New York Law School Hosts The Wagner Moot Court Competition

by Michael Wood '93

New York Law School's Moot Court Association hosted the seventeenth annual Wagner Moot Court Competition from March 18 to 21 at the school. The competition was a roaring success. Thirty schools fielded teams for the pre-eminent national labor law moot court competition. Memphis State won the competition, followed by Brooklyn Law School, the University of Texas and Wake Forest. Michael Puchades of Florida State University won top oralist honors and Brooklyn Law School provided the best brief.

The 1993 Wagner competition, Jalopy Motor Cars, Inc., v. National Labor Relations Board and United Motor Workers Local 333, was based on a fact pattern written by James Gillespie, NYLS '93. The bench brief was written by Chris Mills, Jacklyn Bartlett and T. Bryce Moses. They were advised by Professor Gerald Lebovits. The fact pattern was based on a combination of issues raised in several recent cases. The first issue juxtaposed the considerations of Title 7 of the National Labor Relations Act and Title VII of the Civil Rights Act. May a union supporter utilize speech which contains derogatory racial characterizations to urge fellow workers to support a union organizing drive? The second issue reviewed the constitutionality of the Sewell doctrine following the Supreme Court's R.A.V. v. City of St. Paul decision. The Sewell doctrine regulates inflammatory racial appeals in union elections, but is the Sewell doctrine an unconstitutional abridgment of free speech?

The final round of the competition was judged by a distinguished bench which included a majority of the National Labor Relations Board. National Labor Relations Board Chairman James M. Stephens, Board Members Mary Miller Cracraft, Dennis M. Devaney and Chief Counsel Harold Datz judged the finalists.

The Wagner Competition was established to honor the memory of the late Robert F. Wagner, Sr., a New York Law School graduate. Robert F. Wagner pursued a career in public service. After service in the state assembly, he was elected to service facilities will allow quicker service. The food service in the new Student Center and the new student cafeteria were rewarded with a free lunch or complimentary dinner on Monday, March 22. The student cafeteria, which had been temporarily relocated to the Faculty Dining Room, is now open on the first floor of the Student Center.

The food service in the new Student Center will be provided by the familiar workers who have been cooking and serving in the Faculty Dining Room, but the new kitchen and service facilities will allow quicker service.

The construction project has converted the old student lounge with its lowered ceiling and warren of student offices into a tall, skylight lit open space. New hi-tech dining furniture compliments the new food service and kitchen area. Although the furniture for the security station has not yet been installed, it is expected to arrive shortly.

Construction changes can be seen from the front of the building. The Student Center is to be one of two main entrances to the NYLS complex. Red brick once filled the bays between the cast iron columns of the old loft building. The brick was removed to make space for floor-to-ceiling glass walls. An air-lock entrance provides for student comfort while relaxing in the new Student Center.

New Student Center Opens Free Lunch Offered

Students who have faithfully awaited the opening of the new Student Center and the new student cafeteria were rewarded with a free lunch or complimentary dinner on Monday, March 22. The student cafeteria, which had been temporarily relocated to the Faculty Dining Room, is now open on the first floor of the Student Center.

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Blacks in the Civil War (A Tribute to Black History Month)

By Seamus Murphy '93

Although most people probably know that slavery was one of the main reasons for the Civil War, few people probably know that Blacks not only fought in the Civil War, but may have determined its outcome. But, Massachusetts was unable to raise a black regiment from its own black population. As such, Blacks had to be recruited from other states. Frederick Douglass' two sons, Charles and Lewis, were the first Blacks from New York State to enlist. Eventually, Massachusetts had two black regiments (the 54th and 55th). By the end of the Civil War, much honor was bestowed on the 54th.

Civilian and southern Blacks also helped the Union win the war. Both Robert Smalls and William Tillman stole Confederate ships. Harriet Tubman worked as a nurse and also helped Union prisoners of war get back to the North. Many Blacks travelled to the South to elicit slaves there to defeat the Confederacy. Blacks also smuggled much information to the North.

Blacks played vital roles in both the Confederate and Union war efforts. Without slaves, the Confederacy would not have held out as long as they did. Without Blacks, the Union probably would not have won the war.

A. Blacks in the North

Blacks in the North supported the war from its start to finish. At first, Blacks were not allowed to fight in the Union forces. Instead, they raised money and encouraged public support for the war. When Blacks were finally allowed to fight, they were given the hardest kind of camp work, the poorest equipment, the worst medical care, less pay, longer enlistment periods, and had little chance of becoming a commissioned officer. When captured, they were tortured, enslaved, and even killed. Yet, as a group, Blacks fought with more courage and desire than any other group.

On the morning of April 12, 1861, the Confederate Army attacked Fort Sumter, a U.S. Government fort in South Carolina. On April 15, 1861, the day after Fort Sumter fell, President Lincoln asked for volunteers to fight in the Union Army. Although Blacks were one of the first to volunteer, they were turned down. In New York City, Philadelphia, and Detroit, Blacks formed clubs and held drilling and target practice, but these clubs were quickly broken up by police. In South Carolina and Kansas black volunteer regiments were formed, but they were disbanded by governmental order.

In January 1863, Massachusetts was the first state asked and permitted to raise a black regiment. But, Massachusetts was unable to raise a black regiment from its own black population. As such, Blacks had to be recruited from other states. Frederick Douglass' two sons, Charles and Lewis, were the first Blacks from New York State to enlist. Eventually, Massachusetts had two black regiments (the 54th and 55th). By the end of the Civil War, much honor was bestowed on the 54th.

B. Blacks in the South

Although the South did not allow Blacks to fight, because it thought that Blacks were inferior and did not trust them with arms, it did force Blacks to help their side. Approximately four million slaves were forced to build fortifications and trenches, work in field hospitals, and supply the South with food, clothing, and war materials. The only time that Blacks fought for the South was during the heat of a battle when the Confederate troops needed men desperately, but this was very rare. Most Blacks in the Confederate Army camps wished that Union forces would overrun them or would leak vital information to black spies from the North.

