Law
(*Association of the Bar of the City of New York,
4:00-5:00pm)

October 1, 1993:
Greater N.Y. Law Consortium
(New York Law School)

October 1 & 2, 1993:
Cook County Bar Association Minority
Job Fair
(Chicago, Il)

October 6, 1993:
Resume Workshop (A500, 5:00pm)

October 7, 1993:
Resume Workshop (A500, 1:00pm)

October 13, 1993:
Interview Workshop
(Faculty Dining Room, 5:00pm)

October 13 & 14, 1993:
Allegheny County Bar Association Minority Job Fair
(Pittsburgh, PA)

October 18, 1993:
Career Services Minority Student Meeting/Reception
(Faculty Dining Room, 5:00pm)

October 27, 1993:
Career Services Open House for Upperclass Students
(Office of Career Services, every hour from 9:00-
5:00, you must sign up in advance).
Refreshments will be served.

October 29, 1993:
Sixth Annual National Association for Public Interest
Law (NAPIL) Career Fair
(Quality Hotel, Silver Spring, MD)

November 1, 1993:
First Year Students Career Services Orientation
(Faculty Dining Room, 5:00)

November 3, 1993:
Entertainment and Sports Law Networking Reception
(*Association of the Bar of the City of New York)

November 17, 1993:
Career Services Open House for First year Students
(Office of Career Services, every hour from 9:00-
5:00, you must sign up in advance),
refreshments will be served.
* The Association of the Bar of the City of New York
is located at 42 West 44th Street, New York, NY
Privacy and Property Issues Raised by "Locker Cleanout"

By Dale Tarzia '94

One thing I never would have expected to occur to me during my law school education is to find my civil rights violated by the school itself. This is exactly what happened when I went to my locker and found that my lock had been cut and the contents removed. It is well established under New York case law that a person can have a reasonable expectation of privacy where the locker in question is under the exclusive control of the person whose property is contained therein (Moore v. Constantine, 594 N.Y.S.2d 395, 397).

The incident in question occurred on approximately August 9. When I went to my locker on August 10 I found absolutely nothing. I assumed that someone must have stolen the items that remained in my locker, however I noticed that all of the locks had been removed. I suddenly realized what an egregious violation had truly occurred. I called the Office of Student Services and was told that the contents of my locker had been taken to the fifth floor and that I should pick up my property.

While still in shock, I inquired as to why the contents had been removed. I was told that the notice (to empty student lockers) had been posted and that I should have have removed my possessions from the within the appropriate amount of time. (Editor's Note: A notice posted in early May directed that all lockers should be emptied by May 19. This same notice exempted summer students from the directive.) I then inquired as to who posted these notices. I was told that the Office of Student Services did not know who had posted the notices.

There was only one problem with the first answer I received. No notices were posted. Therefore I never received notice that I was being evicted. I did however see someone from student services posting notices the day after I filed my complaint and my $20 lock was cut.

The second answer was that my student handbook contained the rule as to when my locker contents had to be removed. However my handbook only relates in a rather vague manner that the contents had to be removed by the end of the year. Does that mean the last day of classes or the day before the first day classes? Notice is only effective when given. Neither the vague wording in my student handbook nor the (unposted) notice were sufficient to reasonable inform me of the action that would be taken against my property and my personal privacy. Since there was no notice, the transgression against my property was clearly unjustified.

Fortunately my property was returned to me, however neither my lock nor my feeling of privacy have been returned. The Office of Student Services has presented me (and all students) the question, "What is the purpose, function and loyalty of the people who work up in that office on the fifth floor?" Student Services should live up to its name and serve the needs of the students. It should not work against

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Innovation in Bar Review:

The Flow Chart Course

Mutual Assent

Contract Formation

Valid Consideration

No Formation Defenses

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Students who left books and other property in their lockers should contact the Office of Student Services. Located on the fifth floor of "A" Building, or call 431-2852
by Gerald Liebowitz, Associate Professor

If you have not yet registered for the Froessel Intramural Moot Court Competition, please read this letter. It may change your life! If you have registered, please read this updated letter, which provides some information not contained in our letter to you of April 1993.

Each year our nationally renowned Moot Court Association sponsors the Froessel Intramural Competition for all 2nd, 3rd, and 4th year students in good standing. This includes transfer students and anyone who has completed twenty credits. This fall, the top 16 winners will automatically become candidates on the Association. If the winners of the Best Brief, Best Team, and Best Preliminary Round Oralist awards are not among the top 16, these winners also automatically become Moot Court candidates. Moot Court’s Executive Board then selects as candidates another group, traditionally about 16, on a discretionary basis. Candidates who perform office hours may be elected to membership, and members may then be elected the following year to the Executive Board. Executive Board members direct the Moot Court Association and have an impact on the entire Law School community.

