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Justinian

Vol. XXXVI - No. 1

TUESDAY, SEPTEMBER 2, 1975

Page One

Student - Faculty Sound Off

Students and faculty see and talk to each other everyday, almost totally within the confines of the classroom. Yet, all of us are aware of the unspoken dialogue that transpires, what one member of this panel discussion has called the "unconscious interplay between students and teachers."

At the end of the 1975 spring semester, three students and three faculty members sat around a table together to discuss how the faculty viewed themselves and their relationship to students. This is what happened . . . D.C.S. & A.E.H.

WHY TEACH?

Prof. Brandt: The reason I teach is that I get a tremendous personal satisfaction from interacting with people. Maybe it's all a matter of ego, but somehow after a semester, if you have performed your function well, you have added to someone's knowledge and understanding and forever a little bit of you is going to be with that person.

Prof. Gershenson: My decision was based on three factors. First, I had been teaching before I entered law school. Second, in law school I fell in love with law. Third, I tried general practice for several years and saw how fragmentary and disorganized general practice can be. During all of this period I remembered the pleasure I had in looking at law as a system. When I was offered the opportunity to start teaching at the law school, I gladly accepted.

Prof. Chase: I was struck by something Prof. Gershenson said, concerning the intellectual attraction of teaching. There are some aspects of practicing law that are not satisfying to someone with an intellectual bent, because it is fragmented and because much of the law has nothing to do with intellect, but has to do with negotiations, meeting deadlines, arguing with judges and so forth. Much of it is rote after the first few years. Often it doesn't require a great deal

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Gold: "Radical" Pres.



Photo by Anne Hunter

Lynne Gold addresses various Circuit LSD Delegates.

Special to the Justinian
Lynne Gold is 38 years old but looks 23. A tireless worker, she is always full of energy. She is a model politician, friendly and open before her election, tougher and more evasive after. Gold describes herself politically as a radical leftist but she feels that the LSD should only get involved in political issues which effect students and lawyers, such as accreditation of law schools and changing the rape laws. "LSD is the activist group that shakes the conservative ABA tree," Gold explained. "Issues raised in the Student Lawyer won't be raised first in the ABA. We're the conscience of the ABA."

Gold's platform was that falling LSD membership was due to a lack of communication between the LSD and law students. To

rectify this situation, she proposes that instead of one LSD representative from each law school, each school should establish an LSD committee made up of representatives from each school class. According to Gold, such a committee would reduce pressure on LSD representatives and provide for continuity.

Gold believes that the next six to eight months will be crucial for the LSD. A recent report by a special committee of the ABA criticized the LSD for its decline in membership. "We will have to show the ABA that we can be visible on campuses," Gold emphasized, "however, if the ABA tries to emasculate the LSD so it can't function, I hope that the membership could support an independent organization."

LSD Elects Woman Pres.

By Kim Steven Juhase

Editor's Note: The Law Student Division of the American Bar Association is one of two slightly autonomous divisions of the ABA. The division is governed by a student Board of Governors consisting of 13 Circuit Governors and 6 national officers, i.e., a President, a First and Second Vice President, a Secretary-Treasurer and two non-voting Delegates to the ABA House of Delegates. LSD representatives, one from each law school, gather each year to elect the national officers.

The ABA determines how much money the LSD will get each year and some ABA officials believe that the ABA is not getting its money's worth. It seems that the ABA considers the money given to the LSD as an investment in future ABA membership and LSD membership is declining.

LSD's various activities include low cost group life insurance, publication of the Student Lawyer, sponsoring of various workshops and holding annual meetings. The opinions of the LSD are generally believed by both laymen and the ABA as representing the attitudes of a majority of all law students.