Blacks were the biggest reason why the South was able to hold out for so long. With Blacks performing so much work, Confederate soldiers were freed up to fight the war. On January 1, 1863, Lincoln issued the Emancipation Proclamation, thus freeing all slaves in the Confederate states. This law greatly affected the Confederacy's ability to fight. It resulted in the Confederacy having to take soldiers from the battlefield to do jobs previously done by slaves.

With the beginning of the Civil War, many slaves in the South left their masters and headed north or to Union camps. During the war, over 200,000 slaves reached Union camps. These Blacks were valuable not only because they did the drudge work in the camp, but more importantly, because of their knowledge of the South's waterways and land configurations, the South's strengths and weaknesses, the South's troops' positions, numbers, and conditions, and other vital information. During the war, over 500,000 slaves escaped to the North where they worked as laborers, teamsters, cooks, carpenters, nurses, scouts, spies, and numerous other jobs. Although capture meant being enslaved, tortured, and even death, many Blacks returned to the South to help free and guide prisoners of war back to the North.

On July 17, 1862, Congress passed two acts providing for the enlistment of Blacks as soldiers. The Conscription Act allowed the President to use as many Blacks as he needed to win the war and the Militia Act repealed an 1792 law barring "Coloreds" as soldiers. The Union passed these laws only because they were losing more men than they were enlisting.

On January 1, 1863, the Emancipation Proclamation was issued. This law freed all slaves (approximately 3,120,000) in the territories still in rebellion on that date. Although it did not automatically free any slaves (approximately 800,000) in the Union states or territories, it did provide that Union slave owners would receive $300 for each adult slave set free.

The Emancipation Proclamation also gave Blacks the right to serve in the Union military. When Blacks were first allowed to fight, many did not want to because they had found employment in the North, they were discriminated against in the Union military, and when captured, they were not treated as prisoners of war. On May 22, 1863, the War Department established a special bureau to speed up and increase the enlistment of Blacks. On June 15, 1864, Congress granted equal pay to black soldiers.
Hellenic Society to Visit Metropolitan Museum of Art

The Hellenic Law Society invites everyone to join us on April 4, 1993, when we will be going to the Metropolitan Museum of Art to view "The Greek Miracle" currently on display. The exhibit consists of priceless sculptures, bronzes and marble from Greece's Golden Era, with some pieces dating back to 5th Century B.C. Most of the objects have never left Greek soil and are now on display at the museum as part of a cultural exchange program between the U.S. and Greece. The exhibition commemorates the 2,500th anniversary of Greek democracy as the cornerstone of western civilization. It represents the great sculptural innovations and achievements in the depiction of the human figure. Among the icons of 5th Century B.C. sculpture in the exhibit are the Kritios Boy, Contemplative Athena, Cavalry from the Parthenon Frieze and Nike (Victory) Unbinding Her Sandal. The club will gather at 2:00 p.m. outside the main entrance of the Museum on Fifth Avenue and 82nd street. If you are interested in attending, please leave a note in Peter Moulinos' mail folder.
The Chickens Come Home to Roost at the World Trade Center

Norman Steiner ’96

When El Sayyid Nosair was acquitted of the assassination of Rabbi Meir Kahane, the shwarma rotisseries on Atlantic Ave. stopped, as the Islamic Fundamentalists digested the writing on the walls. The mosques of Jersey had their final piece of evidence to prove what until now they had only hoped to be true, you can kill a Jew in New York and get away with murder.

While Arab fundamentalists grew defiant, New York Jews grew scared. In the late 60’s anti-semitism and get away with murder as the Islamic Fundamentalists di­

vistor’s opinion in the pages of the Reporter. Stop by our office in the basement of the new Student Center.

Join us!

NEW YORK LAW SCHOOL PHI ALPHA DELTA BLOOD DRIVE

WHERE: IN FACULTY DINING ROOM

WHEN: MONDAY, MARCH 29
12:30-6:30 PM

HOW: BY CONTACTING MAUREEN DELGADO, SIGNING UP IN THE STUDENT LOUNGE, OR CONTACTING ANYONE AT THE PHI ALPHA DELTA OFFICE

- BE SMART -
- DO YOUR PART -
WORK WITH PHI ALPHA DELTA TO SAVE LIVES
DONATE BLOOD

1993 YEARBOOK NOTICE!!!!!

The Yearbook Staff announces that there is still time to pur­

chase your NEW * SENSATIONAL * FABULOUS * 1993 NEW YORK LAW SCHOOL YEARBOOK!!!

PLEASE RESERVE YOUR COPY IMMEDIATELY.
AT THE LOW PRICE OF $30.00

All students are encouraged to order a yearbook this year. Our Yearbook photographers will be circulating around the school to make sure that all students from both the day and evening sections are included in the yearbook.

You will find color photos of the graduation ceremony and greater inclusion of the faculty and first, second, third, and fourth year students. Don’t delay. Send or bring your order form and checks made out to the NYLS 1993 Yearbook to the Office of Student Services. Attention: Sally Harding, or see the Yearbook staff in the basement of the “C” building of the new Student Center.

Seniors: A reminder to send in your selections of one photo with street clothing and one photo with cap and gown to the Photographer. The photo with street clothing will be the picture placed with your class. The cap and gown photo will be placed in your half-page section. Your half-page may include 1-200 words of your thoughts or no thoughts. If you do not wish to write anything, you may desire to put in information about what extra-curricular activities, club activities, special organizations, programs, etc. which you may have been active in during your years at The New York Law School.

