Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.

Graham on Grade Reports

By Scott Batterman

The reason it takes as long as it does for the students to receive grade reports has nothing to do with the computerization of the process, or any bureaucratic procedure. Rather, according to Dean Arnold Graham, who is in charge of the system, it is an unavoidable consequence of grading law school exams.

"It will on average take three days."

Actually, according to the people who do the work, Association Systems Inc. (the savings in time would be slightly larger. The professors grade the papers, then place the grades on an anonymous roster printed in all capital letters. This is then sent to the registrar, who translates it and returns it to the professor for adjustment on the basis of class participation. It is then sent to Association Systems, via the registrar, at which time, according to Mr. Stephen Silk, it is a "three day cycle from the time we receive them to the time of issuing."

When questioned about the posting of grades, Graham pointed out that "apparently, the faculty does not want to post grades."

Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.

Graham on Grade Reports

By Scott Batterman

The reason it takes as long as it does for the students to receive grade reports has nothing to do with the computerization of the process, or any bureaucratic procedure. Rather, according to Dean Arnold Graham, who is in charge of the system, it is an unavoidable consequence of grading law school exams.

"It will on average take three days."

Actually, according to the people who do the work, Association Systems Inc. (the savings in time would be slightly larger. The professors grade the papers, then place the grades on an anonymous roster printed in all capital letters. This is then sent to the registrar, who translates it and returns it to the professor for adjustment on the basis of class participation. It is then sent to Association Systems, via the registrar, at which time, according to Mr. Stephen Silk, it is a "three day cycle from the time we receive them to the time of issuing."

When questioned about the posting of grades, Graham pointed out that "apparently, the faculty does not want to post grades."

Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.

Graham on Grade Reports

By Scott Batterman

The reason it takes as long as it does for the students to receive grade reports has nothing to do with the computerization of the process, or any bureaucratic procedure. Rather, according to Dean Arnold Graham, who is in charge of the system, it is an unavoidable consequence of grading law school exams.

"It will on average take three days."

Actually, according to the people who do the work, Association Systems Inc. (the savings in time would be slightly larger. The professors grade the papers, then place the grades on an anonymous roster printed in all capital letters. This is then sent to the registrar, who translates it and returns it to the professor for adjustment on the basis of class participation. It is then sent to Association Systems, via the registrar, at which time, according to Mr. Stephen Silk, it is a "three day cycle from the time we receive them to the time of issuing."

When questioned about the posting of grades, Graham pointed out that "apparently, the faculty does not want to post grades."

Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.

Graham on Grade Reports

By Scott Batterman

The reason it takes as long as it does for the students to receive grade reports has nothing to do with the computerization of the process, or any bureaucratic procedure. Rather, according to Dean Arnold Graham, who is in charge of the system, it is an unavoidable consequence of grading law school exams.

"It will on average take three days."

Actually, according to the people who do the work, Association Systems Inc. (the savings in time would be slightly larger. The professors grade the papers, then place the grades on an anonymous roster printed in all capital letters. This is then sent to the registrar, who translates it and returns it to the professor for adjustment on the basis of class participation. It is then sent to Association Systems, via the registrar, at which time, according to Mr. Stephen Silk, it is a "three day cycle from the time we receive them to the time of issuing."

When questioned about the posting of grades, Graham pointed out that "apparently, the faculty does not want to post grades."

Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.

Graham on Grade Reports

By Scott Batterman

The reason it takes as long as it does for the students to receive grade reports has nothing to do with the computerization of the process, or any bureaucratic procedure. Rather, according to Dean Arnold Graham, who is in charge of the system, it is an unavoidable consequence of grading law school exams.

"It will on average take three days."

Actually, according to the people who do the work, Association Systems Inc. (the savings in time would be slightly larger. The professors grade the papers, then place the grades on an anonymous roster printed in all capital letters. This is then sent to the registrar, who translates it and returns it to the professor for adjustment on the basis of class participation. It is then sent to Association Systems, via the registrar, at which time, according to Mr. Stephen Silk, it is a "three day cycle from the time we receive them to the time of issuing."

When questioned about the posting of grades, Graham pointed out that "apparently, the faculty does not want to post grades."

Erickson Off to Yale

by Jonah Triebwasser

NYLS Prof. Nancy Erickson has been awarded a full tuition scholarship to attend the LL.M. program at the Yale University School of Law.

Prof. Erickson will be on a leave of absence for the 1978-1979 academic year. She plans to specialize in the study of Constitutional Law, Sex-Based Discrimination and Family Law.

In commenting on her scholarship, Prof. Erickson said, "I'm very excited. I think it is very important for teachers to take a sabbatical to study, for anyone who wants to make a career of teaching law."

NYLS Prof. Sandra Johnson is an alumna of the same Yale LL.M. program.
News in Brief

Wagner Moot Court Draws Labor Law Luminaries

Archibald-Cox and student co-ordinators of the Wagner Moot Court Joyce E. Barrett and Alan Polasky

Dean Marshall Lipman, Administrative Assistant Alice Newman, former Mayor Robert Wagner, and former EQUITAS editor Diane Lushewitz

Tony Scanlon Addresses Richmond Scouts

Secretary-Registrar Anthony J. Scanlon recently spoke to a group of Explorer Scouts on the recent history of legal education in America. The scouts, high school juniors and seniors, are members of an Explorer post under the guidance of Richmond County District Attorney Thomas R. Sullivan, from whom they are learning much about law and the legal process. Mr. Scanlon was invited to speak to them by recent graduate and former EQUITAS editor Carmen J. Cognetta, Class of 1973, an Assistant District Attorney for Richmond County. Mr. Scanlon termed it, “Quite interesting. They were very interested in the admissions and selection process, and were a very literate group.” Mr. Scanlon also recounted that he gave a good account of NYLS, as he did in a similar talk he recently took part in at Mercer University in Atlanta, Georgia, this time before a group of students of the Legal System and Law Enforcement.

— Scott Battersman

EQUITAS in Syndication

Feature articles by Associate Editor Richard Grant and Editor-in-Chief Jonah Treiwasser have been reprinted in various non-legal publications this year, but the syndication champ is Gene Sniffitt’s crossword puzzle. The puzzle appears in several other law school newspapers every month.

EQUITAS does not charge these other publications for the use of our material, but we do ask that proper credit be given, so that the name of New York Law School is spread across the country.

ABA-DC Job List

CHICAGO — What jobs are available, whom to contact and how much the government pays are some of the subjects covered in The Washington Want Ads: A Guide to Legal Careers in the Federal Government. The 152-page guide was published by the American Bar Association’s Law Student Division.

In the introduction, author Susan Gilmore generally discusses hiring policies, the type of work involved, promotions, job benefits, mobility, how to apply and availability of summer jobs.

The guide portion is divided into four sections covering legal job opportunities in the legislative, executive and judicial branches and in the independent agencies.

Copies of The Washington Want Ads are available by writing to the American Bar Association, Order Billing Department, 827, 1155 E. 60th Street, Chicago, III., 60637. The price is $7.50; however, members of the ABA Law Student Division may purchase the 152-page volume for $5.

Prof. Gives Talk

Professor Peter W. Schroth will speak on comparative environmental law and comparative products liability at three conferences this August. His paper on the comparative law of citizen participation in environmental decisionmaking will be presented on August 6 at the American Bar Association’s annual meeting here in New York. It will then be published in Forum, the law review of the A.B.A. Section of Insurance, Negligence and Compensation Law.

His first paper on products liability and consumer protection in American and comparative law will be presented in Beograd in mid-August. Another paper on products liability in American and comparative law will be presented at the Tenth International Congress of Comparative Law in Budapest, Hungary, at the end of August. The latter has just appeared as a chapter in the book Law in the U.S.A. in the Bicentennial Era, published by the American Society for the Comparative Study of Law, Inc.

New York Law School became a Sponsor Member of the A.S.C.S.L. in 1976, naming Professor Schroth to the Board of the American Journal of Comparative Law.

Need Something Notarized?

There are several places around the school where students with school IDs can get papers notarized. Three of them are: the faculty secretaries (1st floor, 47 Worth); Dean Lipman’s office (6th floor, 57 Worth); and the EQUITAS office (Basement, 47 Worth). Please be sure to have proper identification.

GIL'S The Official Bookstore of NYLS

• CASEBOOKS
• LAW CASSETTES
• TEXTBOOKS
• RESTATMENTS
• DICTIONARIES
• REVIEW BOOKS
• AND ALL OTHER SCHOOL NEEDS

** NOW AVAILABLE **

NYLS T-Shirts!

SPECIAL NOTE: THE STUDENT BAR ASSOCIATION OF NYLS RECEIVES A PERCENTAGE OF GIL'S BUSINESS

COME IN, SIT DOWN, RELAX IN THE BASEMENT OF 47 WORTH STREET

M, J & K COMPANY — 57 Worth Street
Prof. Chen: Scholar Committed To Human Rights

by Bill Holm

Dr. Lung-chu Chen, Professor of law at NYLS and research affiliate in law at Yale Law School, earned his L.L.B. summa cum laude in 1968 at National Taiwan University, where legal education is patterned on the civil law system. His direct exposure to the American legal system began in 1969 when he undertook graduate studies in law at Northwestern University.

After completing his military service in Taiwan, Prof. Chen was faced with a number of alternatives. Though he ranked first of 4000 participants in the National Examination for judgingship and other high governmental posts in 1967, he decided to become a scholar and, thus, accepted a Ford Foundation fellowship offered by Northwestern.

After earning an LL.M. from Northwestern, he moved to Yale Law School, where he received an LL.M. and a J.S.D. He completed his doctoral dissertation under the supervision of Professor Myres S. McDougall. Prof. Chen's association with Prof. McDougall dates back to Chen's days at National Taiwan University where he firstlearned of McDougall's policy-oriented jurisprudence from his teachers who had studied with Prof. McDougall. This enthusiasm for this jurisprudential approach earned him a personal introduction to his future mentor during McDougall's visit to Taiwan in 1969, which developed into his ultimate affiliation with Yale Law School, first as a graduate fellow and later as a faculty member, and his continuing collaboration with Prof. McDougall.

While Prof. Chen has a broad background in American law, at present he is teaching two courses here at NYLS: Constitutional Law and Conflict of Laws. His work in the field of Human Rights and his background in International Law complement the teaching of these two courses.

Any inquiry into Constitutional Law necessarily involves fundamental issues of human rights for which our Constitution is established and maintained. Conflict of Laws is likewise complemented, especially in light of the increasingly important role of individuals and private associations in trans-state and trans-national interactions and the lessening distinction between public and private international law.


In his scholarly writings on human rights, Prof. Chen makes an effort to locate human rights in their most comprehensive community context, especially in light of the rising common demands for human dignity values and of the prevalence of deprivations and non-fulfillments around the world, and in relation to all relevant processes of authoritative decision. In applying the policy oriented approach, attempts are made to specify "the substantive content of the various particular rights whose protection is sought in an emerging global Bill of Rights and many ancillary expressions." While special attention is given to "the core value of respect," concern extends to "the shaping and sharing of all values embodied within the concept of human dignity, including power, wealth, enlightenment, skill, well-being, affection and rectitude."

In seeking practical remedies to the many deprivations of human rights, efforts are made "to discover and build upon the dynamic interplay between trans-national and national processes of decision and their reciprocal impacts, and to develop appropriate principles and procedures for relating complementary general prescriptions to particular instances, through mobilization of all relevant intellectual skills." The question of implementation is considered, "not merely in terms of isolated sanctions and technical procedures, but in relation to the whole ongoing world constitutive process of authoritative decision."