Everyone who competes in the Froessel is a winner because everyone benefits from the fantastic educational experience that can be provided only by writing a persuasive appellate brief and by engaging in oral advocacy at its highest levels. The Froessel, after all, is not just a competition to determine who gets to join Moot Court. The Froessel, above all, is designed by the Moot Court Association to teach out to the NYLS community and to teach every participant about advocacy and teamwork. The Froessel is a large part of the NYLS experience. It should not be missed. As of July 19, 1993, 145 students have registered. That compares with the 76 who competed last year.

Those who advance in the Froessel may enhance their academic standing and their professional accomplishments and their skills. Association members may earn up to four credits; satisfy their writing requirement; become legends on winning an intramural competition; write and organize NYLS’s Wagner National Labor Law Competition, one of the country’s most prestigious student-run competitions; get home-grown god status being Froesselian finalists, Best Team, Best Preliminary Round Oralist, or Best Brief authors; and write and organize your next year’s Froessel. All members become part of the Law School’s hottest organization, and members may also get a chance to travel around the country for free during competitions and to receive significant awards at graduation and at the Moot Court Banquet.

Here is a breakdown of how this year’s NYLS Moot Court Association members performed:

*1992 Jessup International Law Competition: 3rd of 208 law schools in the U.S. and 8th overall of 286 schools worldwide from 42 countries. In 1989 NYLS was the National Champion and 3rd in the world.

*1992-1993 National Moot Court Competition: Regional Champion (New York, New Jersey, and Connecticut) and 3rd in the National Round, 3rd of 154 law schools fielding 230 teams. NYLS missed advancing to the Final Round of the National Round by a vote of 3-2 and had earlier defeated the number 1 team. It was the 5th time in 9 years, and the 2nd year in a row NYLS advanced to the National Round, and it was the best that any team from New York, New Jersey, or Connecticut has done in more than a decade.


1995 St. John’s Bankruptcy Law Competition: 2nd in the U.S.

*1993 NUSL Academy of Law Competition: Semi-finalist. Last year’s team, also made up entirely of this year’s Moot Court members, won Best Brief.


The above list does not include the many other competitions Moot Court entered, in all of which NYLS placed in the top ten in brief or oral scores, or both.

This fall the Froessel Fact Pattern will be mailed on August 7 or available to be picked up at the Moot Court office on August 9, 1993; that’s 2 weeks earlier than in previous years, when the fact pattern was available only on the first day of classes. The goal is to give students as much time as possible to write their briefs and not to let the Froeesel interfere with classes or co-curricular activities. Students will have until Tuesday, September 7, 1993, to file their briefs. That’s a total of more than 4 weeks, or 2 weeks more than in earlier years. This extra time is designed to encourage the best students to compete and to enhance the level of competition. The issue will concern two hot topics in constitutional criminal procedure; constitutional law is the most common denominator in intramural moot-court competitions, and that is why we are choosing this area of the law. (Moot Court fields teams, however, in intramural competitions devoted to a wide variety of legal topics.)

This fall’s Fact Pattern, moreover, will be fun, concise, and filled with research with correct pinpoint Bluebook citations, so that competitors can concentrate on writing and oral argument, and not only on researching the law. In addition, although the fact pattern is lengthy, it contains all the arguments you will need to know.

This fall’s Froessel will also incorporate a few important rule changes. In earlier years, for example, some competitors were unfairly helped or hurt by those judges who subjectively graded too high or too low. From now on, and based on a sophisticated mathematical model, students’ brief and oral scores will be normalized to reduce discrepancies among judges. Furthermore, this year there will be an Octo-Final Round. Previously, only 16 competitors advanced; from now on, 32 will.

Additionally, and this is important, from now on (we hope; as of July 19, this has not been confirmed) the Douglass Competition, previously sponsored by BLSA, and the LALSA Competition, previously sponsored by LLSS, will be cosponsored by the Moot Court Association. For Douglass and LALSA competitors to receive academic credit, they must first compete, but need not advance, in the Froesel. Moreover, and this too is important, the negotiating and counseling competitions, previously sponsored by Lawyering Skills, will now be sponsored by the Moot Court Association. Anyone who wants to compete in any negotiating, counseling, or trial competition must compete, but need not advance, in the Froessel. An intramural competition will then be held to determine who will compete internurally in those competitions; Moot Court members will have a guaranteed berth in the intramural competition to join the negotiating, counseling, and trial teams.

