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New York Law School

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A Candid Account Of The First Day At Orientation

by Carol N. Kriesberg

I have come to this school with the highest hopes of becoming a good lawyer; conscious of social change and hopefully dedicated to the people I will represent, as well as to the profession. As far back as I can remember I was taught to give "the other guy" a chance - no matter what I disagreed with or his viewpoint.

I saw this as a problem of Wednesday's orientation. All too often we become subservient to protocol, especially when it suits our needs. I believe what is needed is a little more human compassion. This may seem hard for some people, but it is often as hard for a 21 year old to sit through a speech given by a member of a generation long past, as it is for that person to sit through a similar speech given by that 21 year old.

We were greeted by the chairman of the Board of New York Law School. After welcoming the students, the Judge sentimentally discussed the history and background of the law school. When reaching his con­clusion at a later time His Honor stated, 'I am impressed by the appearance and attention of the incoming freshmen throughout the orientation sessions, and their evident interest in what lies ahead.' The Judge further noted that he "had every confidence that they will face up to the challenge that confronts them -- and we shall do all within our power to assist them in realizing their ambitions."

President Sylvester C. Smith Jr. proceeded the Judge in the morning orientation session. His primary topic of discussion was the English system of law. In the evening session, Vice President John V. Thornton followed the Chairman of the Board. Dr. Thornton is the Assistant General Counsel to Consolidated Edison in addition to being Dean at the School. His principal theme in address­ing the new students was the con­trast of the common law system with the civil law system.

Professor Joseph H. Koffler presented the students with an in depth lecture on law's skills. More specifically, Professor Koffler discussed the pre­paration of briefs, the taking of notes in class, the preparing of evidence, and the law of law exams.

At last, President Kelman pro­ceeded the Judge in the evening orientation session of the Law School. Suc­ceeded to the rostrum. The Judge of the Civil Court, and President John V. Thornton proceeded the Judge in the evening orientation session. His principal theme in address­ing the freshmen was the profession of lawyers. He pointed out to his students that they will face up to the challenge that confronts them - - these prejudices, if possible do much to lessen them. By telephone interview that year Professor Koffler proceeded the Judge in the evening orientation session. His principal theme in address­ing the freshmen was the profession of lawyers. He pointed out to his students that they will face up to the challenge that confronts them - - these prejudices, if possible do much to lessen them.

The Staff of Equitas would like to welcome this year's first year students to New York Law School. At the same time, you should be made aware of a very important fact: this is New York Law School, not N.Y.U. Law School, and this fact will become clearer to you when it is time to get a job. Your campus may receive just as good an offer here as you would at N.Y.U., but it is difficult to tell to that to a law firm when you are applying for a job.

While it will be difficult to overcome these prejudices, an understanding service in large is needed. The Staff of Equitas would mean the creation of a fully staffed and work­ing Placement Service office for the students. This is especially important in light of the fact that due to the current economic condition securing em­ployment has become even more difficult. Secondly, and of equal importance, the Placement Service must act as a public rela­tions office for New York Law School. A Placement Service would, needless to say, increase the cost of operating New York Law School. If this increase in cost is born by the students it is not fair to them. Therefore, it is necessary to be allocated to the Placement Service, this student fee can be viewed realistically by the students as an investment in their future.

The Student Bar Association should pass a resolution advoc­ating such an increase to the Board of Trustees to be enacted for the Spring semester. Prompt action by the Student Bar Association and the Board of Trustees would meet the cre­ation of a staffed and work­ing Placement Service in time for the service to the students this year.

CORRECTION

In the May issue of Equitas Mr. Joel Lieberman of the Vera Institute was referred to as the "Director of Vera. It should have read "Assistant Director of the Vera Institute Bronx Sentencing Project."

RAFALKO: MESSAGE TO NEW STUDENTS ON PAGE 3
New York Law School Alumni Association News

1971 Grads On Fellowship At N.Y.U.

Charles Goodenough and Arlen S. Yalkut, members of the evening class of 1971 at New York Law School, have been accepted as graduate fellows at the Criminal Law Education and Research Center, the latter at New York University for the academic year 1971-1972. This marks the first time that graduates of the Law School have been offered graduate fellowships to pursue graduate study at a nationally known law school. Mr. Goodenough and Mr. Yalkut will be receiving grants from the Ford Foundation covering their tuition and basic living expenses during their tenure at N.Y.U. During the school year this fall, in addition to completing the required course of study for an LL.M. (Criminal Justice) they will be participating in one or more of the various projects at the CLEAR Center. The Criminal Law Education and Research Center serves in an advisory capacity to a variety of organizations, both governmental and private agencies in criminal justice.