Lynne Gold, a 38 year old student at Villanova Law School, Pennsylvania, was overwhelmingly elected the first woman President of the Law Student Division of the American Bar Association at the LSD's annual convention held in Montreal from August 9 to August 12. Gold received 63 votes of the LSD delegates as opposed to 19 votes received by the runnerup, Robert Algaize of the University of Con-

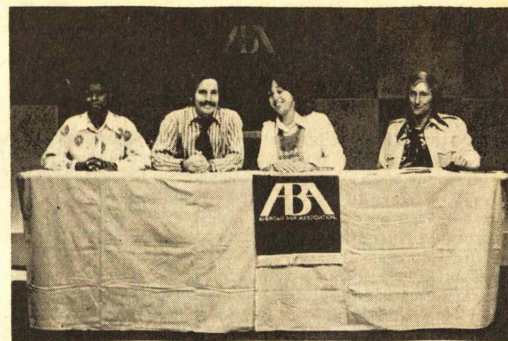


Photo by Howard Pelts

Carol Coe, Richard Annis, Lynne Gold and Dick Eymann.

necticut School of Law. She replaces David Erdman of Georgetown University Law Center.

The election was notable for its lack of excitement. Though the feminist and minority groups tried to form voting blocks, their attempts were restricted by new voting rules whereby a representative anonymously ranked his preferences. If after all first place votes were counted, no candidate received a majority, the candidate with the lowest vote was dropped and the second place choice of those who gave the eliminated candidate their first place votes were distributed to the remaining candidates. However, this did not prevent the Black American Law Student Association (BALSA) caucus from grilling candidates from 1:30 to 4:00 the morning before the election. They asked questions such as what the candidate could do before the election to get votes for certain candidates for other offices. A spokesman for the BALSA caucus refused to answer whether BALSA delegates would vote as a block. Because of

the anonymous voting system, it was impossible to determine whether block voting actually took place.

Other national officers elected were:

First Vice President: Dick Eymann of Gonzaga University Law School, Spokane, Washington. He will be responsible for supervising the Circuit Governors.

Second Vice President: Richard Annis of the University of San Diego School of Law. Annis will be responsible for supervising LSD project funds.

Secretary-Treasurer: Carol Coe of the University of Missouri — Kansas City Law School.

Division Delegates to the ABA House of Delegates: Jon Gray of the University of Missouri — Kansas City Law School and Dayle Powell of Cumberland School of Law, Birmingham, Alabama.

Multer New Alumni Head

By David Sprafkin and John O'Reilly

Honorable Abraham J. Multer, former Congressman and present Justice of the Supreme Court, Kings County, has been elected President of the Brooklyn Law School Alumni Association. He succeeds Justice Edward Thompson, who resigned because of the pressure of his other activities.

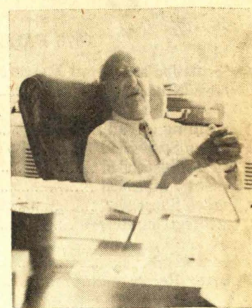
Justice Multer describes the Association as an organization of those graduates who regard the practice of law as a profession, and not just a means of earning a living. He notes the many large gifts of money members have made to the school as an example of their commitment to the scholarly quality of the profession. Justice Multer cites as another example the seminar programs conducted by the Alumni Association, to which students are invited.

Because its members are practicing attorneys with such interests, Justice Multer feels the

Alumni Association should be consulted on certain school matters, such as curriculum. This is not to be construed as a comment on the present administration of the school, Justice Multer cautions. He would like to see members of the association accorded an opportunity to exchange ideas with the Board of Trustees and with the Deans of the school.

In Justice Multer's opinion, legal education should not entirely consist of casebook study. Rather, students should be exposed to the practical aspects of law. Acting on this belief, Justice Multer was primarily responsible for Trial Advocacy, a practical course in preparing and trying a case in court, being introduced into the school's curriculum. Likewise, Justice Multer hopes to provide for greater student participation at the Alumni Association seminars, which are conducted by practicing attorneys.