If you would like to work on the staff, please leave a message in Delvis Valdes, Mike Wood, or Jackie George’s mailfolders. We need some energetic and hardworking law students to help us with the yearbook. Volunteer!!! Help make this yearbook marvelous!

MARCH 1993
Tips for the Computer Novice

By Rupi S. Badwal '94

What is DOS\(^1\) and how does it differ from WINDOWS? DOS (disk operating system) is the software (diskette) required to run any personal computer (pc). DOS tells the computer how to perform certain commands. The majority of pc's have DOS (unless equipped with OS/2\(^2\) or Dr. DOS\(^3\).

WINDOWS software allows users to operate with a WYSIWIG (what you see is what you get) display, also known as the GUI (graphical user interface). WINDOWS is more user friendly because the programmes are accessible by double-clicking on a descriptive icon with a mouse. WINDOWS is primarily used in conjunction with a pointing device such as a mouse or trackball. Contrary to popular belief (at least at NYLS) WINDOWS is not an operating system. It relies on DOS as its platform and cannot run without it.

Generally WINDOWS is much easier to use than DOS applications (software applications are programmes) because everything is at your finger tips, and the applications are more intuitive. However, in order to run WINDOWS software, you need to have the proper hardware (the right type of computer). WINDOWS itself will run on a 286 microprocessor and requires 1 meg (megabyte) of RAM (random access memory). RAM is memory used by the computer only while the power is on. Unlike a hard drive, it does not store any information once the computer is turned off.

With 1 meg of RAM WINDOWS will run, but applications designed for WINDOWS will not. If you want to run applications for WINDOWS, you need at least 2 meg of RAM (4 meg of RAM is suggested to run WordPerfect\(^4\) for WINDOWS). If you have a choice, try to run WINDOWS on a 386 so you can utilize the memory management features built into WINDOWS. WINDOWS runs labouriously slow on a 286 such as mine. The difference between the microprocessors is extremely suffic. To say a 386SX running at 20 MHz is fast enough for most people's applications such as word processing or basic spreadsheets. A 486SX is only required when you expect to run microprocessor intensive applications such as graphic design programmes, extensive spreadsheets, etc, although a DX machine comes with a math co-processor required for CAD programmes and is beneficial in large spreadsheets.

If you don't know how much RAM your system has, an easy check to it is to watch how high the numbers go when you first boot up (turn on) your computer. The number will most likely be 1024 (1 meg RAM), 2048 (2 meg RAM), or 4096 (4 meg RAM). If your computer only has 1 meg RAM and you want to upgrade, depending on the type of memory chips you have (look at the specifications in your system manual) and the number of open memory slots, the price to upgrade from 1 meg RAM to 4 meg RAM is approximately $140.00. But, before you consider upgrading, you should consider whether you really need to run WINDOWS. Although WINDOWS is much easier to use there are several drawbacks.

WINDOWS applications run slower than DOS. WINDOWS slows down print speed. WINDOWS applications take up more hard drive space than DOS applications ie. WP for DOS occupies 6 meg of hard disk space while WordPerfect for WINDOWS occupies 9 meg of hard disk space. If you have a 40 meg hard drive, you have already occupied 1/3 of your hard disk space. (1.5 meg for DOS, 5 meg for WINDOWS, and 9 meg for WP)

So, now you have some basics about the software. Now here are some tips you can use to speed things up on your computer as well help avoid confusing the computer or yourself.

One thing every user should strive for is basic housekeeping. In other words, keep your hard disk clean of useless files because they occupy precious hard disk space. Think of your hard drive as a file cabinet. For example, if you have WordPerfect on your system, you should make a subdirectory to store your work. This way, if you decide to delete some files because you need hard disk space, you all you have to do is go to the subdirectory and delete the unnecessary files. Another thing to avoid is saving files on the root directory. The root directory is the C:\prompt; a DOS subdirectory looks like C:\DOS-. The root directory has the capability to sue up to 512 subdirectories and files. If you store all your WordPerfect files on the root directory you may run into some hard disk trouble. Creating a subdirectory is simple. EXAMPLE: Creating a subdirectory for WordPerfect for DOS:

```
At your C:\prompt, (note a backslash is used, not a regular slash.
``` type md/\WP\S1/\WORK

Work is the name of the subdirectory in our example, although you can name it anything you want up to a maximum of 8 characters, with no spaces)

Creating a subdirectory for WordPerfect for WINDOWS: Go to the file manager and click on the WordPerfect directory (WP\WIN) Click on FILE from the top menu and scroll down to create directory... A dialog box will appear. Type in the name of your subdirectory and click on OK.

Another way to clean up your hard disk is with the use of a utility programme such as PCTOOLS\(^5\) by Central Point Software. Although the latest version is 6.0 for DOS, every version from 6.0 has a disk mapping utility where the programme moves all the information to the front of the disk. This speeds up your hard disk access because the computer no longer has to search the entire drive for information since all of the information is sent to the front of the disk. In terms of our analogy, in a file cabinet, your files may be disorganized, move everything to the front and organize it and you can quickly find the information you seek.

WORDPERFECT TIPS

WORDPERFECT FOR DOS VERSION 5.1

As some of you may know, WordPerfect will probably release WordPerfect 6.0 by the middle of the summer. But, for now, here are some tips for novice users of WordPerfect.

NAVIGATION

[CTRL][>] and [CTRL][<] moves the cursor to the first letter of each word to either the left or the right cont. on p. 6
This year, another bar review course has put out a poster inducing students who have already signed up with other bar review courses to switch programs.

BAR/BRI refuses to play this game.

We believe that students are mature enough to enroll in a course. If they believe they made a mistake, they are mature enough to change courses.

If a student signs up with BAR/BRI or with any other bar review course, that student’s objective is to pass the bar exam. And our obligation as attorneys is to help them with that objective, and not to destroy their confidence in themselves and in their course.