It is this emphasis that Prof. Chen seeks to bring to bear in co-editing Human Rights, an ABA quarterly that is being edited by NYLS. In addition to his editorial responsibility for Human Rights, Prof. Chen is a member of the Human Rights Committee of the American Branch of the International Law Association; a member of the Sub-Committee on the International Protection of Human Rights by the Mobilization of Public Opinion of the International Law Association; and a member of the Study Panel on International Human Rights Law and Its Implementation of the American Society of International Law.

Prof. Chen is strongly committed to the study of human rights. He believes the principal task of scholars is that of enlightenment. Human rights are to be viewed in dynamic, broad perspectives. "When we talk about the study of law," he says, "in the final analysis we are concerned with human rights — the quality of life for every man, woman, and child."

Placing Graduates With "Big 8" Firms

By Peter A. Scheschuk

NYLS students with undergraduate degrees in accounting now have another job market available to them according to Professor George M. Schain, Director of the Faculty Placement Committee. He has been working with "Big Eight" accounting firms and other large national accounting firms in an effort to place NYLS graduates.

The background required for these positions is an accounting degree and a C.P.A. certificate or the willingness to take the necessary steps to sit for the C.P.A. examination. Preference would be given to those who also have an M.B.A. degree in accounting or taxation. To sit for the C.P.A., exam a candidate must have had two years of auditing experience which could be obtained through these firms. In addition, NYLS has a joint MBA/JD program with Baruch College which enables students to obtain an M.B.A. degree while earning their J.D.

The opportunities available in the accounting firms are in their tax departments where graduates would be working with non-attorney C.P.A.'s as well as attorneys. Each person is given a client list for whom they perform work on income taxes (individual, partnership, corporation), estate and gift taxes, and estate planning. There is generally no Tax Court Migration. Clients of large accounting firms include "Fortune 500" companies. Law firms also request the expertise of these firms in accounting and tax matters.

Compensation varies with the individual. Most of these accounting firms are nationwide, therefore a choice of locations is usually available. In addition, some firms have as many as 1000 partners, so partnership opportunities are also available. Upon leaving the firm, efforts are made to place employees with client companies. Many of the firms have also expressed an interest in reimbursing students who go on for the LL.M. in Taxation.
OUTLINE PROGRAM: NEW FACILITIES FOR NEW YORK LAW SCHOOL

FUNCTIONS AND ADJACENCIES

The Gold Report II

Editor's Note: At the request of Dean Shapiro, and as a public service to our readers, we are reprinting, verbatim, the latest building report of Dr. Albert Gold. If you have any comments or suggestions on the new building plans, please send them directly to: Dean E. Donald Shapiro, NYLS, 53 Worth Street, New York, NY 10011. Dean Shapiro is especially interested in the opinions of the students and alumni. 

INTRODUCTION

This report is a revision of the preliminary program of August 1977, based on extensive discussions with members of the New York Law School's administrative staff, faculty, students, and trustees. It is not the natural next step in the iterative process referred to in the earlier document. Substantial changes have taken place. The program now envisages the use of a larger site covering some 20,000 square feet with a low-rise structure having only five stories above ground level. This might encompass either the entire parking lot area or the "through-block" site of the earlier report plus numbers 49 and 53 Worth Street. The emergence of the low-rise format is the result of a number of factors. Vertical transportation is easier; the floor space which must be allocated to general staff space.

The library is carried essentially as a self-contained structure and can be so operated. One advantage of this separateness is that it allows one to choose between erecting an entirely new building or using new plus renovated space. In the latter case the "through-block" site would contain all non-library functions. The library would remain as is while this portion was built. Numbers 49 and 53 Worth would then be remodelled for library use, freeing 57 for sale or other disposal.

In either event, the program contains approximately 129,000 usable square feet of space plus a sub-basement level for mechanical equipment and storage.

The program calls for a library with a capacity of approximately 300,000 volumes, including microforms, and seating space for 600 readers. Classrooms, containing seats for 940 students, are provided. These range in size from small seminars for 10 through an amphitheater to seat 250 having movable partitions to make the larger spaces subdividable. Private office space for approximately 42 faculty members is also provided along with office space for 49 students, faculty seminar and conference rooms, library lounge, private dining room is included. Administrative spaces are divided into two groups. One, including the admissions, placement, and financial aid functions, is placed next to the student lounge. In the other, the remaining major administrative functions are clustered. The student activities areas include two large spaces for the Law Review and student newspaper and 10 smaller offices in various convenient locations. A cafe seating 300, a bookstore, a student lounge seating 200, lockers for 500-600 students are provided along with a generous ceremonial lobby space.

The remaining 13,000 square feet are assigned to the book storage systems, a generous stacks section as a self-contained structure and can be so operated. One advantage of this separateness is that it allows one to choose between erecting an entirely new building or using new plus renovated space. In the latter case the "through-block" site would contain all non-library functions. The library would remain as is while this portion was built. Numbers 49 and 53 Worth would then be remodelled for library use, freeing 57 for sale or other disposal.

In either event, the program contains approximately 129,000 usable square feet of space plus a sub-basement level for mechanical equipment and storage.

The program calls for a library with a capacity of approximately 300,000 volumes, including microforms, and seating space for 600 readers. Classrooms, containing seats for 940 students, are provided. These range in size from small seminars for 10 through an amphitheater to seat 250 having movable partitions to make the larger spaces subdividable. Private office space for approximately 42 faculty members is also provided along with office space for 49 students, faculty seminar and conference rooms, library lounge, private dining room is included. Administrative spaces are divided into two groups. One, including the admissions, placement, and financial aid functions, is placed next to the student lounge. In the other, the remaining major administrative functions are clustered. The student activities areas include two large spaces for the Law Review and student newspaper and 10 smaller offices in various convenient locations. A cafe seating 300, a bookstore, a student lounge seating 200, lockers for 500-600 students are provided along with a generous ceremonial lobby space.

Important matters like bathrooms, telephone facilities, receiving areas and most horizontal circulation areas are not spelled out in this revision.

No provision has been made for clinical space. This omission results from a lack of precise definition of the space requirements on the one hand and the feeling on the other that such an activity can be incorporated into one of the school's other buildings at a later date. Alternatively, some bookstore or cafeteria space, as presently specified, could be converted to the purpose without enormous loss of function.

The remainder of this report is organized in three major divisions. The first reviews space requirements by function, specifying areas needed to serve various purposes and reviewing the functional groupings, or as they are sometimes called, 'adjacencies,' that are desired. The second gives a graphic presentation of the program using a 20,000 square foot floor plan of a building site that does not correspond with precision to any that are available, but is rather like using the entire parking lot. Its purpose is to aid the reader in understanding the implications of the requirements of the preceding section. It merely restates them in a different order using a graphical aid. The section discusses the economics of construction and operation.

Leonard St.

SECOND FLOOR
1-Stack area
2-reader area
3-typing room
4-group study
5-activity room
7-Moot Ct.
8-classrooms

BASEMENT
1-stack area
2-reader area
3-typing room
4-group study
5-library elevator
6-stairs
7-cafeteria
8-grill
9-bookstore

NEW FOR NEW YORK LAW SCHOOL

Dean Shapiro is

Donald Shapiro, NYLS, 57 Worth Street, New York, NY 10011. Dean Shapiro is especially interested in the opinions of the students and alumni.
April 1978

EQUITAS

Page 5

EQUITAS Analysis of Report

by Leonard Ross

Dr. Albert Gold has revised his preliminary building report of August 1977 after substantial student and faculty criticism (EQUITAS Oct. "77). This plan calls for an L-shaped, five-story building sitting on property 200' x 250' on each axis. There are several problems with the report beyond its questionable perspectives and lack of recognition of present assets.

First, Gold arbitrarily appraises the proposed library to be interchangeable with a renovated facility at 53 Worth, a mildly asserted alternative. The two structures are not comparable; if 53 Worth were 100% renovated as a library, it would consist of about 25,000 sq. ft., as opposed to the proposed library with 50,000 sq. ft. The administration likes that "design" is renovating the first floor for library space.

Second, and more important, Gold plans for only one elevator to serve the self-contained library. This is plainly insufficient. A five floor library and a student body of over 1,000 cannot be adequately accommodated in one self-service elevator. This is simply a physical inconsistency. Indicative of Gold's lack of awareness of building problems, this writer should like to know where is the library elevator lift machinery to be located, in the faculty offices immediately above the shaft?

The premise of the plan calls for a new structure to provide for all of the school's needs, however no account is made of the present facilities. Accordingly, if the building is built as designed, NYLS will duplicate administrative offices, faculty dining room, students' lounges and faculty offices. This only calls into question the Administration's plans for the present facilities, particularly 57 Worth, which would be totally out of all present use; Dean Bearn has denied any plans to dispose of the building, but the Gold report acknowledges that the new building would free 57 Worth for disposal.

Apparently the Administration is dissatisfied with the new report and has hired the firm of Fisher & Fisher to plan renovation of 53 Worth St. Architectural plans include comprehensive office space for all of the clinical programs offered at NYLS; these needed facilities will be located in the basement of the building with a separate entrance. There will be a basement passage connecting into the rear of Gil's. To relieve the pressure on the overtaxed library, the first floor of 53 Worth is to be renovated into library space to house the reporters presently on the ninth floor of 57 Worth. This will eliminate excessive use of the elevators and provide easier ground floor access to the most used resources of the library. Also, the Froessel Library and the new stack area will be connected by a passage toward the rear of the building effectively creating one large library complex. Dean Bearn states this renovation will be done and in use during the 78-79 school term.

Although this plan does attack the problems of lack of space and overtaxed facilities, the net effect will be to further the segregation of reference material and work space, while the main reporters will be on the first floor and easily accessible, the law reviews and the bulk of usable study space will remain on the eight and ninth floors and the mezzanine. The happy NYLS student can get the book (if it's there) on the first floor and trek up to the ninth floor to read; the enlome of good planning.

Plans have not yet been drafted for the upper floors of 53 Worth. Extension of the library to the second floor is being considered, but there are structural problems involving support of the weight of the common law.

This decision to renovate 53 Worth partially as a library in light of the Gold report can only call attention to the Administration's consistently inconsistent position on the subject of a new building. If there is to be a new building, then let competent architects be employed, designs be drawn and the building built.

Gold Report II...

cont. from page 5

The second level of the library is devoted to the reports, reporters, and statutes. It contains 50,000 volumes stored in stacks covering 3,500 square feet. Here, as throughout the library, it is assumed that stacks are 7-shelf double-faced, with 30-inch aisles and a book count of approximately 5 per running shelf foot. The overall planning figure is 0.07 square feet per volume. In addition there should be one 200-foot group study and two 100 square foot typing rooms on this level. The remainder of the floor, approximately 6,000 square feet, will provide a reader area containing 200 seats, half of which should be carrels.

The other three levels of library (one could be in the basement) should each be divided into a reader area, accommodating approximately 90 seats, and a stack area for 75,000 volumes using a bit over 5,000 square feet. In addition each of these levels should contain a 200 square foot group study and two 100 square foot typing rooms.

Classroom Spaces

The "menu" of classroom spaces is as follows:

- Two classrooms seating 125 each, which can be combined into a single 250-seat space by a movable partition.
- Two classrooms of 100 seats each combinable by a movable partition.
- Two classrooms seating 75 each.
- One classroom for 50, separated from a moot courtroom by a movable partition.
- One moot courtroom, seating approximately 50.
- Six seminar rooms seating 20 each in the classroom areas.

- Two seminar rooms for 10 each, one associated physically with each of the two "clusters" of faculty offices.