CLEAR is also engaged in the preparation of research reports dealing with various aspects of criminal justice.

Current projects at the CLEAR Center include the "American Series of Foreign Penal Codes" (currently sixteen volumes), publications of the Comparative Criminal Project (currently five volumes), the "International Journal of Offender Therapy" (currently five volumes) and many shorter works. The participating fellows have an opportunity to serve as editors of these publications as well as to publish articles in their own names.

The CLEAR Center generally offers up to five fellowships nationwide each year. The fact that two students were selected from New York Law School bodes well for the future.

ALUMNI NOTES

by JAMES CASSELL

John A. Casper, a 1944 graduate of New York Law School in the regular Republican convention for the New Jersey State Senate from Union County, District 9, for the full two year term. He is a writer and attorney. His main platform is speaking out for America and New Jersey in opposition to those that find everything that is wrong with society to be perfectly right with society.

In a seminar on "Alternative Forms of Practicing Law," group spokesmen discussed one of the newest concepts in legal practice, the law commune. Law communes are forming in big cities as well as small towns where they defend blacks, hours and street people who must endure the variety of criminal laws and draft hassles that are a part of their daily lives. The commune charge only to those who can pay and not policies that treat lawyers as partners with other workers in the office, sharing the grubby jobs of filing and mopping floors. Some communes share living quarters and meals; each member taking his or her turn at the group's daily chores and learning to depend on each other.

Getting Ahead Through Education

by GEORGE FARKAS

As should be apparent to all, anyone whose vocation is "learning," must be specially trained. It is not enough that a first grade teacher install a fourth grade. It is not enough for a.door-to-door solicitor to have a driver's license. And so on.

You might ask, "What specific does a professor of law have?" Isn't he just a person who has a license to commit law? The answer is no! Law professors have to undergo a rigorous 6-month training course at SPL-School for Professors of Law. To give an idea how strenuous the course is, this reporter procured a copy of the curriculum and is privileged to present it to you in its entirety.

SPL COURSE OF STUDY

TENSION I - Fundamentals of

Continued on Page 398

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SPL COURSE OF STUDY

TENSION I - Fundamentals of

Continued on Page 398
Dean Rafalko's Message To New Law Students

There has been a tremendous increase in the number of candidates, and the selection process has become more competitive. More than half of the applicants in recent years and approved law schools have put back their applications due to the high demand. The policy of most law schools is that no student who has been dismissed from any other law school should be admitted. Unlike your undergraduate college, the reasons for dismissal are not revealed. The reasons for dismissal are not available to the public, and the applicant is not notified in writing.

In Law School is do not gamble upon four important subjects that you would like to initiate may need to be feasible in this Law School. However, our policies do not follow the rules and regulations of the American Bar Association, American Association of Law Schools, New York State Court of Appeals, and the New York State Board of Law Examiners. This means some changes in rules and regulations that we follow. Because it would like to teach students to question rules of order and regulations, and is law-related, it will be given serious consideration. These are a few of the guidelines that we follow. When you registered in law school, you, in effect, have become a member of the legal profession. As a beginning lawyer, you behave yourself to understand the legal profession as an institution, and we encourage you to examine how it functions and is organized in the light of present social needs. Law schools have always encouraged students to question rules of law, and did not emphasize the need for the order itself. However, today students are doing this very thing. The answers to these fundamental questions are here, and it is healthy for the students to research and arrive at the truth independently about legal systems which have not stood the test of time. For this reason, on behalf of the Law School family, I extend to you our sincere welcome to your Law School - - the crucible of legal order itself.

Dean Walter A. Rafalko
A requiem for the common hour

A "Common Hour" as the phrase is used herein is an hour of school time scheduled between class hours but within the school day, once a week, without appreciably lengthening the day or evening program, but providing at least one hour per week during which all the students of the school are available within the school.