We will not undermine students’ confidence in their course by playing on their insecurities.

After all, we’re attorneys. And we intend to help you become attorneys, too.
GATOR ONE CARD WILL MAKE CAMPUS CASHLESS

GAINESVILLE, Fla. (CPS) – Students at the University of Florida won’t need to carry cash and a myriad of identification cards when the Gator One Card is fully implemented on campus. The card, which was designed by a former student body president, works like an ATM card. Students can now put money into an on-campus account and use the card to pay for a meal anywhere on campus, buy snacks and sodas from vending machines and pay for football and homecoming tickets. It can also be used at the library to check out books or open doors to the computer lab to authorized students.

When the system is fully operational in two years, it will make cash nearly obsolete on campus. Students are charged $5 for the card, officials said. “The idea is security on campus,” said Lyn White, manager of the university’s identification service. “Students won’t have to carry around a wallet or a purse. Off-campus students would still need keys, but students who live on campus could just use the card to get into their dorms. If you’re not carrying around cash, there’s no reason for someone to rob you.”

Eventually the card will be able to be used to pay tuition, buy books, make photocopies, operate on-campus washers and dryers, buy concert tickets, pay fines for overdue books or parking tickets and buy items at campus stores. Students will also be able to register over the phone using the card and a personal identification number.

The card came out of a campaign promise made by former UF student body president Scooter Willis, who made it a plank of his platform in 1988. Willis, who was an engineering student, designed the ID and formed GOS Engineering to market the software and hardware. The first card was made in June 1990.

There was skepticism among some of the administrators, who questioned how the card could be effectively used by the 35,000 students who attend the University of Florida. They were worried that making a card would take too long and would discourage students from standing in lines to get one.

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Don’t lose money because of a foolish mistake!!!!! If you were lured into another bar review course by a slick sales pitch, there is a way you can get out now without losing money.

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# The New York Law School Reporter

## The Reporter Survey:

"What Can We Do To Improve New York Law School?"

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### A SUCCESS STORY

The opening of the new Student Center is just the most recent accomplishment in New York Law School's program of renewal. The renewal program has demonstrated dramatic results over the past four years.

In Spring, 1990, the new Mendik Library opened. For the first time in years, all the New York Law School book collections were available in one location. Also for the first time, the new library building included WestLaw and Lexis computer rooms and two personal computer rooms for student use.

In Spring, 1991, the LeFrak Moot Court Room opened. Video monitors and three remote control television cameras allow professional recording of events and permit students to critique their own performances. The classroom seating, arranged in tiers, allows students to clearly observe trial practice simulations. Five other rooms with cameras, television monitors and video recording capabilities allow students to study techniques of interviewing, negotiation and client counseling. Professors can utilize the video capabilities to point out strengths and weaknesses in their students' work.

The newly remodeled Ernst Stiefel reading room was made available for study and events in 1992. The site of many award presentations, panel discussions and parties, in everyday use this giant two story open space also serves as a quiet study room. The restoration of the room, which once housed a portion of the library collections, included the rebuilding of the beautiful glass chandeliers and the installation of recessed ceiling lighting.

Student organizations moved into the new club offices in the basement of "C" building at the end of 1992.

### "WHAT SHOULD BE DONE TO IMPROVE NEW YORK LAW SCHOOL?"

With over 1400 motivated students, trained to spot issues and solve problems, the student body of New York Law School represents a formidable resource for suggestions about how to continue to improve the law school. Just four short years from now, it would probably cost over $150,000 to hire that expertise for just one hour. With this survey, the Reporter will attempt to harness the expertise, issue spotting and problem solving skills for the possible improvement of New York Law School.

Fill out the survey form and turn it into the Reporter at our office in the basement of the new Student Center. The Reporter staff will assemble the survey results and print the suggestions in the next issue of the Reporter. We will also provide the information to the NYLS administration. Put a little time and effort into the survey. If you have drawings of your suggestion, please include them. If you have detailed suggestions which run over two pages, please try to submit the suggestions on disk if possible.
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PIEPER REPS.: Marc Lewis, Cindy Pressman, Cheryl Williams
Do You Know?...Access To Other Libraries

By Jackie George '93

One of the best things about being a law student here in New York City, is the fact that it is conveniently located to a wealth of library resources that are unparalleled anywhere in the nation. Although our Mendik Library is an excellent law library which provides necessary support research for our faculty and students, there are eight other law libraries in our area which can assist us in unusual research needs should the occasion arise. We share library facilities with Brooklyn Law School and the City University of New York and also have access to other law libraries within an easy commute. All you need to do is to understand and abide by the rules which govern access to these other libraries.

First, always stop by the Mendik Library. Never assume that our library doesn't have the available resources. Should you be unable to locate your materials, check with one of our reference librarians. They all have law degrees and are more than happy to help you in your research endeavors. Should your materials still not be available at the Mendik Library, you must then obtain a guest researcher pass to one of many law libraries in our area. Generally, you will only be allowed to gain access with a "green letter" or "metro" pass. This pass can be obtained from our reference librarian at the reference desk. You will not be able to borrow the materials from the library if you are a non-affiliated user. So you must be prepared to use all of the materials on the premises. Should you require these materials for a longer period, consult with one of our reference librarians about arranging for an interlibrary loan. Remember, that this method of access is for access to private institutions.

As an alumni or practicing attorney, you should belong to some type of academic library for a nominal fee. So make sure you join our library after graduating from New York Law School. And furthermore, if you have your own Lexis or Westlaw number, you may use the library's facilities should the facilities be available.

Note! The Current issues File ("File") has been moved to the Reserve Area in the Mendik Library. This valuable collection contains current topical information which is designed to supplement the library's collection. There are articles, announcements, newspaper clippings, bibliographies, book reviews, legal practice guides, and statistical information. Everything is arranged according to subject with topics from Abortion to Women and the Law. The File also has publications of the New York Law School faculty, filed according to their name. There are also commentaries on the current and recent terms of the U. S. Supreme Court along with bibliographies on Justices past and present.