Classrooms should be close to one another, at the lowest practical point in the building and cover no more than two floors. The classrooms seating 75 or more should be pitched or otherwise arranged in amphitheater style. Fixed strip desk and movable seating should be used throughout the larger classrooms. Each of the joinable pairs of 100, 125 seat classrooms should be pitched to a common focal point for large lectures.

Each classroom should be equipped with speaker's platform, desk for seated presentations, lectern and podium for standing presentations, blackboard, and when necessary, public address amplification system.

cont. on page 6
Excellent acoustics permitting the lecturer and other students to hear student responses are critical. Empty electrical conduit emanating from a central point should be provided to each classroom enabling later lighting, mixing and conversion. An “activity office” of 200 square feet should be adjacent to the moot courtroom and be usable as judicial chambers.

Classroom area corridors should be wide, preferably no less than 10 feet, to encourage informal mixing and conversation. Approximate net assignable floor areas for classrooms of various sizes areas follows: 125 seats: 2000 square feet; 100 seats: 1000 square feet; 75 seats: 1200 square feet; 50 seats: 1000 square feet; 25 seats: 400 square feet; 10 seats: 200 square feet.

Placement and secretaries. The lounge of minimum corridor space, which is provided to the classrooms, is high ceilinged and adaptable. Using task lighting, perhaps in the form of strip lighting on student desks, should be seriously considered.

Faculty Offices and Related Areas

Faculty offices should be divided into two “clusters.” Each cluster should consist of approximately 20 private offices, each of 150 square feet, two offices for adjunct faculty, each of 300 square feet, a conference room of 300 square feet, a small seminar of 200 square feet, and a secretarial area of at least 250 square feet adequate to accommodate two secretaries.

One cluster should also include a faculty library of about 1,000 square feet, adequate to comfortably seat over 20 and to hold stacks for more than 5,000 volumes. A faculty lounge of 900 square feet seating approximately 30 should be included in this cluster as should a faculty dining room of some 1400 square feet arranged to seat 40 graciously for lunch. A pantry and kitchen of 300 square feet are to be adjacent to the faculty dining room.

The second cluster of faculty offices should be near offices for the Law Review and student newspaper, each covering 900 square feet, and four 150 square foot student activities.

Every effort should be made to place as many faculty offices as possible in a position where they may have windows with pleasant views. Each faculty office is to contain space for a desk, desk chair, seating for three guests, desk server, two-drawer file, coat closet, and a minimum of 100 running feet of book storage space. Every reasonable means of providing amenity and dignity to these offices, including the use of carpeting and carefully designed decor, is highly desirable.

Administrative Facilities

Administrative facilities are physically divided into two groups. One for admissions, placement, and financial aid should be placed immediately adjacent to the student lounge and near the lobby on the street level floor. Admissions should be provided with 900 square feet of open space. Placement and financial aid require a total of 800 square feet, including two private offices, each of 150 square feet, and two interview rooms each of 60 square feet.

The remaining administrative space, including the Deans’ Offices and other functions, should be placed at or near the top of the building and should, if they share a floor, share it with one of the faculty offices clusters (preferably that which includes the library, lounge, and dining room. The Dean and Associate Dean should each be provided with an office consisting of 400 square feet. These offices should be separated by an immediately adjacent 200 square foot enclosed secretarial area. The Dean’s office should be accessible to the west of 200 square feet. It should be highly desirable if this study were adjacent to a conference room, also of 200 square feet. A reception area of 600 square feet, including reception desk and seating area for visitors, should be provided to serve the Dean’s and Associate Dean’s office. A pathway should be provided whereby the Dean may move from his office without encountering visitors waiting in the reception area.

The development office, encompassing 900 square feet, including a 150 square foot private office, should be adjacent to the Dean’s reception area.

The Registrar’s office should consist of 2400 square feet, including a 150 square foot private office. The office should house the registrar’s office, including all necessary records, a 1000 square foot area for the Law Review and a 900 square foot area for the student newspaper.

A cafeteria, seating approximately 300, should be provided, probably in the basement. It will provide short-order and vending machine food service. Self-service elevators in the “non-library” segment of the building must provide rapid vertical transport. Specifications should be given in detail, based on the study of a transportation model of the design proposed.

Convenient toilet facilities for men and women should be located on each floor and within each major area (e.g., each library floor) adequate to serve the needs of the respective portions of the building. Public telephones would be located in or near cafeterias, lounge, and classroom areas, and near the entrance to the library.

GRAPHIC REALIZATION OF THE PROGRAM

This section of the report gives a graphic illustration of how the program set out previously might be realized on a 20,000 square foot plan having a basement level and five stories above ground. The shape corresponds roughly, but not accurately, to the use of the entire parking lot area, though in a scheme like this, the independence of the library and the insensitivity of the design to its precise shape would make revision either to the lot actually available or to an alternate plan using the two older adjacent building rather than the Leonard Street frontage, simple. Description will proceed from the bottom up, though this is not necessarily the most logical way of thinking about the building.

Basement: The basement includes the cafeteria and bookstore under the main portion of the building. The remainder of the basement area is devoted to library use and is not connected to the cafeteria. This is a general library area and contains, in addition to reader and stack areas, a group study and two typing rooms. Note that the library has its own private elevator and stair.

Entry Floor: The entry floor contains a large lobby space with wide corridors leading to elevators and to the library wing of the building. Adjacent to the lobby is the admissions office. Next to that is the placement and financial aid area. This is adjacent to the student lounge, which is next to the lockers.

Third Floor: Enters the library. A pantry and ample space, including the plant, except cooling tower, storage areas and vaults as necessary should be located at this level. The possibility of using space beneath the library wing for additional library storage should also be kept in mind.

ECONOMIC CONSIDERATIONS

The program presented above contains 1250 square feet, exclusive of subbasement areas. As previously reported, $60 per square foot is a tight, but probably achievable, construction goal. Allowing for some latitude in the amenities of finishing and furniture installation, the program should set as an initial construction budget target, 7.5 million dollars. Adding $400,000 for planning, architecture, and engineering fees, and a similar amount for interest cost during the construction period, assuming a tax-exempt borrowing, the total project cost becomes 8.3 million.

Provisional natural lighting for the Assistant Dean and Treasurer should be provided with 1500 foot is a tight, but probably achievable, construction goal. Allowing for some latitude in the amenities of finishing and furniture installation, the program should set as an initial construction budget target, 7.5 million dollars.
Garland to Receive Award
The luncheon program will include the presentation of the 1975 Distinguished Alumnus Award to Sylvia D. Garland, class of '60, a partner in the firm of Hoheiser, Gartlik, Gotlib & Gross, a former adjunct professor of law at NYLS, and a former President of the Alumni Association. Prof. Garland is the first woman to be so honored.

Prof. Garland said she was, "Absolutely thrilled!" She said that the most distinguished part of her selection was that she had had the privilege of being associated with NYLS. She commented that she loves the profession, "and could never express enough gratitude to NYLS for giving her the opportunity to practice that profession. She was particularly grateful that this award is being given to me at this time when NYLS has reached the summit of legal education, not only on a regional level, but also on a national and international level."

Prof. Garland was recently the guest speaker at a meeting of the Second Careers group. Prof. Garland, herself a "second careers" student, shared her experiences as a student at NYLS and as a new lawyer during her first years out of law school with the group.

Alumni, Julian Beatty, Class of '08, Dies at 97
by Jonah Triebwasser
One of the oldest living alumni of NYLS died last month at the age of 97. Julian B. Beatty, class of 1908, was the former New York City Police Commissioner. He drafted Rye's first zoning laws. His long legal and business career included service as President of the Granby Mining Corporation of Canada; senior partner of the law firm of Reeves, Todd, Ely and Beatty; Secretary to the Manhattan Borough President; and Commissioner of Public Works of the City of New York. At the age of 91 Beatty was "of counsel" to the firm of Casacc & Stiles. A Phi Beta Kappa graduate of Princeton University in 1906, Mr. Beatty served there as secretary to President Woodrow Wilson, a former NYLS professor, and President Grover Cleveland.

Mr. Beatty is survived by his wife, the former Constance Pick; three sons, Julian B., Jr., Dr. John T. and David C.; a daughter, Nancy; a sister, Emma Thomas; 14 grandchildren and three great-grandchildren.

How good is the Bar Review Course you will take?
- Does it limit the class size to no more than 200 people to insure access to the lecturer?
- Does it offer weekly testing which is handed in, graded, recorded and returned to you?
- Does it allow questions to be asked during the lecture?
- Does it offer bi-weekly essay writing clinics in which essays are personally critiqued and returned to you?

PIPER NEW YORK BAR REVIEW offers all these advantages and more.

Before hastily choosing a Bar Review Course for this Summer take the Pass Test.

Piper uses the active teaching method where student participation is encouraged.

Assistance during the bar review course is assured by Piper limited enrollment.

Speak to prior Piper students about the benefits of the Piper Method.

Student - Teacher ratio is the best of New York

The Piper New York Bar Review
1539 Franklin Avenue
Mineda, New York 11591
(516) 747-5311

NYLS Representatives
John Moran (212) 745-8861
Karen Sheveck (212) 349-6028
Steve Chakwin (212) 824-8121
Community Profile: A.D.A. Carmen J. Cognetta, Jr.

by Judith Waldman

The success of this year's phonathon is owed very much to the efforts of an energetic young Assistant District Attorney from Staten Island, Carmen J. Cognetta, Jr., '73. Carmen is on the Board of Directors of the Alumni Association and is currently serving as one of the alumni participation and donations to the law school.

Carmen graduated from Siena College in Loudenville, N.Y. with a B.S. in Economics in 1971. In September of 1971, he entered NYLS. Drafted after his first year, he spent two years in the Air Force, returning to NYLS in September, 1973. He graduated in June, 1974 and worked for a single practitioner until October, 1975 when he joined the staff of the Richmond County District Attorney's Office.

He has spent his entire career as an A.D.A. in the Criminal Division. The Staten Island Criminal Court is small, with only one part as opposed to Manhattan which has a separate part. They handle everything there; the calendar, hearings, arraignments, and the judge comes in for jury trials. At times only two A.D.A.'s were in charge, one in the complaint room and one handling hearings, and Carmen got a great deal of valuable experience. He spent the next year off Staten Island as a prosecutor in the Special Narcotics Courts. That office is staffed by the county District Attorneys' offices. The Special Narcotics Court handles only narcotics prosecutions and it was Carmen's first exposure to Supreme Court. He described the experience in SNC as excellent, saying the role of the prosecutor in the Criminal Court is more in the nature of case management. There are a large number of cases which must be disposed of as best as possible. Basically, the Criminal Court screens cases for the Supreme Court. In the SNC all the cases are Supreme Court cases, primarily class A felonies. The work is exciting because of the type of cases and the people you deal with: undercover officers and major drug dealers.

He returned to the Staten Island D.A.'s office in January, 1976 and is now in the Supreme Court Division.

The Staten Island Office is small, but growing, with 14 A.D.A.'s presently on staff. Carmen says the most prevalent crimes on Staten Island are robberies and burglaries, quite different from the type of cases handled by the SNC. "In SNC," Carmen said, "you deal almost entirely with police officers as witnesses, whereas in most of the cases in the local county Supreme Courts you have civilian witnesses who must be prepared and handled in a much different manner. Most civilian witnesses have had no contact with the criminal justice system before — they don't understand it, and many are emotionally involved victims, which puts everything in a different perspective." He also commented on the difference in jury make up. In Staten Island the jury panels are more homogeneous. While this may seem to be better for the D.A.'s office, in many instances it makes their job more difficult, and the conviction rate is low because of the reluctance of the jurors to convict. Despite this, since his return this past January he has tried two cases and obtained two convictions.