The advantages of a Common Hour are substantial. First, it is a viral support for all student groups that it provides a common meeting time for conferences, work or planning. It aids these organizations in planning new student personnel and organizations to wider participation. Similarly, it would assist the Student Bar in making the operations of its committees more open and accessible. These advantages are we think, self-explanatory. Equally important a Common Hour would also provide a ready facility for bringing in new and stimulating activities into the school such as a broadened speakers program, a series of panel discussions or a series of public forums, a series of panel discussions or a series of public forums, such as a broadened speakers program, a series of panel discussions or a series of public forums, such as a broadened speakers program, a series of panel discussions or a series of public forums.

The Common Hour was proposed by the Student Bar at a mid-May meeting of the Student/Faculty/Alumni Committee and it was approved. It was agreed that the Fall program of classes would be developed by the faculty in concert with student representatives. In late June the Dean released to the student representatives a tentative program. No Common Hour appeared in the program. The students checked the program with the Faculty and were informed that the changes which would have provided a day and evening common hour with the effect of combining the convenience of the proposed changes for these reasons. With the students who found they would spend one additional hour in the school very promptly reconvened their prior stand if it meant they might have an additional personal benefit.

The proposal was not simply ground up between the faculty and administration. It was, in reality, assured demise by a number of students whose personal plans would have in some way been disturbed by a shift in the announced schedule. The revised schedule would, of course, have displeased many of them. It was agreed that the Fall program would not be altered at that time. The Dean felt the suggested changes were of personal utility and that next term, perhaps, the idea could be reconsidered.

The proposal for a Common Hour was a logical one. It provided a facility for bringing in new and stimulating activities into the school such as a broadened speakers program, a series of panel discussions or a series of public forums.

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FROM THE PRESIDENT

STUDENT BAR

By MARSHALL LIPMAN

A new term begins and as it does, the Semester becomes an eternal memory and we return to the library of recited cases. To those students in the entering classes I would like to extend a very warm welcome and reinforce what was said at Orientation, that the Student Bar Association is available to you for any possible assistance we can render. I would also like to welcome Professors Stimson and Penley to our Faculty and wish them well.

During the Summer months the Student Bar has been meeting both on the Executive Council and on the committee level. Among the programs and projects for this year I am pleased to note the outstanding film program that has been assembled, the speaker and panel programs which are being arranged along with the planned expansion of the successful J.A.B. program, a renewed placement effort and a greatly increased representation of the school in the local community through its own programs.

This Student Bar Association, however, has committed itself to many of these plans and the Fall is a time to renew our determination to secure for each and every student the meaningful change which we offer to our students and enhance the texture and quality of our legal education. It is for this reason that we must begin again, question, comment, and suggest, and to take an active role in making the School a part of her own area of responsibility. The Student Bar Association, for example, we continue to spread ourselves too thinly. While the incoming students may not match the previous class which entered last year, we are still sorely pressed for classroom space. We are literally straining the physical and educational resources of the School.

One additional factor, not hitherto discussed, is the attitude of the students toward obtaining grades. I believe that as an organization we should, for example, make every effort to induce the students and the faculty to have the opportunity to meet and discuss the grades which they assign. The faculty should try to improve some of the courses and to give them the students. The students should, I believe, be more interested in the courses and the faculty, and not simply négligé the assigned grades.

On the Administrative level, I am happy to report that a Student Bar Committee has been formed which can now be attended by the Faculty rules committee on a notification of rules within the School. This will provide a basic and thorough plan of all rules, regulations, requirements, and standards, which should be encouraged. That the School experience must be vastly expanded. In order to succeed it will not take not only the time of the faculty but the necessity and enthusiasm of the students.

On the Administrative level, I am happy to report that a Student Bar Committee is working with the Faculty rules committee on a notification of rules within the School. This will provide a basic and thorough plan of all rules, regulations, requirements, and standards, which should be encouraged. That the School experience must be vastly expanded. In order to succeed it will not take not only the time of the faculty but the necessity and enthusiasm of the students.

Professor Sylvia Kelman and our Associate Dean, Professor Kelman, after graduating New York University School of Law with honors joined the faculty of the New York University Law School, which she taught for four years. Few students reading this have not at one time or another had some contact with her. She is vibrant, personable and her teaching reflects her ability to communicate both the subject matter to be taught and its relationship to the actual practice of the law.