Moot Court is also soliciting for the Froessel some of the region’s finest judges, professors, and attorneys to judge the oral rounds. Moreover, we hope to donate even more prizes for the Froessel winners next year and to hold a banquet for all the participants. In addition, Moot Court will host a 1-day seminar on Sunday, August 29. PLEASE PLAN TO ATTEND. This Moot Court workshop will help everyone with their writing and oral-argument skills. We are determined to help all the competitors to enable them to learn a great deal about advocacy BEFORE the competition begins.

Please register for the Froessel ASAP. (The absolute deadline is August 25.) Pick a teammate now (preferably) or by August 25. If you cannot find a teammate, Moot Court will assign one to you. Your teammate is important. Although the oral scores are determined individually, brief scores are assigned to each team, and the briefs count for (fifty percent) in the Preliminary Rounds and Octo-Final Rounds. (The oral count for 100% of the scoring for the Quarters, the Semis, and the Finals.) The oral rounds will begin on September 13. Everyone will argue at least twice, once as petitioner and once as respondent. Octo-finalists argue 3 times, Quarter-finalists argue 4 times, Semi-finalists argue 5 times, and Finalists argue 6 times. The Finals will be held on September 23 in the Ernst Stiefel Room in front of a large audience.

The cost of the competition: FREE! If you register before August 7, and we hope you will, Moot Court will mail the materials to you on August 7. (Please enclose your registration form a large self-addressed and stamped envelope with $1.25 postage.) You may also pick up the Fact Pattern at the Moot Court Office on the 8th floor of 22 Worth Street as of August 9. Once you register for the Froessel, dropping out may preclude you from competing in any future Moot Court-related activity.

Enter! Compete! Carry on the NYLS Moot Court tradition of excellence! GOOD LUCK!
Froessel Registration Form 1993

Date: ______________________

Name: ______________________

Partner: ______________________
(Partners do not have to be chosen until August 25.)

Do you want Moot Court to assign a partner to you? ______________________

Day or Evening Student: ______________________

Year in School in 1993-94: 2 _____ 3 _____ 4 _____

Please read the following before you sign:

(1) This form should be delivered or mailed to the Moot Court Association.

(2) The Fact Pattern and the Froessel Rules will be available from August 9 to August 25, 1993. The materials will be mailed to you on August 7 if you register by August 6 and if you enclose a self-addressed and stamped envelope with your signed registration form. (The envelope must be at least 11" x 14" and be stamped with $1.25 postage.) Students must register at the latest by August 25.

(3) Failure to submit your brief by September 7 at 9 p.m. disqualifies your team. An extension to September 8 at 3 p.m. may be obtained if you request one before September 7 at 9 p.m. but a point deduction will be imposed.

(4) Be prepared to attend our Froessel Seminar on Sunday, August 29, 1993.

(5) WE STRONGLY ENCOURAGE YOU TO REGISTER ASAP.

Signature: ______________________

Summer Address and Telephone Number: ______________________

____________________________

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One Elk Street, Albany, NY 12207 Phone: 518-485-3200 Fax: 518-487-5679

August 24, 1993. Welcome Back To School
NYLS Latino Law Students Welcome New Members

The Latino Law Students Association will like to invite all current and incoming students to join our organization. LaLSA is here to assist you in any way we can and provide a support group that will make your law school experience more successful and enjoyable. Please take advantage of this opportunity to make new friends and work together on issues that concern the entire New York Law School community.

The LaLSA office is available to all members. The office is a great place to talk to upperclass students and get information on what you need to do during your first year. As a member of LaLSA you will have the opportunity to take part in different projects that the organization has planned for this year. In addition, as an incoming student you will be matched with a 2nd or 3rd year student who will serve as your mentor.

There is a great deal LaLSA can do for you. However, you must take the initiative and get in touch with us. Please stop by our office in the basement of the new Student Center and talk with our members.

We look forward to meeting with you soon!

Sincerely,

Luis O. Diaz,
Attorney General
for the LaLSA Executive Board

New York Law School Club Day Tuesday September 7, 1993

Club Day will be held on Tuesday, September 7th. Students will have an opportunity to meet with representatives of student organizations and clubs. The event is sponsored by the Student Bar Association. Legal fraternities, ethnic societies, specialized legal associations and the Reporter staff will discuss their plans for the 1993-94 school year. The student organizations offer a chance to acquire specialized knowledge, have fun and network with fellow students and graduates.