Carmen was very active as a student at NYLS where he was an Editor of EQUITAS. Now he devotes his energies to the Alumni Association. He is very proud of the progress the school has made since he left and feels that an important part of the improvement is due to the fact that the Alumni have become actively involved in the changes taking place at the law school. "An active Alumni Association shows the rest of the legal community that we have ties to the school and will continue our support of the school," he said.

Carmen's only regret is in not being able to attend NYLS now with its expanded faculty and curriculum, much of which was not available in his time. He said, "In the last few years NYLS has become one of the most exciting law schools around, and I'm proud to have been part of that."

Tenure Procedures Examined

by Cecil Blau

What do law professors worry about? The Burger Court's Billericia students? Academic freedom? Probably it is tenure. Members of the NYLS Tenure Committee currently are: Dean E. Donald Shapiro, Prov. Joel S. Lee, Chairman, Joseph H. Koffier, Kim M. Lang, Cyril C. Means, Jr., Milton A. Silverman, and Andrew Simak.

Tenure is the right to hold one's teaching position until retirement age, which is presently 65. Tenure is acquired through classroom performance, scholarly achievement, and evidence of growth in professional competence, over a period of time up to a maximum of seven years as a full-time member of the faculty. In 1971, the period was raised from five years, but incoming professors can still get two years credit for prior teaching experience in other institutions. A professor can also come with tenure. Since 1974, tenure was awarded twice; to Profs. Means and Lang.

According to Dean Shapiro, the purpose of tenure was never intended to be an economic issue, but to provide "good protection for academic freedom and religious freedom." Tenure is "to provide teachers who feel the need, the security to speak out on the issues." The Dean claims that good teachers almost always can get jobs, and therefore, "the institution of tenure is overrated." But it is still not taken lightly. Said the Dean, "If we would grant Tony Scaroni a contract for tenure, we would be giving him a 35-40 year contract."

In granting tenure, the supposition is that the position will always be there, and it's rare for a tenured teacher to be removed for cause. However, tenure is also subject to the judgment of the Board of Trustees to reduce the size of the faculty due to lack of financial emergency, substantial change in the educational program of the school, or a reduction in the student body.

The Board also has the right to reduce
Close Encounters of the Comparative Kind

by Professor Peter W. Schroth

[Article text here]

including their history, their methods, their social and sociological contexts — to understand his feeling of superiority. Only this sort of study can give us the context for understanding the choices made by our own system, such as case law development and the jury. And only one who has studied law comparatively has standing to judge whether we or they have made the better choices; or more concisely: whether our ideas about law make sense.

Comparative law is jurisprudence brought to life, a series of challenges to our unexamined assumptions which come not from the imaginations of cloistered philosophers, but from the contemporary practice of nations otherwise similar to our own. It is a uniquely interesting course, appealing not only to academically oriented students, but also to many who are uncomfortable or bored with most of their other courses. Its questions range from the most abstract and theoretical to the most practical and useful tools for international practice. What is more, the two extremes often come together.

But one lawyer's boundless opportunities are another's unmanageable complexities. Comparative Law as a course is usually a failure, either because the teacher is afraid his students will be lost in the complexity, and therefore never venture beyond superficial generalities, or because he fears being accused of superficiality, and therefore teaches foreign law in the same detail which American law deserves.

My thesis, however, is not that a better balance must be found between comprehensibility and utility. It is rather that law is a technical course, instead of perching precariously on its circumference; that ordinary law students both need and want a great deal more exposure to the context and significance of our legal system than they get from the "bar course" curriculum, and that there is a better way to give it to them than is used by any teacher of comparative law I have heard of. My bias is that there is no good reason for most American law students to take courses on French law, or European legal systems, or African law, or Chinese law, although I agree that these courses are very valuable for a few. But every law student can benefit directly and significantly from courses in comparative law.

This isn't a matter of titles: a course called "European Legal Systems" or "Chinese Law" may well be a course in comparative law, while one called "Comparative Law" may actually deal only with foreign law. For that matter, "Torts," "Evidence," or "Constitutional Law" may be taught comparatively — and they are at a few American law schools. I would even suggest that none of these three, indeed very little in the curriculum, can be thoroughly understood without a comparative perspective.

If you have never been outside Manhattan, or seen pictures of other places, perhaps you would take foul air, skyscrapers, subways, multi-racial crowds, stores that sell everything, The New York Times and many other such things for granted. If you have lived with clean air, low buildings, no mass transit of any kind, seeing no other races for weeks or months at a time, having no store in town with a bigger or better selection than Montgomery Ward, and finding that when the Sunday Times arrives (on Thursday) everything in it is still news to people who read the local paper, New York City is a different kind of place. And similarly you don't have a real understanding of what it means to live in the country, or in a small town, if you've lived there all your life.

In just the same way, only more so, I believe that you can't have a real understanding of American law without knowing something about other legal systems.

This is not a brief either for the thin-brained, facile survey of the law of the rest of the world taught as "Comparative Law" at a great many American law schools, or for its quixotic competitor, the excruciatingly detailed analysis of French or German cases, in the manner of a first-year "Contracts" class, which is inflicted on the students at Harvard and a few other schools. Quite the contrary, I think comparative law must be sociological, juridical, historical and constantly comparative to justify its existence. But since no published casebook pays more than lip service to these ideals, the failure of teachers to attain them can be readily explained, if perhaps not excused.

Since no one has invited me to redesign the law-school curriculum, I have so far settled for a revolution in one country. My course extends over two terms, with the first a prerequisite for students who wish to take the second. The first term is more-or-less traditional, or at least what ought to be considered "traditional," except for the library exercises discussed below. The second term is a classical comparative law seminar, in which many of the meetings are devoted to student papers. A draft of each student's paper is distributed to the entire class, for discussion the following week. The paper must then be rewritten and submitted to me by the end of the term. Foreign students are excluded from the first term, since we will have a special course for them, called "Introduction to American Law," which will be "Comparative Law" in reverse. They are strongly encouraged to take the second term, however, and the interaction between American students who know something of comparative law and foreign students who know something of American law gives the course a special magic.

My materials for the first term begin with an examination of the philosophical and jurisprudential underpinnings of modern European and American legal thought. The themes presented here are really those of the entire course, and are repeated and developed throughout both terms. To this intellectual framework, or horizontal...
New York Law School:

The Big Event

Recently NYLS has conducted a series of lectures and events that clearly show the high esteem in which the law school is held by the legal community.

First, we had the enormously successful Wagner Moot Court Competition, in which former Watergate prosecutor and labor law scholar Archibald Cox was the chief judge.

Next month, former President Gerald Ford will speak at the Jeffords Lecture series. In June the Attorney General of the United States, the Hon. Griffin Bell will be the guest of honor at Commencement.

In July a group of Solomon scholars will wing their way to Italy to participate at the school's annual summer program at the University of Bologna. Many law schools would be proud to have just one of these events happen in one year. We are fortunate to have all of them happen here at NYLS in just one semester.

Credit for these coups must go to Deans Shapiro, Lippman and Bearn, among others. We applaud their continuing efforts to bring luster to the name of New York Law School.

1977-1978:

A Year To Be Proud Of

EQUITAS has undergone radical change in the past year. We have dramatically changed our layout and graphics. We have held ourselves to a rigid publication timetable. We have printed bigger issues with better news coverage, more feature articles and more advertising lineage than any time in our recent past.

A large part of the credit for the success we have had this year must go to our graduating editors emeriti: Rick Ceresia, Rob Fraser, Richard Grant, Neal Greenfield, George Schwarz, Jon Sparks, Joe Stavola and staff members Alison Greene, Peter Mertz and Harry Vanchiere.

As we look forward to next year, we plan to improve our graphics with a four column, easier-to-read format. We hope that our graduating students will continue to enjoy EQUITAS as alumni.

Have a safe and happy summer, and we'll see you in print again in June.

Jonah Triebwasser
Editor-in-Chief
It is difficult to write this. Thirty columns always are. They are unique in that they do not become easier with experience. They force you to face the truth. One can then either write it, or avoid it if one so desires. The former course rarely wins friends. So be it.

For the last three years I have been in a unique position to observe the school, its traditions, operations, faculty and students. There is much to say, but a great deal of it has already been said. Last year, Peter Rose, a former EQUITAS editor, wrote what I believe to be an excellent Thirty column. I note simply that everything in it remains valid despite the passage of a year.

On Lawyers v. Journalists

"Were it left up to me to decide whether or should have a government without newspapers, or newspapers without a government, I should not hesitate to prefer the latter." Thomas Jefferson

Working on a newspaper while going through law school has left me in amazement that lawyers were able to write so liberal a freedom of press clause in the first amendment. It does not surprise me that succeeding generations of lawyers whittled away at that freedom to the extent that today "press shield laws" are required. I never fully appreciated how little it takes to impose something akin to prior restraint. Extremely little. I was sued after writing my first article on the bar review courses. Knowing the suit to be spurious, subsequent investigations turned into cautious searches for the actionable word or phrase.

Those magic words, "Sue the bastards!" are all too easily used. Whatever happened to all the jargon about avoiding litigation if at all possible? Suits are threatened so often that they were actually prosecuted, newspapers would have gone out of business long ago.

Students are very susceptible to this sort of thinking. One, but only one, of my professors warned us that reading cases all day would result in a distorted view of reality. Most people don't even know where the courts are — many lawyers included. Everyday events should not be viewed in terms of who can sue whom, for what, and what defenses are available.

A s to journalists — if they were intimidated as some lawyers would like to think, Watergate would still be a relatively unheard-of incident in Washington.

Reporter's Notebook

- I incorporate Peter's column and briefly repeat his major points. I advise readers some of the the points are necessarily distorted because of the required editing.

The criticism included that the school was playing musical teachers, to its own and the student's detriment; that new facilities were required; that the Dean should take a more active role in the day-to-day operations of the school; that the faculty and administration should "stop playing fast and loose with required courses"; and that the school should improve its placement program.

- One year later, the only area of improvement has been the acquisition of added space, which is to be of little avail to this year's graduates or to those who waited in the cold for an elevator on lines that stretched into the street.

One major problem, that once remedied will make solution of other problems slightly easier, is that the students have no effective method of contributing ideas (even the graffiti is censored with the use of black paint). Few administrators or professors can be as acutely aware of problems as the persons directly affected by school policies.

I am not advocating a position that students be given votes on all standing committees. But they should be heard by some of them, and allowed to observe the meetings of some of the others.

Today students do not know how or when important decisions are made. Students are left stunned at announcements of changes in required courses, graduation requirements, or changes in the grading system. The best they can do is try to delay implementation of the new policies.

- The SBA is not an effective voice for students. Its marathon meetings, some known to have lasted as long as eight hours, have not yielded significant results. A picnic, one film, and discount movie cards, were the results of the meetings, — all of which students had the privilege of paying for.

Admittedly, the administration and faculty have denied the SBA greater status, partially because student input is considered by some to be undesirable. But the SBA has taken this relegation complacently. One begins to wonder who the SBA represents.

- EQUITAS...yes....EQUITAS. This gets difficult. Pressures are exerted from all sides. The administration does not wish the alumni scandalized by some of the goings-on.

Some try to "improve the school" by "constructive criticism" or a "public forum," "out cries that, "siring dirty laundry in public."

Both sides liberally threaten suit when they feel slighted. They should make a tort out of that.

Lack of alumni support is, on occasion, blamed on EQUITAS. As a result, some issues are not "fully aired," perhaps rightly so. I feel otherwise. I feel that the level of alumni support is not determined by what they read in EQUITAS. It is, I believe, determined by perceptions students have of the school based on their tenure here.