Note! Westlaw Summer Associate Training and Judicial Clerkship Training will be conducted at the Mendik Library during the week of April 12 through April 15. This is an excellent training session which will provide you with cost-effective use of Westlaw at your new job. Don't miss the training. Call Bill Benish or a Westlaw Representative at (212) 922-1920 for further information. Also, remember that there is always refresher and advanced LEXIS and WESTLAW training available to all New York Law students during September, October, and in March for a one week period.

MARCH 1993
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THE BEST KEPT SECRET AT NYLS:
THE 4TH YEAR

By Bayne McDowell '92

The purpose of this article is not to criticize NYLS. Instead, the writer hopes her story will provide NYLS with information that may help the school to better assist graduating students making the transition from student to practicing attorney.

Here is my story. At the age of 31, I graduated from college magna cum laude. Since I was a teenager, I dreamed of becoming a lawyer. When NYLS accepted my application for the Fall of 1989, I was thrilled; my family was thrilled. I was to be the first lawyer in my family. We knew it would be hard. We knew it would be costly and we knew I would need help caring for my seven-year-old son. Yet, with family support and a bundle of LAL loans, we were prepared for the three year haul. However, we were not prepared for life after graduation; the fourth year, failing the bar and unemployment.

Let's face it - without admission to the bar, a JD degree is nothing but an expensive piece of paper - a reminder that the dream is still a dream.

As a first year law student, I despised third year students who constantly criticized NYLS, blaming their inability to compete in the job market on students coming out of higher ranking law schools. At the time, I dismissed such pessimistic views because I was full of first year enthusiasm.

Then came the posting of first year grades. The moment when the beast rears its ugly head - the "C" CURVE. It wraps around your throat, silencing you for the remainder of the three years in law school. Some call it the "humbling effect;" a form of academic "hazing" if you will. All I could think was, what did I do wrong? I attended all my classes and read the thousands of pages assigned. I did exactly what was asked for me in college and earned honors! I knew I had given that first year my best efforts. Some students said, first year grades were indicative of a student's performance throughout law school. I didn't believe this. I shook it off.

By second year I was firmly rooted alongside the other "C" students in the garden of grades. Never seeing the light, I found comfort in the saying, "D" equals JD. I scrambled with the rest of the herd. I landed a summer associate position with a medium sized firm. Now I could breath because the rumor was that if you secured a Summer associate position, you were golden.

Unfortunately by the Summer of '91, firms were cutting back the number of Summer associates hired. In a pool of seven, only three received offers. I was not one of them.

So I followed the next common rumor amongst law students - do a big mail campaign. If you want to compete you need the perfect resume, printed on quality paper with personalized cover letters and a good writing sample. Send out hundreds. Interview! Interview! I spent hundreds of dollars on mailings.

I got over a dozen interviews. This is when I learned to jump hurdles. That is, the kind of hurdles that come up during an interview.

First hurdle - Explain to the interviewer my "C" average. No problem, I'm fast and I can leap over this one. Second hurdle - Explain why I was not offered a job at the end of the summer associate program. A few firms called me back for a second and a third interview but I never received an offer.
NYLS friends, who graduated ahead of me, had their own bar war stories and their problems with the job market. Still, I didn't lose faith or confidence. THAT WAS THEIR STORY. It was not going to be mine. During my last semester, I asked a friend on law review to tutor me in test-taking techniques. It helped. I finally received an "A," some "B's" and only one "C." But it was too late.

By the third year the bar exam rumors were circulating everywhere. You have to sit for two bars, New York and another state. You might as well sit for two because you'll never find time to do it later. In order to compete for a job in the tri-state area, you need to be admitted to New York and New Jersey.

No one suggested that sitting for two bars might be an unrealistic approach for a "C" student. Especially, when you consider that the New York Bar tests on up to 24 subjects, while the New Jersey Bar tests in six areas.

Graduation day came with all its glory and bar review class met as scheduled that same evening. By the middle of July, I was a test-taking machine. I left the bar exam with confidence I passed. While I waited for the bar results, I sent out another hundred resumes. I worked for a municipal court for no pay. I also worked for a solo practitioner part-time, until he could no longer afford to pay me. I watched my family hang-in there, hopeful things would break for me as soon as the bar results arrived.

I did not pass the bar. I got a passing score on my MBE, but missed passing my essays by one point. Again, my writing skills.

The same writing that earned me a "C" in law school. This was not the kind of writing I did in legal writing class, where you have weeks to write and rewrite a paper. I'm talking about the writing required on an exam - you have 50 minutes per question to write your answer.

This became the third hurdle in an interview. Explain why you have not been admitted to the bar.

It is now March 1993. A good friend of mine, who graduated from NYLS in 1991, passed the bar on her second try. Recently, she took a job with a medium-sized firm - 18 MONTHS AFTER GRADUATION!

As for me, I have now taken two bar review courses, sat for the July and February bar exams and it has been four years since I began to pursue this dream of becoming a lawyer. Each day my mailbox is bombarded with letters from law loan creditors hounding me for payments, and more rejection letters. Another rumor has recently surfaced. Don't accept non-legal work because then you are doomed. You'll never break back into the law field.

My parents have lost that hopeful expression on their faces. I can't blame them. They bargained for three years not four. They did not know the realities of seeking a law degree in the '90's. How could they? I only just found out myself. Now, we all feel cheated.