Don't miss this opportunity for an introduction to more than 25 recognized student organizations at New York Law School. Club Day will be held in the lower level of the student center ("C" building) where the student organization offices are located. Members of the various organizations will be there to discuss the organizations and their activities. Refreshments will be served.

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PIEPER REPS: Lorraine Farahmand, Marc Lewis, Jay Valentin

August 24, 1993 Welcome Back To School
UNECONOMICAL LAWYERS

For some reason, economics is a subject which seems to be of limited interest to members of the American legal community. This is true even in academic circles; economics is not a required course in law school (although, perhaps it should be) and it receives very little coverage within most law school courses. It’s not surprising, then, that many law students and, more sadly, many (I’m tempted to say most) lawyers don’t demonstrate much of a working knowledge of basic, classical economics.

Why is this important? Well, economics is the science of human choice. The study of how human beings make choices, given that all goods and productive resources are scarce. Lawyers are profoundly involved in the making of choices as advocates, jurists, and legislators. Thus it would seem prudent for lawyers to understand the consequences of the positions which they advocate, the decisions that they make, and the statutes which they write.

“If we were directed from Washington when to sow and when to reap, we should soon want bread.”

— Thomas Jefferson

And yet, lawyers don’t understand economics. I once heard a law professor, discussing a Supreme Court decision, in a law school classroom, say that the Court mentioned “a lot of economic stuff in the opinion,” but that she didn’t understand what the Court was talking about and she didn’t think the Court did either. Unfortunately, she was correct on both counts.

What is it that most lawyers don’t understand? Classical economics is based on a fundamental attribute of human behavior. As the great, classical economist, Ludwig von Mises, writes in his book Human Action, “acting man is easier to substitute a more satisfactory state of affairs for a less satisfactory.” Thus it is possible to derive the fundamental laws of economics. Through applications and combinations of the fundamental laws, more complex laws and principles can be derived. Finally, one can apply combinations of the fundamental laws and the more complex laws and principles to solve economic problems (i.e. to determine what actions to take in order to maximize one’s satisfaction).

When I speak of an economic law, I’m not speaking of statute or common law, which are mere creations of some human beings and can be changed at whim, but of law in the scientific sense; an order or relation that is invariable and has been proven to be true.

Two examples of economic laws are the law of demand (as the price of an item increases, the quantity of that item that purchasers will want to buy decreases; all else being equal) and the law of supply (as the price of an item is sold for increases, sellers want to sell more of that item, all else being equal). These two laws are very useful in understanding how markets work and why competitive markets produce efficient distribution of goods. When price is at equilibrium, then the quantity supplied will exactly match the quantity people want to buy. Under free market competition, prices tend to move towards equilibrium.

In his book Economics: Principles and Applications, Robert Thomas defines economic efficiency as, “a condition that exists when the economy’s resources are so organized that no reallocation of resources can make one person better off without harming another person.” One law professor told me that achieving economic efficiency may not always be desirable. What utter nonsense. An allocation of resources which is inefficient means that it is possible to make someone better off without harming anyone. In what situation could that possibly be undesirable?

Classical economics demonstrates that trade creates wealth, that the interaction of supply and demand in a free market determines prices, that prices provide information to economic decision makers (producers and consumers), and that markets, free of forcible interference, tend to develop equilibrium prices, which promote efficiency. Why should this stuff matter to lawyers? For example, two economists have demonstrated that a government program which increases the price of a product (such as cigarettes) higher than the market price, the situation reverses. The resulting disparity between supply and demand often precipitates a price which the government action to make. Rather than eliminate its debilitating interference, the government usually tries to force trades that are not occurring (for example: requiring drivers to purchase automobile insurance) or prevent trades which are occurring (for example: forbidding homeowners from renting parts of their homes to people who need a place to live). These “fixes” frequently separate paying for economic decisions from the making of those decisions. The outcome is that “poor” decisions are made and the resulting waste diminishes the wealth of all of us (making us all poorer).

“The there is no kind of freedom and liberty other than the kind which the market ecosystem brings about. In a totalitarian hegemonic society the only freedom that is left to the individual, because it cannot be denied to him, is the freedom to commit suicide.