Front, page 12
Opinion

Have You Looked Within Recently?

By Ronny Green

If an article is written by a student and it contains a gripe, the gripe is usually directed toward the administration. This article, although written by a student, contains a meaningful gripe, and surprisingly its complaint is directed toward the students themselves. It's time everybody stopped blaming the administration for all the ills that plague the school atmosphere. It is too easy to blame the administration, or some nameless "them" for every conceivable wrong.

It's time we take a look at ourselves. Here we are, the liberal sons and daughters of the ultra-conservative generations of the mid-forties and fifties; for whom we were supposed to change the world for the better. Frankly speaking, we've only furred those ills which we opposed in high school and college; those values our parents adopted which we vehemently opposed. We were to be the new generation that didn't support the ills which our parents' lives thrived upon. We were to know no prejudice. We were to know no discrimination. Our outlook on life was to be completely different. Yet we find ourselves in precisely the same predicament. What should bother us even more is that we are not ignorant of social differences. We know that every student sitting next to us may not have had the same upbringing as we had. Our backgrounds differ vastly. We come from different schools and different environments.

Should we view the student that never knew his or her father the same way we view the student whose father or mother is a practicing member openly of the White fraternity? Should we use a grievance to be the 1978 Jeffords Lecturer.

President Ford's Speech Nears

Tickets Available to Students

By Jonah Tribbawser

Plans are being made to welcome former-President Gerald Ford to NYLS on May 26, 1978. President Ford is scheduled to be the 1978 Jeffords Lecturer.

NYLS Director of Development and Alumni Affairs, Lucille Hillman, has told EQUI TAS that admission to Mr. Ford's lecture will be by ticket only. Students who wish to sign up for tickets are asked to see Miss Hillman in her office on the sixth floor of 57 Worth Street.

Ushers Needed

Miss Hillman asks that students volunteer as ushers for Mr. Ford's visit. Students who wish to serve as ushers should see Miss Hillman in her office.

Reviewers Roundtable

"13 Rue de l'Amour" is Appealing

By Dennis Stiksenbroeker

13 RUE DE L'AMOUR (Circle in the Square, $10.95 and $11.95)

This energetic, fairly stylized, production of an early Georges Feydeau farce adapts well to the Circle in the Square stage. More of a run way that sticks out in the middle of the theater than a stage, it allows the actors to make Feydeau's stage side as comments directly to the surrounding audience.

This creates an intimate involvement that goes a long way toward mitigating the panicky antics one usually associates with French farce.

This is the kind of comedy of adultery where people spend more time in closets than in bed. One has great sympathy for the complicated life of a mistress.

Louis Jourdan plays a bachelor doctor who covets his best friend's wife and the lovely Patricia Elliott is the object of his affection. The international cast blends well enough. With the exception of the Gallic M. Jourdan, the communal accent tends toward stage British, which makes the cumbered American of Richard Fletcher as the apprentice amoureux nephew seem rather discordant.
At the end of the first term, and between student papers in the second, the students are introduced to the ways in which this basic learning may be used as a key to other kinds of foreign and comparative law problems. At the moment, the menu includes a book at that point, `German Civil Code,' which still serves the Federal Republic, as it was distorted to serve the ends of the Nazi and of the East German Communists until 1976; Soviet constitutionalism and human rights as seen by apologists and opponents; the influence of French, German, and American law in Japan, and some innovative Japanese approaches to environmental law and products liability; and similar topics from Italian, Latin American and Muslim law. To a certain extent, these are hints of what awaits the student who chooses to do advanced work in various more specialized courses. Students are encouraged, but not (yet?) required, to take this general course before the others.

Classroom work and assigned readings, however, are only the main part, and probably not the most important part, of the basic course. The challenge of comparative law has more pedagogical effect the more the foreign systems are perceived as real. I would send my students to live and study and work in another country if I could. Since I can't, I ask them at least to experience its legal literature at first hand.

A useful part of this experience is working with the foreign materials in the original language, exactly as the foreign lawyer uses them. At New York Law School, half of the students who choose to take comparative law can read a language such as French, Spanish, or German well enough to read a good newspaper, and this is a little extra effort is enough to give them something special.

The other half must compromise. The few civil law jurisdictions which speak English (Scotland, South Africa, Philippines) are not typical, primarily because they have been heavily influenced by English and Americanization. Nevertheless, they have many of the features of the civil law tradition, and their materials and methods are considerably more foreign than those of England or Australia. Students at some law schools are asked to write a paper about some aspect of the law of a foreign jurisdiction, but most such papers, written by students who have never before worked with the materials of the country discussed, are similarly disappointing. The students are probably ignorant about most of the countries of the world (for that matter, so am I), and in the amount of time they are willing to spend on a paper, second best, but even so, they really expected to do is to prove to themselves just how ignorant they are. This is not very satisfying. Instead, I ask them to do something themselves on a country's materials in a systematic way, by preparing a series of short reports. Toward the end of the term, they are ready to try to solve some kinds of problems with the foreign materials. Having done this, they are reasonably prepared to attempt a research paper if they choose, in the second-term seminar.

To some extent, the subjects of the reports parallel the subjects considered in the reading materials. Within a few weeks, the class consists of half-experts on a variety of foreign systems which can share their insights, derived from original research, with each other.

In a series of six assignments, spread over about nine weeks, I lead students through the fundamentals of legal research in comparative law. In general, the students are expected to discover for themselves what to do, using my leading insights, and to write reports. Later, I am available for frequent consultation, but I am more lead than lecturing. Arabic and German legal research are discussed in class, and here as elsewhere the library exercise proves its merit when students are able to speak from their own experience about some other country's materials.

The first six steps are:

1. A three-page (single-spaced) memo on the resources available in our library, including both materials published in the subject of foreign jurisdiction and foreign materials not published in the jurisdiction, such as articles in American law journals.

2. A five-page memo, making appropriate use of materials published both in the foreign jurisdiction and elsewhere, on its political and legal history, form of government and court system.

3. A two-page memo on lawyers and legal education.

4. A four-page discussion of the manner in which a lawyer of the foreign jurisdiction would research the next problem, pointing out the differences, if any, in the way the student will tackle it.

5. A five-page memo on two or three American cases that I provide, discussing how each would be classified, analyzed and decided in the foreign system, and comparing the American and foreign approaches. The cases are from torts, contracts, property, family law and similar subjects.

6. A brief memo suggesting what the library should do for the jurisdiction's collection if various modest sums of money are available.

In addition, I assign two papers based on the reading materials in lieu of a final examination.

The lawyers of the United States, as I have argued in other contexts, have replaced those of England in earlier centuries as the most intellectually honored of the Western World. We teachers, and the institutions that employ us, must accept most of the blame, for we have failed to give our students the basic skills for less limited approaches. Our failure cannot be excused as a response to lack of demand, first because our duty as teachers and role models is to create demand where we think it should be, and second because the demand is not missing until we discourage it. My own feeling is that we could hardly be an atypical sample year after year, are always quite interested in comparative approaches. When I see a second-year student on the first time, however, I often find that they have been beaten into submission by those who believe that only the subjects covered on the bar are the legitimate areas of professional concern.

If the law curriculum is merely training for the bar exam, then, as Harvard's Dean Langdell said in a slightly different context, "a university will best consult its own dignity in declining to teach the law." If on the contrary, the function for the practice of law, it is impossible to make a case against comparative study. Law is too important to be allowed to succumb to the Balkanization which afflicts many other academic disciplines. Neither intellectual isolationism nor over-specialization can be permitted to drive out truly comparative law.

It's A Girl! EQUIFAX extends its heartfelt congratulations to Prof. Suzanne Gottlieb Solomon and former Prof. Martin Paul Solomon on the birth of their daughter.

The girl, unnamed at present, weighed in at exactly 7 lbs. Prof. Gottlieb expects to be back in class on April 24th.

---

**The Puffin Fare for Youths**

One of the first things young Puffin fans learn to do is fly Icelandic. Beginning April 1, 1978, Icelandia is by any youth (Puffin or person under 15) from 12 to 21 years old roundtrip from New York to Luxembourg for just $400. Return fares from Chicago, Rome, and London are good for a full 90 days and subject to change.

ICELANDIC TO EUROPE

But there's more to Iceland than just low fares. You'll get a grand dinner and efficient service on your trip. And Icelandia will set you down right on the mid-Atlantic, where you'll be just hours away by train from Europe's most famous landmarks.

So take a travel tip from Iceland's favorite bird. Learn to fly Icelandic. See your travel agent or write Dept. N-318, Icelandic Air Lines, P.O. Box 155, Chicago, Illinois 60680, U.S.A. Call 203-665-2213 for toll-free number in your area.

$275 Roundtrip 14-45 day APEX fare from N.Y.*

$400 Roundtrip Youth Fare. Good thru age 23.

**Icelandic to Europe**

$275 Roundtrip 14-45 day APEX fare from N.Y.*

$400 Roundtrip Youth Fare. Good thru age 23.

---

*E280 from Chicago. Tickets must be reserved 45 days prior to departure and paid for within 10 days of issuance. Add $10 each way to travel on weekends.
Fear of having one's home burglarized or of being mugged or held at gunpoint for one's wallet has left few persons indifferent to the "crime" of "burglary." But how many of us who walked in line to see "Godfather Part II" lost any sleep that night worrying about organized crime in America? 

Organized crime has become such an integral part of the politics and economics of urban life that most American do not consider it a personal problem. Although a number of illegal activities are defined by law enforcement officials as products of organized crime—drug peddling, prostitution, extortion, and loan-sharking—large segments of the public regard some of these crimes as minor "vices" that hurt no one except, perhaps, the tax collector. Over the years, organized crime has been viewed by many as the special domain of Italian immigrants—but has thrived on public demands for its services and on widespread public corruption. It has virtually become an "American way of life." 

AN ITALIAN CONSPIRACY? 

The aftermath of the 1930s decade of the 18th Century, when 11 reputed "Mafiosi" accused of assassinating the city's police chief were lynched by a New Orleans mob, it was alleged that Italians brought organized crime with them to America. Eighty years after the New Orleans lynchings, a Harris Poll indicated that a majority of Americans—a decisive 27 to 17 per cent of the sample—believed that "there is a secret organization engaged in organized crime in this country which is called the Mafia." 

A number of governmental investigatory bodies have held similar views. In 1961 Sen. Estes Kefauver's Senate Crime Committee concluded that "there is a nationwide crime syndicate known as the Mafia (whose) leaders are usually found in control of the most lucrative rackets in their cities." President Lyndon Johnson's 1965 Task Force on Organized Crime similarly concluded that "there is a nationwide alliance of at least 100,000 Mafia "families" which control organized crime in the United States," whose members "are Italian and Sicilian or of Italian or Sicilian descent." According to the Task Force, these "families," linked together by agreements and obeying a nine-member commission, control most of the illegal gambling and loan-sharking operations in the United States, as well as narcotics importation. The Task Force also found that the Mafia had infiltrated legitimate businesses and labor unions and had made liaisons that gave them power over officials at all levels of government. 

AN INDIGENOUS SYSTEM 

A small but growing number of law enforcement officials, journalists, and sociologists who have been studying organized crime interpret these same facts quite differently. They see organized crime as an integral part of the American social and economic system involving (1) segments of the American public who demand goods and services which are defined as illegal, (2) organized groups of criminals who are willing to take the risks involved in supplying them, and (3) the corrupt public officials who protect such individuals for their own profit or gain. The history of organized crime in America dates back to the days when the lawless bands of the James Brothers, the Youngers and the Daltons terrorized the frontier, and it was, not however, until the 20th Century and the growth of the modern city that organized crime, as we know it today, developed. 