I began by stating this article is not meant to criticize NYLS. My intentions are to alert the school and students of the need to provide a course for students that will address the issues they face after graduation. It should be a required course for all NYLS students. Among the issues the course should address:

- Unemployment after law school,
- A job campaign that works in the '90's,
- Approaches to taking the bar, two bars,
- Deciding which bar review course to take,
- Failing the bar - strategies for the second time,
- Managing law school loans, consolidating, forbearance,
- Post-graduate counseling - assign counselors the graduates know,
- Post-graduate internships until you pass the bar and find employment.

You may read this article and argue that NYLS already provides career services, panel discussions on networking and financial aid "exit interviews." IT IS CLEARLY NOT ENOUGH! Today, there are too many issues to be adequately addressed in current NYLS programs, no matter how sincere the school's intentions. The legal field is so severely depressed that no student can afford to face on an interview any of the hurdles that I have described above.

There are many other NYLS graduates like myself. I have seen this first-hand. They think they know what is going on. They have not been adequately prepared to write well under exam conditions.

NYLS has an obligation to assist each and every student in making the transition from law school to working attorney.
Welcome to the wide world of the Lexis database. Learning to use Lexis is much like getting to understand the New York subway system: very confusing at first, but the user soon learns the shortcuts to beat surface traffic. For the novice computer user, like the new subway passenger, knowledge comes from experience. Of course, like the subway, the Lexis user must have a destination in mind.

As law students, we have almost free access to one of the largest and best organized databases outside of the intelligence community. Of course, that changes immediately after graduation. (There's no such thing as a free lunch!) The database access which was free for three or four years is now only available at a serious price.

Attorneys who have utilized the databases as students and know their way through the virtual neighborhoods of computer aided legal research have a tremendous advantage over attorneys who have not been exposed to Lexis (or Westlaw). Some observers think that attorneys who are not computer literate may be unemployable in just four or five years.

Unfortunately, the administration of New York Law School doesn't currently think that the use of computer aided legal research (CALR) databases is a proper academic subject for law students. There are no mandatory CALR classes which carry credit. (Although the Advanced Legal Research class does cover Lexis and WestLaw research.)

However, assistance is available for students who wish to learn CALR on their own. Any student may pick up the Lexis or Westlaw program packages from the Library. Practically any computer with a modem will accept these software packages. Both Lexis and Westlaw pay student representatives to help other students with problems, and classes are available in the Mendik Library's CALR workrooms. The staff of the library are very helpful as well.

Due to the heavy time demands of law study, few of us have the time or inclination to master extra proficiencies, such as skills in computer research, the use of WordPerfect, or any of the hundreds of computer programs which exist to help the attorney manage time, information and property which is not contiguous with the main law school campus. Where is it?

Remember: Print out your research. Correctly cite the cases. Turn them in to the locked wooden box in the Reporter office, or to a Reporter editor.

Good Luck!

RULES:
1. All research must be done on the Lexis database and must be printed out and submitted with the answers.
2. Each correct answer must include the citation.
3. Each correct answer must also include the methodology utilized to find the answer: for instance, Library, database, file.
4. First person to bring the correct answers to the Reporter office wins. Only one first prize will be awarded.
5. If two students submit the correct answers within five minutes of each other, they will be considered a tie. In case of a tie, we will pick one of the winners at random.
6. All decisions will be made by the Reporter editors in conjunction with the Computer Law Society. All decisions are final.
7. First prize is dinner for two at Wings of Westwood.
8. Reporter editors and Computer Law Society members who designed the scavenger hunt are permitted to compete but will receive no prizes.

The Lexis Scavenger Hunt:

The Scavenger Hunt:

1. Course:
   A. A famous attorney (who also wrote a book) represented New York Law School in a 1978 case. 1) Who was that attorney? 2) Who was his opponent in the case? 3) What is the citation? 4) What was the action in the case?
   B. In 1907, New York Law School and Brooklyn Law School petitioned the New York Court of Appeals. What did they ask?
   C. Paul Maddaus was involved in a lawsuit with NYLS. 1) In what year did this take place? 2) In what year did this take place? 3) What was the cause of the suit? 4) What was the amount of money? 5) What was the outcome?
   D. Several actions reported in the Lexis database involve the complaint of "Susan M.". The original action was what type of proceeding?
   E. One action involving NYLS revolves around the utilization of a "sinking fund". What is the caption of the action?
   F. Justice Coohans wrote an opinion in answer to a petition by the New York Law School trustees. 1) What question did he answer? 2) What year did this take place?
   G. Nancy Erickson filed a suit against NYLS. What was the reason she filed suit?

2. Property:
   A. New York Law School owns several pieces of property. One piece of property was purchased for 7.5 million dollars. 1) What are the addresses of that property? 2) What do students call that piece of property?
   B. New York Law School owns a piece of property which is not contiguous with the main law school campus. Where is it?

What year did this take place?

Lunch can be purchased for an additional $15.

Register:
By calling Charlene Maggiore at (212) 382-6724
By 1864, because of what Blacks had done for the Union forces, the South began to realize that it would be to their advantage to draft Blacks. On January 2, 1864, President Davis asked for permission to use Blacks as soldiers. But before they could, those Blacks would have to be freed. On March 13, 1865, with serious losses everywhere, resources depleting, and the South on the verge of defeat and in desperate need of soldiers, President Davis signed the Negro Soldier Law. This law authorized the enlistment of 300,000 Blacks as soldiers. Under this law, a Black was still a slave unless both his master and state freed him. A few companies of black soldiers were organized, but before they saw any action the war ended.

C. Blacks Awarded the Medal of Honor

During the Civil War, Blacks served this country faithfully, gallantly, and heroically. In the face of danger they stood their ground better than most, thus earning the respect and praise of their commanders, observers, and the Confederates. It was said that Blacks were heroic and that no troope could be more determined or daring. Blacks comprised approximately 25% of the Union Navy and approximately 10% of all Union forces. Altogether 205,511 Blacks fought in the Union forces and another 200,000 served in support roles. Of these, 38,178 were killed in 499 military engagements, including 39 major battles. In recognition of their valor, sixteen Blacks earned the Congressional Medal of Honor and four Blacks earned the Navy Medal of Honor.