The state, the social apparatus of coercion and compulsion, is by necessity a hegemonic bond. If government were in a position to expand its power ad libitum, it could abolish the market economy and substitute for it all-round totalitarian socialism. In order to prevent this, it is the task of all constitutions, bills of rights, and laws. This is the meaning of all struggles which men have fought for liberty.”

— Ludwig von Mises

What is the solution to this problem of economic under-education amongst lawyers? Unfortunately, law schools do not seem to be adding economic courses to required (or optional) curricula. Therefore, it may be incumbent upon individual lawyers to educate themselves in classical economics. Although economic education is especially important for lawyers who are working as legislators and judges, it is also important for lawyers who work as advocates and advisors to legislators or judges. In other words, it is important for all of us and, perhaps, it is an area in which the American Bar Association should take the lead. Arguably, it is unethical for lawyers to practice in an area in which they know so little.

Brennan's Justice

by Joseph Brennan

NYLS '94

One libertarian’s views on issues facing individuals at NYLS and in the world at large.

The subjectivity of values is an important point which is frequently overlooked by lawyers who attempt so-called “economic analysis” of legal problems (i.e. to determine what actions to take in order to maximize one’s satisfaction). When I speak of an economic law, I’m not speaking of statute or common law, which are mere creations of some human beings and can be changed at whim, but of law in the scientific sense; an order or relation that is invariable and has been proven to be true.

Two examples of economic laws are the law of demand (as the price of an item increases, the quantity of that item that purchasers will want to buy will decrease; all else being equal) and the law of supply (as the price of an item can be sold for increases, sellers will want to sell more of that item, all else being equal). These two laws are very useful in understanding how markets work and why competitive markets produce efficient distribution of goods. When price is at equilibrium, then the quantity supplied will exactly match the quantity people want to buy. Under free market competition, prices tend to move towards equilibrium.

In his book Economics: Principles and Applications, Robert Thomas defines economic efficiency as, “a condition that exists when the economy’s resources are so organized that no reallocation of resources can make one person better off without harming another person.” One law professor told me that achieving economic efficiency may not always be desirable. What utter nonsense. An allocation of resources which is inefficient means that it is possible to make someone better off without harming anyone. In what situation could that possibly be undesirable?

Classical economics demonstrates that trade creates wealth, that the interaction of supply and demand in a free market determines prices, that prices provide information to economic decision makers (producers and consumers), and that markets, free of forcible interference, tend to develop equilibrium prices, which promote efficiency. Why should this stuff matter to lawyers? For example, two economists have demonstrated that a government program which increases the price of a product (such as cigarettes) higher than the market price, the situation reverses. The resulting disparity between supply and demand often precipitates a price which the government action to make. Rather than eliminate its debilitating interference, the government usually tries to force trades that are not occurring (for example: requiring drivers to purchase automobile insurance) or prevent trades which are occurring (for example: forbidding homeowners from renting parts of their homes to people who need a place to live). These “fixes” frequently separate paying for economic decisions from the making of those decisions. The outcome is that “poor” decisions are made and the resulting waste diminishes the wealth of all of us (making us all poorer).

“There is no kind of freedom and liberty other than the kind which the market ecosystem brings about. In a totalitarian hegemonic society the only freedom that is left to the individual, because it cannot be denied to him, is the freedom to commit suicide.

The state, the social apparatus of coercion and compulsion, is by necessity a hegemonic bond. If government were in a position to expand its power ad libitum, it could abolish the market economy and substitute for it all-round totalitarian socialism. In order to prevent this, it is the task of all constitutions, bills of rights, and laws. This is the meaning of all struggles which men have fought for liberty.”

— Ludwig von Mises

What is the solution to this problem of economic under-education amongst lawyers? Unfortunately, law schools do not seem to be adding economic courses to required (or optional) curricula. Therefore, it may be incumbent upon individual lawyers to educate themselves in classical economics. Although economic education is especially important for lawyers who are working as legislators and judges, it is also important for lawyers who work as advocates and advisors to legislators or judges. In other words, it is important for all of us and, perhaps, it is an area in which the American Bar Association should take the lead. Arguably, it is unethical for lawyers to practice in an area in which they know so little.
New York Law School
Student Bar Association Hosts
American Bar Association Convention Delegates

The Student Bar Association hosted a reception for Student Representatives to the ABA convention on August 5th. Visiting student representatives from local law schools and from law schools around the country received a warm welcome from students at NYLS.