By and large, we believe that students feel that the manner in which they are taught is truly meaningful and that the laws are immeasurably important. The examination, was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary. First, the examination was simply a means of achieving the grade which the School administration had deemed necessary.
Letters To The Editor

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not re-hired in this, her tenure year. When we mention abruptness, we are pointing out that the AAUP, for example, mandated a year's notice for a professor leaving the faculty after two years or more. Surely, a professionally responsible law school has to give more than a meeting and a dismissal notice. It should be pointed out that the loss of a full-time faculty position is significant. When the school is swelled to its maximum capacity and probably beyond, we lose an enumerous gap in filling. Taking all these factors into consideration, it seems incomprehensible to fire a capable and productive professor by the newly elected officers. The way the law school's policy is presently in validation of the ABA minimum faculty-student ratio requirements. We therefore request the re-instatement of Professor Kelman to the faculty of New York Law School.

A. Michael Weber
Marshall E. Lipman

The Law Review

TO THE EDITOR

I guess I must have been preoccupied of not, having a housing problem. I have few selected for that honor, to walk into the Law Forum office a couple of weeks ago seeking to write for the forthcoming issue, which is devoted to Women's Rights. Even without quite capacity to do it, to be asked to join the Forum. I felt completely to write on this topic, and have been somewhat extremely interested in it. I was informed that no students are allowed to contribute unless they have been asked to become "trainee" staff members during their first year.

Ours is a very seven hundred students in the school (as of last spring) and all staff choose a special 20th staff students with the highest-first average grades. However, a number of them de- cined because of the tremendous burden of work entailed. The total staff now represents approximately 50 of the student body. The Forum receives the lion's share of our student activities fees--nearly $250 or $22,000 last year. The continuation of this highly selective method of participation on Law Forum cannot be attri- buted to the school administration, for all practical purposes it is a wholly student publication. Therefore, the editorial staff feel it can compete with other law reviews only by such selection. According to the ex- perience of at least one of the several minor top law schools (including Yale and Stanford Uni- versity) which have opened law review memberships to all interested students.

The policy of open member- ship has become, in practice, one of self-selection. Those stu- dents who were truly interested in doing Review work have gen- erally succeeded in prevailing a note, while those who were not, with a few exceptions, have voluntarily withdrawn from membership. There has been no noticeable decline in the quality of student material pub- lished, and some of the best student work has come from members who would not have been invited to join under the "grade-selection system." (The Student Lawyer's Journal, Feb., 1971, p.11-15)

The Law Forum should give up the fiction of self-selection, the does not applicable. Both the 12th and 30th in particular. Law review involves a commitment beyond the personal level. I am therefore invited to write on a specific subject of my choice which interests me.

While we encourage student sup- port and recommendations, it is not realistic to ask for the help of high quality by openly soliciting suggestions to broaden student referendum.

Sincerely,
Richard P. Ackerman
Editor-in-Chief
New York Law Forum

National Lawyer's Guild Convenes

CONTINUED FROM PAGE TWO

The radical lawyer is not an officer of the court and is not subject to disbarment because of his club activities. He is a member of a partnership between the client and the lawyer, the lawyer explains and executes, and the client affords the money and the risk.

The members agreed that the justice system is not the same as the judicial system that offers an alternative. "Voir dire offers the crim- inal jurisdictional court to explore the biased attitudes, such that the clients are willing to employ the prospective jurors. This basic right is not absent from Fed- eral courts and is being threat- ened by state legislatures across the country.

American Bar Association

Application for Law Student Membership

American Bar Association 155 East 60th Street Chicago, Illinois 60611

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ORIENTATION
FRATERNITY PRESIDENT
PHI DELTA PHI

By ROBERT McGANN

The beginning of each academic year gives us the opportunity to report on the planned activities of the fraternity, Dwight Inn is the oldest student activity at New York Law School. Founded in 1899, the fraternity is the result of the international organization and as a service oriented activity.

Throughout the years we have gained recognition by our colleagues and the officers of the international organization as a service oriented activity.

Getting Ahead

Through Education

CONTINUED FROM PAGE TWO

259 Freshmen Welcomed In Two Day Orientation Program

CONTINUED FROM PAGE ONE

Almost 3,000 applications were received for both divisions. 349 students were accepted into the day division this year and another 125 students were accepted for the night division. The average LSAT score for the夜 division was 569.

Dean Ralph informed EQUITAS that our goal for admitting a smaller freshman class than in 1970 was twofold. Firstly, there is no need to section the present class as had been necessary last year in the day division. The present classes are properly within the size limits for the space available at the Law School.

In conclusion, we look forward to questions and comments regarding the directions we are taking and the areas in which Dwight Inn can contribute to the school.