Congressional Medal of Honor

Sergeant William H. Carney, of Company C, 54th Massachusetts Colored Infantry, was the first Black in the Civil War to earn the Medal of Honor. On July 18, 1863, the Union forces attacked Fort Wagner and Carney's regiment was fired upon. Sergeant John Wall, the color bearer, was killed. Carney grabbed the flag before the other men were killed and kept advancing. By the time he had gotten to the fort, he was all alone. After half an hour, reinforcements reached him and he entered the fort, but they were beaten back and he was forced to retreat. Although he was shot three times before he reached safety, he never let the flag touch the ground. On June 30, 1864, he was discharged from the infantry because of the disability caused by these wounds.

Sergeant Major Thomas Hawkins, of Pennsylvania's 6th U.S. Colored Troops, earned his Medal of Honor for gallantry in rescuing the regimental flag on July 21, 1864, during the Deep South engagements.

Sergeant Decatur Dorsey, of Maryland's 39th U.S. Colored Troops, earned his Medal of Honor for gallantry in rescuing the regimental flag on July 21, 1864, during the Deep Bottom engagement.

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Putting Our Best Foot Forward: Faking Diversity at the Expense of Style

Michael Simone '93

Dear Beloved Readers: I am not a journalist. I am a law student—that is something between a real human being and a lawyer. I have not checked the facts of this article. Between my job, my internship, and my studies I barely have enough time to look for postgraduate work. I refuse to waste my time trying to get the truth about this photograph out of the administration. If my assumptions about this photograph are wrong, write an editorial in response.

I find this photograph very amusing. What! You don't recognize the humor? Let me explain where I first saw it and maybe you will share my amusement. Duh! New York Law School (NYLS) puts together a 28 page information booklet each year designed to give prospective students a taste of what NYLS is like. This booklet contains information on the faculty, a few famous alumni, the Legal Writing Program and other course requirements, and as the grand finale—an application to NYLS. Usually, the booklet has a picture of a NYLS building on the front cover, and pictures of attractive NYLS students inside. This year, taking a cue from the Clinton administration, somebody decided that it was time for a change.

This year the booklet's front cover contains two vague, out-of-context quotes from Dean Wellington's message to prospective students. On a stark white background the large black type shouts "[T]hose of you who apply to law school this year do so in a time of significant change...In this context, to contemplate the fulfillment of our personal and common goals as citizens presents great challenges..." I hope the first question prospective IIs ask is, "what does this mean?" I will gladly answer their question. It means that at a time of significant change (downsizing of law firms, government hiring freezes, and Harvard graduates taking all the good public interest jobs) fulfilling our personal and common goals as citizens presents great challenges. Without this message, I got caught up in his enthusiasm. I wanted to attend NYLS (Come on—it can't be that hard to imagine). Wouldn't you assume that the students watching the trial were NYLS students. Not realizing that this was a picture of bored high school students on a field trip, you might think that these students don't look very interested in their thrill packed NYLS education. How exciting can classes at NYLS be when one student is passed out cold, two need to support their heads with their arms, another may be asleep or maybe he just can't bear to watch, and a girl in the bottom row is gasping for oxygen?

How exciting can classes at NYLS be when one student is passed out cold, two need to support their heads with their arms, another may be asleep or maybe he just can't bear to watch, and a girl in the bottom row is gasping for oxygen?

On the other hand, even I like to believe that the NYLS administration is fairly intelligent. They usually act with a purpose in mind. I can think of another reason why this horridous picture got into the application booklet. I call it the "instant diversity theory." I rest my theory on what I perceive as a shrinking of the minority population in the NYLS student body. Without this picture, the application contains pictures of only two black students. This heavily ethnic picture may have been placed in the booklet to attract minority students. Marketing NYLS to a minority students is not a bad idea. Encouraging diversity is a beneficial policy as we strive for equality in our society, as long as this policy does not override recognition of individual achievements. However, this picture does not promote diversity. This picture does encourage bigotry and discrimination. It presents a bad image of minorities. They look very uninterested. In fact, none of them even bothered to bring books to class. In contrast, the white students are portrayed as being highly intelligent. The woman at the podium looks as if she is giving a persuasive argument, and the guy sitting at the desk is diligently reviewing his notes. Okay, everyone can now remember that there are only high school students. All students should be angered by this photograph. More than anything, it demonstrates that the law school still thinks it operates in a seller's market. They don't have to work that hard to promote the school. They can paste together some bad publicity, change the logo, sit back and watch attendance increase next year anyway. Minority students should be especially angered because the school would rather take a picture of high school kids to encourage minority enrollment than take the time to go to the individual classes and take pictures of minority students.
Welcome to New York Law School!!! Meet Professor Mariana J. Hogan

By Jackie George '93

Professor Mariana J. Hogan is the Assistant to the Director of the New York Law School Externship Program. Since fall, 1992, Professor Hogan has been a welcome addition to the New York Law School faculty. She received her J.D. from Georgetown University Law Center located in Washington, D.C., and her undergraduate degree with high honors in American History from Brown University, Rhode Island. She came to us with an incredible amount of both teaching and work experience.

Prior to teaching in the NYLS Externship Program, Professor Hogan taught a twelve-credit full year live client clinic entitled "Criminal Justice Clinic" at Pace University School of Law. She supervised twelve third-year law students who represented defendants in the Bronx Criminal Court and assisted Bronx Legal Aid attorneys in the preparation and trial of felony matters in the Bronx Supreme Court. The supervision involved appearing in court with students, frequent individual conferences, and conducting a weekly "rounds" seminar to review cases. She also created the curriculum for and conducted weekly skills seminars using a variety of techniques including videotaped simulations to develop lawyering skills.