The organized crime that now thrives in American cities is rooted in the social and economic history of urban life. Urban history indicates how the growth of the American city resulted in complex but demonstrable, relationships among minorities, politicians and organized crime. It is this network of relationships that reveals organized crime in America to be a home-grown variety, indigenous to American soil, rather than a foreign transplant. We have long known that organized crime and the corrupt political structures of many major American cities enjoy a relationship in which success in one is heavily dependent on the right connections in the other. In this crucial relationship, the criminal is permitted to produce and provide those illicit goods and services which our moral publicly condemn but which our mores privately demand—gambling, stolen but cheap goods, illegal alcohol, sex, and drugs. 

In return, the criminal must pay tribute to the political establishment. Social history testifies to how gangsters and racketeers paid handsomely into the coffers of political machines in exchange for immunity from prosecution. 

GHETTO ESCAPE ROUTE 

The persons most willing to take the risks involved in organized criminal activity are, and have traditionally been, those who feel blocked from legitimate access to wealth and respectability. More often than not, these persons have been members of minority groups who settle in the slums of our cities. In the 1920s, gangsters and their children found organized crime an open route to escaping poverty and powerlessness. The successful gangster, like the successful politician, has become a neighborhood model, in addition, proving it is possible to achieve rapid and dramatic success in spite of the police and a variety of oppressors. 

At the turn of the century, the Irish were one such minority group. They were known as "Trojan Horse" criminals, living with colorful names like "The Bowery Boys" and "O'Connell's Guards," and they were the dominant organized crime and big city politics. Once they achieved political power (due at least partly to connections and pay-offs surrounding illicit activities), their access to legitimate opportunities increased. Eventually the Irish won respectability in construction, trucking, public utilities, and on the waterfront and no longer needed to become involved in organized crime. 

The aftermath of World War I ushered in the era of Prohibition and speculation in the money markets and real estate—areas for power and profit over which Jewish and eventually Italian gangs fought for control. From the 1920s on, Italians moved into positions of power in both organized crime and politics. More have since gained access to legitimate means of achieving riches and respectability, but the cycle continues as blacks and Hispanics seek to rise like the phoenix, out of the ashes of inner-city ghettos.
To the Editor:

I am at a recent (June, 1977) graduate of New York Law School and wish to direct your attention to a notice of appeal which appears on page 8 of the February, 1978 issue of EQUITAS. The advertisement for the Piper Bar Review course contains a statement that my graduation ceremony began in 1975 NO ONE FROM New York Law School has failed the New York Bar Exam after taking Piper." This statement is incorrect, as there were members of my graduating class, including myself, who did not pass the July, 1977 New York State Bar Examination after taking the Piper course, I suggest that Mr. Pepper be contacted so that the matter may be resolved.

Yours truly,
Richard Friedfertig
Solomon v. NYLS

To The Editor:

I noted with dismay that I was linked by name in a statement which appeared in your February 1978 issue headlined "Ex-Prof Sues for $1 Million". At an appropriate time and place if called upon, I will relay reveal remote memory recollection of the events which are the substance of the above described article. No opportunity was given to me by your publication to present the comments and or explain upon the truthfulness and accuracy of the quotation ascribed to me.

As journalists and law students, in the future I should appreciate the understanding of an opportunity to comment before publication.

I write with pleasure the continued excellence of your publication and trust that this simply an oversight.

Sincerely,
Stephen Hochberg

To the Editor:

In the February edition of EQUITAS, there was no reference to me which I believe, requires comment, First, and I understand this is being corrected, it was not I but the United Federation of Teachers which brought an unfair labor practices suit against the NYLS. That decision is being appealed.

Second, in an article concerning my husband's lawsuit against Dean Shapiro and others, John Thornton is quoted as stating that I was granted tenure by the Rank & Tenure Committee by a "closely divided vote". I have recently learned through a supervising body that the vote in favor of granting me tenure was 4-2 and the two who voted against me were the Dean and a member of the faculty who had been at the time of the vote and is now being sued by my husband. The right of the Dean to vote is one of the matters I am currently challenging. At present, the Dean votes as a member of the Committee. He then makes a recommendation to the Board of Trustees as Dean, which according to the Rules of Tenure of NYLS, is supposed to be in accordance with the Committee's vote. He then votes as a Trustee! This is especially egregious at NYLS where 10 of 18 Trustees have been appointed within the last 24 years and, in an information and belief, the average Trustee knows little of what goes on at NYLS other than what the Dean tells him. Further, the A.B.A. and A.L.S. rules require that the governance of the school should be by the faculty and that faculty decisions on tenure should be abided by except in extraordinary circumstances.

Prof. Suzanne Gottlieb
Editor's Note: The appeal Prof. Gottlieb refers to in her letter was denied on March 21, 1978 by John S. Irving, General Counsel, on the National Labor Relations Board.

To the Editor:

Thank you for your invitation to clarify my position concerning my lawsuit against Dean Shapiro and NYLS.

I would like to compliment Equitas not only for its stated purpose of attempting to view both sides of the controversy, but even more, for simply having an article about the suit. For too long Equitas has been under the undue influence of the Dean, and while removing accusations which the Dean would find objectionable, at least the story was told, albeit not the full story. I understand that last year a letter was written by me resigning in protest against the administration that Dean Shapiro and John Thornton effectively blocked the trustee's letter of explanation from ever being published.

The principal problem with the article is not what was said, but what was omitted. By letter to the editor dated February 27, 1978, I attempted to outline some of the material portions of the complaint, and the accusations against the Dean contained therein. It has not been published. The Editors of Equitas sent copies of my letter to Dean Shapiro and John Thornton for their comments before it was published. As a result, the Editors now claim that the letter cannot be published because to reprint charges against Dean Shapiro which are contained in the plaintiff's complaint could constitute libel. The Editors have admitted that their position is based on the advice of counsel - the same counsel who is representing Dean Shapiro in the subject litigation. The position of Equitas is without merit, but I cannot force their hands.

Marshall Lippman is quoted in the article as saying that the investigation was "a thorough search for voluntary information," and the complaint alleges that "certain students were questioned only because they had done wrong prior to that," and that those were the only students threatened that they might not be certified to the character committee when she applied to become a member of the bar if she did not cooperate.

Maurice Nessen, the attorney for the school, had admitted that he has asked Dean Shapiro for 22 years. A motion has been made to disqualify him based on conflict of interest. In that instance of NYLS and of Dean Shapiro may not be the same. Nessen is quoted as stating that: "I was confronted with the affidavits against me and I was threatened. Yet teh Dean's answer admits that I have never seen the affidavits and have not even been told who was questioned. Further, I have been told that Nessen stated that the affidavits don't amount to a hill of beans."

I must take issue with the Equitas editorial which states that "no matter who wins this suit in the court of law the ultimate loser will be the students of NYLS in the court of public opinion." For too long Dean Shapiro has silenced criticism and questioning by claiming that to criticize him would be to hurt NYLS. But talk concerning NYLS and the present administration is widespread, and the school will remain suspect unless corrective measures are taken.

Further, if abuses continue, NYLS's importance and influence and position of government and faculty members will continue to be taken advantage of. I do not want to see NYLS hurt. The school community will benefit if changes are made. One purpose of this suit is to force some of these changes to be made.

Martin Paul Solomon
Editor's note: Although EQUITAS does not make a policy of answering letters, we do so at this time to correct a factual error.

Prof. Solomon is not correct when he states that EQUITAS and the school have shared common legal counsel. EQUITAS has not retained the school's attorney, Maurice Nessen, for legal advice at any time since the current Editor-in-Chief took office.

As to Prof. Solomon's implied assertion that EQUITAS is under the Dean's thumb, it is certainly entitled to his opinion, but we must respectfully disagree.

Clines

To the Editor:

I was very glad to see the article on clinical education in the last issue of EQUITAS. New York Law School has an excellent clinical program that is unique in the wide variety of opportunities it offers the students.

Unfortunately, the information on the Geriatric Law Clinic was incorrect and incomplete. The Geriatric Law Clinic is one of course offerings, not a combination course. The opinions were expressed by my classmates, Marshall L. Gates, in the February, 1978 issue of EQUITAS.

If the atmosphere seemed hectic, possibly this resulted from the fact that a record number of alumni attended that dinner. The New York Law School Office of Alumni Affairs did a most exemplary job in accommodating this unprecedented number of attendees. Mr. Gates states that people were herded from the cocktail room to the dining room. It is customary at such functions to have cocktails served in a separate area, and it is therefore necessary to move from that area to the dining room for dinner. The menu was most imaginative, and the food was served as promptly.

The work available within the Geriatric Law Clinic is much wider than that indicated in the article. It involves the research and legislative drafting positions mentioned in EQUITAS, students last semester were able to choose representational legal work under the one-to-one supervision of attorneys in legal services offices for the elderly as well as investigation and trial preparation with the Special Prosecutor's Office on Nursing Homes, appellate work with private firms doing pro bono cases with the American Jewish Committee's Office on Aging, and investigation, opinion-drafting, and pre­paration of cases for intra-agency appeals for the Crime Victims Compensation Board.

All of these positions, of course, focused on Geriatric Law. Since the program exists as a specific, though largely heterogeneous, population, it is very important that the students in the class, at least as a class, have experience with several approaches toward the problems of that population and several aspects of the population group itself.

Finally, the New York Law School student body includes a number who have come to law school with a first career behind them. Since I believe that it is desirable that during their three years of law school these people examine the similarities and differences between their first careers and their second careers in law and learn how to work the two into a more effective combination, I attempt to accommodate past careers and special interests as far as possible.

Each of the placements that will be available next fall has been successfully prepared last term and given the students involved a satisfactory and well­supervised work experience.

Sandra Johnson
Assistant Professor of Law
Alumni Dinner

To the Editor:

As Chairman of the Class of 1972 reunion that was held in connection with the Alumni Dinner at the Waldorf-Astoria on March 1, 1978, I was very pleased at the support and the favorable opinion expressed by my classmates, Marshall L. Gates, in the February, 1978 issue of EQUITAS.

If the atmosphere seemed hectic, possibly this resulted from the fact that a record number of alumni attended that dinner. The New York Law School Office of Alumni Affairs did a most exemplary job in accommodating this unprecedented number of attendees. Mr. Gates states that people were herded from the cocktail room to the dining room. It is customary at such functions to have cocktails served in a separate area, and it is therefore necessary to move from that area to the dining room for dinner. The menu was most imaginative, and the food was served as promptly.

Want to know what questions will appear on the next N.Y. bar exam? You can find out.

New York bar preparatory courses offered by EQUITAS.

$40 Save $40 on the Combination
Marino Essay Writing Clinic $100
Marino Mini Bar Exam Review $50

$10 You Pay $10 $40 Save $40

1 Penn Plaza, Suite 4514
New York, New York 10001
212-695-3355
Mock Grand Jury Investigates 5th Amendment Rights Violations

by Sam Himmelestein

Q. Before which investigative arm of the government, often used to repress political dissent, are witnesses routinely deprived of their Fifth Amendment and other constitutional rights, their right to a transcript, their right to know the nature of the proceedings and their right to have an attorney present?

A. A Grand Jury.

These charges were leveled at the existing U.S. grand jury system by participants in a "Mock Grand Jury" presented last month by the NYLS chapter of the National Lawyers Guild and the National Committee for Grand Jury Reform, before an audience of 5 students and guests.