The reception was held on the first day of the seven day convention. Refreshments included smoked mozzarella with sun-dried tomato and olive oil on toasted French bread, smoked salmon on whole wheat wedges with cheese and capers, wine, and assorted soft drinks. Thankfully, there was not a cheese platter in sight. Hats off to the new food services vendors, let’s wish them much success and hope they maintain the same culinary expertise they showed in this their catering debut at NYLS.

Several out of town students commented that our student lounge was architecturally impressive and was a pleasant space to be in. I felt these comments were sincere but when these same people also stated that they liked the paintings on the walls of the lounge I decided they were just being gracious guests.

Attention
All Students Who Recieve Financial Aid:

EXTREMELEY IMPORTANT NOTICE TO FINANCIAL AID APPLICANTS:
ALL APPLICANTS FOR FEDERAL STUDENT AID;

(Federal work-study, federal Stafford loan, federal supplemental loan for students (SLS), federal Perkins loan)

You must file a form entitled "Free Application for Federal Student Aid" (FAFSA)

After the form is submitted, the agency will return a "student aid report".

You must bring the signed student aid form to the Office of Financial Aid.

The Office is now out of FAFSA forms. You may contact FAFSA at (301) 722-9200 to obtain a 1993-1994 FAFSA form.

This is a new form, and required for the first time this year.

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New York Law School
Student Bar Association
57 Worth Street
New York, New York 10013

I would like to welcome everyone from the classes of 1996 and 1997 to New York Law School. I would also like to welcome everyone else back. The affairs of the Student Bar Association are directed by an executive board. They are SBA President Ilene Sacco; Day Vice President Andrew Craner; Evening Vice President Murielle Steven; Treasurer Shannon Bishop; American Bar Association/Law Student Division Representative Scott Miller; Attorney General Todd Rubin; Secretary Dominic Espisito; and our newest member, New York Bar Association Representative Osvaldo Ramirez.

The SBA and the executive board have been busy all summer planning activities for this school year. The first party of the year will be on Friday August 27, from 7:00 to 10:00 p.m. We decided to try and have it on a Friday to accommodate the evening students and other students who either work or have classes on Friday. We will also hold a series of receptions during October that will give students a chance to meet with the professors and talk with them on an informal basis.

I have been meeting with the presidents of the area law schools’ student bar associations to work on inter-school activities. There will be a softball tournament at St. John’s Law School at the end of September, in which all the area law schools will participate.

I have also been up to Albany to work out a program with the New York State Bar Association that will involve law students. It is similar to the Law Student Division of the American Bar Association. This is the first time the New York State Bar Association has tried something like this and we are all excited about the prospects. Osvaldo Ramirez, a second year student, will be the New York State Bar Association Representative. He will also be sitting on the Executive Board. I appointed Mr. Ramirez to this position over the summer and am sure he will do a wonderful job.

Secretary Dominic Espisito, is working with Deborah Howard of Career Services in trying to create new opportunities for students to meet with prospective employers. He is attempting to contact alumni who work in smaller firms to engage their help in placing NYLS students. Scott Miller, Andrew Craner, Osvaldo Ramirez and I represented the school at the American Bar Association Convention this summer. It was a great experience and we learned a lot from it. The NYLS Student Bar Association hosted a reception at the school for all of the law students who were attending the ABA convention. It turned out to be a very nice evening and all of the students loved our school. Several students commented that we had the nicest law school that they had ever seen. I am now representing NYLS on an ABA regional board.

We are also working with the Alumni Association on their Dinner Dance which is a yearly event that brings a lot of money to our school, and on a joint venture that will bring more alumni in contact with current students. Lastly, the SBA sent out letters to all of the incoming students in order to help them with any questions that they might have had about starting school. Andrew Craner and I spoke to almost forty students in person and over the phone. I hope this year more people will become active in events and more willing to participate. The receptions and events are great ways to have some fun, learn some things and meet some people. Have a great semester!!!

Ilene Sacco,
Student Bar Association President

Fall Semester School Building Hours

There is nothing quite as frustrating as showing up at school to study or write, only to find the building locked and empty. New York Law School is usually open Monday through Thursday, 7:30 am to 11:00 pm, Saturday and Sunday 10:00 am to 10:00 pm. The library is usually open Monday through Friday from 8:00 to 11:00 pm, Saturday and Sunday 8:00 am to 6:00 pm. We report “usually open” because even the third year Reporter staff are sometimes surprised to find that the doors are locked. Notices are supposed to be posted about the hours and at the entrances to warn of changed hours.

August 24, 1993 Welcome Back To School
WE’RE NOT THE BEST  
BECAUSE WE’RE THE  
BIGGEST  

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