Professor Hogan also taught a six-credit hour course entitled "Criminal Trial Advocacy." She trained students in all aspects of criminal trial advocacy using simulations in which students paired as prosecutors and defense counsel. As a team, they handled felony cases from the filing of the complaint through the trial.

Before teaching the Criminal Justice and Criminal Trial Advocacy Clinics, Professor Hogan taught a twelve-credit hour full-year live client clinic entitled "Child Support Enforcement Clinic." In this clinic, she supervised second and third year students who filed and handled child support, custody, visitation, and paternity petitions in the Bronx Family Court. Professor Hogan also taught trial advocacy and evidence courses at the Wayne State Law School in Detroit, Michigan. These courses involved simulated trials and hearings which were videotaped with live critiques.

Professor Hogan served as a Staff Attorney for the Federal Defender Services Unit of the Legal Aid Society in the Eastern District of New York and for the Legal Aid Society's Criminal Defense Division during 1979 through 1984. Not only has Professor Hogan served in the above capacities, she has also been a participant in the National Institute for Trial Advocacy Teacher Training Program in Berkeley, California, the Legal Aid Society's Criminal Defense Division Trial Advocacy Program in New York, New York, and in training programs for the Appellate Division - First Department - Assigned Counsel Panel.

Welcome to our school, Professor Mariana Hogan! Those of us who have had the opportunity to have you as a teacher, have found that those skills you bring to us and experiences you share with us have been invaluable to our law school experience and will greatly benefit us as we enter the legal environment.
Black in Civil War Cont.

Confederate guerrillas before they were disbanded by the government. January 1, 1863 — President Lincoln issued the Emancipation Proclamation.

January 26, 1863 — The War Department authorized Massachusetts governor to recruit black troops. The 54th Massachusetts Volunteers made a charge on the state in which they were captured. after its surrender.

June 22, 1865 — Landsman Aaron Anderson awarded the Navy Medal of Honor.

September 8, 1865 — Sergeant Decatur Dorsey awarded the Medal of Honor.

December 18, 1865 — Congress passed the 13th Amendment (1865) which, on ratification, abolished slavery.

May 13, 1865 — Two white regiments and a black regiment, the 62nd U.S. Colored Troops, fought the last action of the Civil War at White’s Ranch, Texas. Sergeant Crocket, a Black, is believed to have been the last man to die for his country in the war.

NATIONAL HEALTHCARE - What's In Company 1967).
An answer to Mr. Simone:

**Americans Made The Right Choice**

**By Biola Odenewu, The Signal Georgia State University**

ATLANTA - (CPS) - More than 300 students from Atlanta-area universities marched to the Capitol building and burned the state flag to protest a symbol of the Confederacy emblazoned upon it. The students assembled at Morris Brown College for the rally to support Gov. Zell Miller, who is leading the movement to remove the flag of 1956 reformed back to the racist flag of pre-1956, "said Lawrence Jeffries, leader of Students for African American empowerment.

The students also said they did not support reverting back to the pre-1956 flag. Student leaders, who propose an entirely new flag design, saw the pre-1956 flag as a symbol of oppression and humiliation. The students said the flag was a symbol of their oppression and should not be flown above the public buildings.

The students also said they believed the President should have handled the situation differently. The flag was burned as a protest against the President's handling of the situation.

Despite Miller's pleas not to burn the flag, the students set it on fire. Amid chants of "burn, baby, burn" from the crowd of mostly blacks, a few whites and members of the media, the flag went up in flames.

More than 300 police officers, helicopters, and secret service agents were stationed around and above the Capitol. One Atlanta police officer, who wished to remain anonymous, said the strong police presence was because they did not want a repeat of the riots that followed the Rodney King verdict in Los Angeles last May.

"The bad eggs might want to cause trouble, that's why we had staff up so we would be well prepared for the worst-case scenario," the officer said.

However, the student turnout was considerably lower than expected by both the police and student organizers.

Lawrence Philpot, one of the organizers of the rally, said they had been expecting between 3,000 and 5,000 protesters, but only about 300 to 500 showed up.

"There was a deliberate attempt by the media as well as the political structure to undermine our efforts," Philpot said. "They know that we had the potential to get numbers; that's why they went to such lengths to try to undermine our efforts."

While Miller was not present at the rally, he sent a letter to the students in an attempt to discourage them from burning the flag. "It would insult many Georgians just as the current flag insults you," Miller said. "If you burn the flag at the Capitol, you will ally yourself with those who want to fly it over the Capitol forever."

The student leaders disagreed with Miller, saying that burning the flag would send a visible message of their strong opposition.

The flag also was put through a mock trial, and it was found guilty of being a symbol of oppression. Black and white students alike said they felt the flag was racist and should not be flown above the public buildings.

The students who proposed an entirely new flag design, saw the pre-1956 flag as a symbol of oppression and humiliation. The students said the flag was a symbol of their oppression and should not be flown above the public buildings.

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Lawrence Philpot, one of the organizers of the rally, said they had been expecting between 3,000 and 5,000 protesters, but only about 300 to 500 showed up.

"There was a deliberate attempt by the media as well as the political structure to undermine our efforts," Philpot said. "They know that we had the potential to get numbers; that's why they went to such lengths to try to undermine our efforts."

While Miller was not present at the rally, he sent a letter to the students in an attempt to discourage them from burning the flag. "It would insult many Georgians just as the current flag insults you," Miller said. "If you burn the flag at the Capitol, you will ally yourself with those who want to fly it over the Capitol forever."

The student leaders disagreed with Miller, saying that burning the flag would send a visible message of their strong opposition.

The flag also was put through a mock trial, and it was found guilty of being a symbol of oppression.
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