The Mock Grand Jury was performed by members of the committee, their friends and professional actors in an attempt to inform the audience of the political and legal abuses which occur during Grand Jury proceedings. Albie Burd introduced the program, explaining that Grand Juries have evolved from their original purpose of protecting citizens from governmental oppression into a tool of the government in which witnesses are stripped of their constitutional rights and through which various movements for social and political change are attacked and harassed.

The presentation which followed was based upon the real life experiences of some of the participants and members of the committee. A narrator periodically interrupted to explain the "proceedings" as the mock prosecutor, played by Attorney Linda Bockel, began her questions. The "investigation" concerned alleged connections between the "New York Law School Students For Social Justice" and a "Washington-based dissident group". The witness was one "Keith Jones", the elected leader of the NYLS-SBA, who was asked questions concerning his knowledge of the workings, membership finances and political ideology of the group under investigation. During the course of the examination, it became clear that the witness had no right to know either what the Grand Jury was investigating or whether or not he was a target of the investigation. If the witness wished to consult his attorney, he had to request a recess and do so in the hallway.

The narrator noted that if the witness answers one question, he waives all of his Fifth Amendment rights, and that the government can offer the witness "use immunity" which will also compel him to answer. Upon returning, the witness refused to answer, citing his First Amendment right to freedom of association, but inadvertently admitted his membership in the SBA. The prosecution then informed the witness that he had thus waived all of his Fifth Amendment rights, and would be cited for contempt if he refused to cooperate. The witness began to take copious notes, since he would not be entitled to a transcript. He continued to assert his constitutional privileges and was cited for contempt and imprisoned for the length of the Grand Jury, which could have been 18 months.

Grand Jury Advice

The narrator indicated that this was a familiar scenario, and offered the following advice to those who may someday be subpoenaed:

- Get a lawyer and fight the subpoena.
- Take notes.
- Refuse to testify immediately on Fifth Amendment grounds.

Panel Debates Free Speech and Obscenity

by Harry J. Katrichis

and Leonard Ross

On Saturday afternoon, March 11, 1978, the Jerome Prince Moot Court Room of Brooklyn Law School was the scene of a panel discussion concerning obscenity and the law. The event was arranged by the A.B.A./Law Student Division as an attraction for the L.S.D.'s Second Circuit Roundtable. An audience of over 100 was captivated by "porn" notable Al Goldstein and NYLS adjunct professors Harold Price Faahringer and Dr. Ernst Van den Haag. The moderator of this heated discussion was David Newman, NYLS '78.

Al Goldstein Speaks

The afternoon session began with Al Goldstein defining the Gong Show and much of daytime television as an obscenity that most Americans are willing to live with. Mr. Goldstein stated that he felt that his role and the role of his magazine SCREW was to inform the populace of matters of a sexual nature. He expressed the view that most people "know more about how to change a flat tire than they did about**"king and "**king."

Mr. Faahringer expressed the opinion that only speech with illegal actions can be constitutionally regulated and that obscenity does not produce harm or ill effects on society. He went on to note that a peaceful conscience of seeming opposites must exist for a group in order to preserve a free society or freedom will ultimately exist for none. Mr. Faahringer expressed a deep-rooted concern with any restrictions, noting that 96% of the Soviet literature that is suppressed is supported by the application of obscenity statutes.

Prof. Van den Haag's basic argument was that this material is not speech and that it can therefore be regulated without any 1st Amendment problem. He stated that a distinction must be made between obscenity and basic news reporting. He also argued that the framers of the 1st Amendment intended freedom of speech to be applied in terms of freedom of political expression. Prof. Van den Haag stressed that obscenity has an influence on society and that such influence unavoidably pollutes our social atmosphere.

Mr. Goldstein's conclusion was that the Bill of Rights is absolute and we as a society must therefore permit everything.

He noted that the "unaccepting for some is the price paid for freedom for all."

There were a number of questions from the audience at the close of the discussion, most of which were directed to Al Goldstein. In response to a question from EQUITAS editor Jonah Triberazier on the pornographic display of sex using children, Mr. Goldstein stated that he personally felt that it was disgusting, and by editorial choice it did not appear in SCREW, but he stated that the absolutist view should allow such material to exist.
The worth of the NYLS diploma will not be affected by what EQUITAS prints. It is determined by the performance of the graduates of this school as they take jobs in the legal profession.

I make no excuses. I accept my share of the blame (or credit as the case may be). I do not set EQUITAS policy alone. I emphasize I have tried to influence policy in other directions.

By now, some readers will have dismissed this column as the ravings of a chronic malcontent. It is precisely those people who are at the root of the troubles this institution has experienced. An ostrich, by burying its head in the sand, forgets not better than they are.

The tight for ticketing has done its job. But some of the people I have met have, and get new ones where old ones have failed. It is in position to be one of the best schools in the country. The administration well knows where changes are needed.

I thank my appreciation for making the technical preparation so much faster and easier despite the sometimes difficult conditions.

To the many other people whom I have been unable to add due to space considerations it has been a pleasure working with (most of) you. I wish you success in all your future endeavors.

--George Schwarz
Managing Editor

Rick Cerella: I express my appreciation for making the technical preparation so much faster and easier despite the sometimes difficult conditions.

To the many other people whom I have been unable to add due to space considerations it has been a pleasure working with (most of) you. I wish you success in all your future endeavors.

--George Schwarz
Managing Editor

Joe Stavola

"Time Won't Let Me"

Initially I jumped at the chance to write a "30" column. I now find myself struggling to come up with something to say. I'm amazed that I can't put into words all my thoughts and feelings about what going to NYLS has meant to me.

Easter dinner last month marked the first time in three years that I could not answer that often-asked-by-relatives question, "Would you do it over again?" Used to be the answer was an emphatic "no way." Now, I'm not so sure.

I can't say that it's been fun, it was never fun. It wasn't fun seeing my friends and me worry ourselves to death. It wasn't enjoyable watching many classmates sell themselves out ideologically. And last I be accused of "casting the first stone," let me say for the record: I'm not the same person I was three years ago. But for better or worse, I can at least admit to myself that I've changed. I won't blame law school. Law school simply exists; I've always felt that whatever traits surfaced during law school were there before. It's too convenient to blame law school for inability to stop for a moment and enjoy life a little, or for the inability to realize that having a degree doesn't make one a superior human being. Too many of us have lost that ability. I thought the purpose of going to law school was to improve the quality of life. Instead, many of us have somewhere along the way forgotten how to take the time to enjoy ourselves.

"Time won't let me" syndrome is shared by more than the students. Too many faculty members and administrative workers consistently claim they "don't have time right now." I can't for the life of me figure out what is more important than the students and student problems. It seems that in the course of covering behind closed doors and "don't knock" signs many of those appointed to help students have lost sight of that primary function. And in contrast to that, I can only remark with praise about people like Deans Lipman and Graham, who always had time to render assistance.

Let me step naming people right here; there are others who are equally fine, and I don't want to make a list for fear of leaving someone out.

Time seems to have always been the foremost consideration for anything at this school. Not submitting grades in a timely fashion has become a trite joke — only it really isn't funny because so much depends on it. But what is a real laugh is the biennial promise to publish an exam schedule "on time." Some of my classmates don't even know whether they'll graduate; apparently no one has taken time to let them know. Some teachers don't even have the time to regularly come to class.

To all this, I can only say: if more people would have taken the time, these last three years would have been a lot nicer. I'm not sorry I went to NYLS. It's paid off well. I'm just sorry it had to be the way it was. And something tells me nobody is going to take the time to change it.

Joe Stavola
News Editor

Senior Picnic at Flushing Meadow Park, Queens

Food...Refreshments...Activities

Sunday, April 23, 1978

$5.00 per person, open only to graduating seniors and their guests.

For ticket information, call: Mike Paduano — (212) 962-7147 Paul Leuzzi — (212) 926-3311
When the Class of 1978 arrived, bulletin boards were sparse, and most communication was by word of mouth. Now the School is blanketed with boards of various sizes and shapes, each covered with a collage of notices which would have astounded Professor Charles Pollock. In fact, the overkill has destroyed what little communication did exist. The SBA's new pushpin portfolio communications network will, presumably, eliminate the crossing wires, but neither the students nor the administrators are yet in the spirit of using it. Perhaps NYLS should publish an official weekly calendar. The cost of mailing it to students and faculty seems slight in the face of the chaos which now persists. It is an improvement, however, when they are encased in a white napped paper, most of it cut out of date. These "off the wall" communications convey a sense of inefficiency, waste, and confusion.

Also, our Class has witnessed a seemingly uncontrollable increase in the size of the student body. Students arrive at different times of the year to pursue different programs. The variety is desirable, but too often the result is a student body, which has difficulty identifying with any class. It is noteworthy that some of the first mid-year class have accelerated into Class of 1978 and we welcome them. We can only hope that the size of the student body will settle down and that we will be able to enjoy the luxury of some elbow room once the old Spartan Mills building is refurbished.

The growth of the student body is a serious problem in placement. Only an estimated 30% of the graduating day division has positions for next year. Drastic measures are required to improve on that figure. Presently we have two people involved full time in placement. We have no idea what that means. The same goes for equal opportunity, government agencies and accounting firms interviewed NYLS as have in recent years. Drastic steps should be taken to break the log jam and attract more interviewers. We note with envy the NYU Law School, which employs full time in placement and almost 400 conduct interviews at Columbia's "job round-up" in August. For NYLS to reach one quarter of either of those figures would be a great step in the right direction.

Late in the Spring of 1977 the SBA published a hand-book-dictionary for the NYLS family. This was probably the most useful handheld I picked up during the last three years. Yet, we note that budgetary constraints and a breakdown in communication with the administration will prevent the reappearance of this publication. How difficult would it be to collect the name and address cards at registration? Surely the School's infallible computers should be able to generate a list of its own students. We fully recognize that we as a commoney's school and opportun- ities to create a sense of community are rare. A yearly handbook, like the proposed weekly calendar, present chances for creating some community atmosphere.

The students at NYLS are a hearty breed. Many com- mune anywhere from two hours to four per day. Some have family responsibilities in addition to their studies. Others support themselves by working in between classes. A very few face all three of these obstacles each day — but too often the only signs of improvement are the little smiles which would have been nearly impossible. Thank you very much.

—Roch Fraser,  
Copy Editor

Richard Grant, 1978

You know, you people have been kind of special to me. You're more than just the New York Law School community to this third year student. I mean it. I've been going through a lot of changes these past three years and you've all had some influence on me. Maybe I don't know all your names yet, but that's not important. I say this in all honesty; without you I don't think I could have done it.

(Don't worry, Jonathan. I know how to leave gracefully, and with dignity. I've done this before.)

This ... is a very emotional moment. I'd like to share with you some of my experiences. The law and I go way back.

I had an average childhood. At the age of two I was stolen from the gypsies, Lazo and Rosa were heartbroken. They had to cancel the knife act. They found me with her cousin, the little girl, and a girl named Moby Dick. I had a copy of the original Gutenkberg Bible. My favorite passage was "thou shalt not covet Gutenkberg's wife."

In 1974, I graduated college with a degree in journalism but couldn't get a job because of height discrimi- nation. Several months later I was hired by a coffee filter company after standing at an interview. It seemed unfair.

Maybe that's when I became interested in the law.

But there's more to life than steady work. Once I got on a bus and saw this comely young woman sitting near the rear. "Are you sitting in the New York Law School?" she asked. "I'm in the New York Law School," I replied. "How fast are you going?" I kidded her. She held up two tickets. I broke up with her coat that spring.

That reminds me of a joke. No, I'll tell it some other time.

In any event, the New York Law School probably is your best law school in the country, you saw it.

Tell someone.

One rainy afternoon I was on line at the state employ- ment office in Hackensack, New Jersey. Suddenly a man walking in front of me tripped."You people with big knives be careful, you're going to cut yourself," I told him. "If I had a lawyer, you'd be in serious trouble." After the third time, I began to realize that there was a great need for lawyers in our society.

I was in a quandary over which law school to attend, when something the registrar at New York Law School said, convinced me to go there. After he looked up and made eye contact, he said, "It is better to study the law now than ten years from now when the law has changed."

For the next three years my life was an endless round of studying, buying books, attending classes, waiting for the elevator, taking exams and eating at Gil's.

I never told this to anyone before, but this is the kind of memory, when you want to splice your guts out to someone. Around the time I was admitted to New York Law School I lost my sense of smell. Probably a coincidence, I thought. But I went to see a doctor anything, he told me. "It's just a brick. It's all psychological, it's all in your head."

Wait, I'd give you this sugar pill. You want a shot, I'll give you a shot.

But the medical science did not know how to treat my condition. So for three years I studied law without smelling a thing. No please, I don't want your pity. I had to come to a small degree for my briefcase, but they were easier to lighten these days.

Every time I got into the elevator, I stood next to a female law student and inhaled deeply, trying to smell her perfume or hair spray or deodorant... for a minute, I know it looked kind of sick, but that's the kind of guy I am.

I never told any of my professors because I didn't want them to take my head into account when they graded me. Maybe I should have.

Hey, I want to say here and now that the rumor that the faculty deliberately curvy down the grades is not true. After all, some students get A's in some courses. If the grades were higher, these students would be getting SuperTupe A's, which they certainly don't deserve. They don't study that hard. They're always playing bridge even you see them. Besides, our grades would have to trouble getting jobs if they received lower grades than they would have gotten at other law schools. Why would the student want to do that? What possible reason would they have for doing something like that? See, my arguments cannot be refuted. You know something, three years ago I could not have performed this type of legal reasoning.

I'd like to take this opportunity to salute the faculty of New York Law School. Most of them range from excellent to brilliant. Only a few of them should not be working with us.

I checked out this term, though. None of my professors are in the carpentry category. I just want to say, Pro- fessors, you're doing one hell of a job. Teaching law to a crowd of eager, interested students is not a task that everyone can do well. I admire you and hope you can maintain that high standard of the term. Thanks, I mean it.

List, writing this column and thinking about my experiences at New York Law School has really affected me. Oh, ho ho. Oh, ho ho. I'm all right now.

I would be remiss not to express my appreciation to a long list of people. For their skill and energy, for their invaluable suggestions, I want to thank.... They seem to be very insistent on not having their names disclosed. I don't know why. They have nothing to be ashamed of. I only wish that I love my peace of mind and they are very empathetic. Thanks anyway, people.

What are my plans now that I am graduating New York Law School, probably the best law school in the country, you ask? I'll tell you.

Anyone need a welder? Seriously, I have compete confidence in my ability to find legal work. This July I am going to take the New Jersey Bar Exam for the first time. And I have an offer to go to North Carolina to look for a job. Now maybe I can tell you that joke. It always gets a lot of laughs. I tried to tell it to a Deal-a-Joke, but M. Ganty went on.

Okay, Here is the joke. You have to ask me if I've seen Bealemania.

Believe me Bealemania? No, I couldn't go. But I found someone who looks like me and sounds like me and he went to see it.

Now I feel better.

—Richard Grant  
Associate Editor
**SBA President’s Message**

by Lindsay Rosenberg

The past year has been a good one for the Student Bar Association. Several advances have been made and a wider range of activities were sponsored by the SBA. Many individuals helped make what could have been a difficult job, a satisfying and enjoyable one: administrators, faculty members, and students alike. Special mention and thanks must go to Dean Shapiro for his support and friendship throughout my law school career, and the same goes for Deans Bearn, Lipman and Graham... And of course, Tony Scanlon! Vera Sullivan and Lucille Hillman have both been extremely pleasant to work with, and NYLS is indeed fortunate to have them on the staff.

Of course the Third Year Back of the Roomers deserve much credit, for making law school an enjoyable experience and for the friendships which will undoubtedly survive.

And I would be remiss if I left out thanks to the SBA officers, who made this year’s SBA the success it was. Christina Hoehrer, Secretary; John J. Reddy Jr., Treasurer; Wendy Grossman, ABA/LSD Representative; and Ken Weltman, Vice-president; and SBA Reps and students who were helpful beyond the “call of duty.” Susan Lauter, Martin Bransil, Stuart Pollack, Joe Lesh, Seth Friedlander, Didi Reitano, Amie Reinheit, Didi Shapiro, Gary Reiner, Jerry Weiss, Marc Falls, Andy Bronfman, Harry Katriches, and apologies to those whom I am inadvertently leaving out...

...which brings me to EQUITAS. Aside from being an increasingly credible tabloid, the cooperation and aid given throughout the year meant a great deal to the SBA. Jonah Trierweisser is not only a scholar but a fine gentleman as well. So too with Joseph Minck, Joe Marton, and the rest of the able staff: thanks for everything.

Please excuse my rambling but these particular people need singling out and I firmly believe in giving credit when it is due! Thank you one and all for a terrific year and much good luck and success to the next SBA administration. And once again I would like to thank Groucho, Killer Bees, and the Samurai President!

**Graham on Grade Reports**

cont. from page 1

from posting, the Asst. Dean again reminded EQUITAS that “The only unfortunate part is that the faculty has voted it down.”

He did suggest, though, that even greater speed could be added to the process, by the use of postcards. The students would hand in self-addressed postcards, preferably typed, to have complete anonymity, so professors could not become acquainted with handwriting.

Before the grade rosters were sent to Association Systems, they would be transcribed onto postcards, and this would save maybe a week.

**Student Switches to Teacher**

cont. from page 1

She also is interested in curbing nursing homes, ending age discrimination in employment, and the environment.

As for the clinic, Robin hopes to increase the number of placement agencies and the Kofsky agency to recruiters and supervisors. She wants to enlarge the guest speaker program. She will meet regularly and often with the students.

**Letters...**

cont. from page 15

graciously. There was no evidence that ditches were “grabbed away” before people had a chance to finish digging.

Large ceremonial dinners of this type characteristically have a number of speakers. New York Law School was privileged to have Mayer Edward Koch make his first formal address as Mayor-elect at our assembly.

Perhaps because our class reunion was incorporated into a larger function it seemed less intimate than it might have been. The Class of 72 gathered as a separate body. However, it was most heartening that so many people from our class attended the dinner and had the pleasure of keeping alive valued friendships. Liaison with one’s law school and fellow classmates enhances the quality of all of our lives. If there were any criticisms about the dinner, I am truly sorry. However, we must be assured that any such quibbles will not affect our future plans for bigger and better school functions.

**Women’s Caucus**

Sexism: NYLS Style

by Betty Walrond

The Women’s Caucus of NYLS held an open discussion last month on “Sexism at New York Law School.” The program, attended by eighty students and professors, was waged in response to complaints about the allegedly hostile treatment of women by some professors in class. According to student Vicki Lers, Prof. Joseph Koffler stated that women’s minds were “flabby,” and that women were not capable of standing up for their rights. Three women walked out of class in response. Prof. Koffler explained at the discussion that he had challenged the women because he felt there had been a decline in feminism at the school. Several women reprimanded at the meeting that this was a paternalistic attitude to take, and as a result of earlier efforts to change them, attitudes at the school seemed to improve.

In the panel moderating the discussion, Iris Darvin, Susan Erdv and Betty Walrond of the NYLS Women’s Caucus, explained that they did not claim to speak for all women at the law school. Some women are offended by repeated instances of sexism, it is something of concern to the entire school community. It is emphasized as something that has developed at law school, and in law school sexism is manifest primarily in the use of language. Student Berta Weiss-Duckman said that it behaves people into believing that they become professionals to learn a vocabulary appropriate for dealing with all their colleagues.

Professors Sandra Johnson and Nancy Erickson commented that sexism is an everyday occurrence among the male students as the professors. Students are frequently overheard making insulting remarks about women professors. In particular, according to Prof. Erickson, students more easily accept a woman teaching Family Law, a subject dealing with “women and children,” than courses like Evidence and Conflict. Prof. Richard Harbus remarked that part of the problem was generational and that professors needed to be enlightened by students.

Ken Weitzner said he thought that much of the reaction was an over-sensitivity and he felt that it was distorted at what seemed to be an “armed camp” attitude. Another student, Franco Forti, said that what is called sexism is usually just a sexual interchange which he believes accompanies any interaction between men and women. Mary DiCicco agreed with that, and added that she did not feel she personally had experienced any sexist treatment at school.

The point that it will not be possible to criticize judges for making remarks that they make in the courtroom was raised. Students reasoned that there is no easy way to handle this situation but that dealing with it at school decreases the prevalence of sexism in the profession. Prof. Catherine Sullivan, as well as several students, felt the underlying problem was a basic lack of respect among the members of the school community.

Judith Greene emphasized the praiseworthy aspects of the affirmative action program. Dean Margaret Hagan pointed out that admissions are “sex-blind” and even though one-fifth of the applicants are women, about one-third of those accepted are women. Laura Safer said that law students need to learn to respect that the dignity of others that will carry over into interactions with clients. The panel members emphasized that they sought to alter behavior not thought. Frank Albetta drew an analogy with the civil rights movement and observed that some men who feel themselves liberated see no reason to try to keep alert to sexist attitudes.

The following specific suggestions were made by panel members and others present:

1. If an offensive remark is made in class do not let it pass or laugh it off: speak to the professor, then or later, individually or in a group, or walk out.

2. Speak to members of the Women’s Caucus for support.

3. Talk with other students.

4. Ask women professors for support.

5. Write to the school newspaper.

6. Write to the administration and Board of Trustees.

The discussion attempted to create the atmosphere of awareness necessary to eliminate sexism. Reaction to the discussion was mostly favorable. Many were pleased that people had actually been listening to one another, something that happens too infrequently here, regardless of the topic of discussion.

**NYLS students welcome as always**

**THE GALWAY BAY**

179 WEST BROADWAY

JUST ROUND THE CORNER ON WEST BROADWAY BETWEEN WORTH AND LEONARD

**Hard Liquor**

**Good Prices Tool**

Hot Sandwiches
APRIL 30!

That's the final registration date to be eligible to take the BAR/BRI Computer-Graded Pretest.

There is no additional charge for the Pretest and all persons already enrolled are eligible.

If you have not yet registered, your enrollment application must be received in our New York office by 5 p.m. on April 30.

EQUIITAS
New York Law School
57 Worth Street
New York, New York 10013

New York
(212) 594-3696

New Jersey
(201) 623-3363

EQUIITAS Elects New Editorial Board

At a meeting held in the best of journalistic tradition — with plenty of spirits — EQUIITAS held elections to fill the positions of graduating members of the editorial board. The new board begins its operations with this issue.

With Jonah Triebwasser retaining the post of Editor-in-Chief, the new members of the board include: Scott Batterman (with journalistic experience as an undergraduate at MIT), as News Editor; Cecilia Blau and Linda Rawson sharing the post of Copy Editor; Lenny Ross, Production Editor; and Dennis Gagnon, Staff Photographer.

Remaining in their present positions will be: Dennis Stukkenbroeker, Feature Editor; Judith Waldman, Alumni Editor; Peter Scheschuk, Business Manager; and Jerry Weiss, Ad Manager.

The members of the outgoing board congratulate the new board and wish them luck and continued success.

— George Schwarz