In addition to an element of



practicability in legal education, Justice Multer believes law school curricula should consist of more required courses. In his opinion, students are not sufficiently wise to judge which courses will result in their being better qualified lawyers. He recognizes that students may wish to specialize in a

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Justinian

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Lazy Professors

We are of the opinion that professors should refrain from using the same exam questions from semester to semester. The majority of professors at Brooklyn Law School take many hours, if not days, to prepare new and challenging exam questions for their pupils. Keeping old test questions on file and the use of similar exam formats are most helpful to students wishing to prepare for exams. However, the use of the same questions from year to year (or term to term in some cases) is unnecessary and promotes an unhealthy atmosphere of collusion between those taking the exams and upper classmen. We realize that over many years certain questions may be repeated but we feel that professors should strive to create new exam questions. We also suggest that a reluctance to create new exam questions should be given consideration when a professor is seeking continued employment with this school.

A Democratic LSD

At the LSD convention a delegate told us that she would vote for at least one member of her own sex for a national office no matter how unqualified. This type of attitude was not an aberration at the convention but was held not only by many women but by many minority delegates as well. Irrespective of one's attitude toward block voting, this situation demands that our LSD representative be elected rather than arbitrarily picked by the Student Bar Association President, as is done now. The delegate should be made accountable to the entire student body. Most people, including American Bar Association members, believe that the LSD speaks for all law students. If a LSD delegate intends to vote for a black, a woman, or a white, despite his or her qualifications or beliefs, his constituency should be aware of this position and vote accordingly. Fortunately, this year B.L.S. was ably represented by Anne Hunter, but there is nothing to prevent future SBA presidents from picking some crony who will either do nothing and receive a week long all expense paid vacation at the next convention or even worse, vote for some incompetent for LSD national office.

It is time that our representative to the LSD be elected and become responsive to the feelings of all B.L.S. students.

Calendar

1975 FALL SEMESTER

Orientation and Legal Research for New Students	Monday, Aug. 25 through Thursday, Aug. 28
Beginning of Fall Semester	Tuesday, Sept. 2
Classes Suspended (Eve. Div. only)	Friday, Sept. 5
Classes Suspended	Saturday, Sept. 6
Classes Suspended	Monday, Sept. 15
Classes Suspended	Tuesday, Nov. 4
Thanksgiving Recess	Thursday, Nov. 27 through Sunday, Nov. 30
Classes end	Saturday, Dec. 20
Winter Recess	Sunday, Dec. 21 through Sunday, Jan. 4
Final Examination Begin	Monday, Jan. 5

1976 SPRING SEMESTER

Beginning of Spring Semester	Monday, Jan. 26
Classes Suspended	Monday, Feb. 16
Spring Recess	Sunday, April 11 through Sunday, April 18
Classes end	Saturday, May 15
Final Examination Begin	Wednesday, May 19
Memorial Day, Holiday	Monday, May 31
Commencement	Wednesday, June 16



B.L.S. contingent in Montreal.

Photo by Anne Hunter

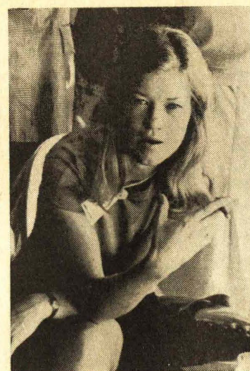
Attorney v Lawyer

By Kim Steven Juhase

"One thing you don't learn in law school is how to be attorneys. Most schools just teach you to be lawyers." This surprising revelation was made by David T. Link, a professor at the University of Notre Dame Law School, at an LSD workshop titled "Law Office Economics: Things You Should Know," held during the LSD annual convention in Montreal. Link, along with panelists T. Harris Morgan, an attorney from Greenville, Texas and Roberta C. Ramo, an attorney from Albuquerque, New Mexico, emphasized that a lawyer is just someone who knows how to work with the law while an attorney is someone who knows how to deal with people. Link pointed out that many times a client doesn't really know what he wants. It is the responsibility of an attorney to put himself in his client's position and not to automatically do what the client requests. "The client might not really want to do the act or he shouldn't do it," Link illustrated his point by telling the story of the rich widower who told his lawyer that he wanted to sell one of his businesses. An ordinary lawyer, Link pointed out, would have immediately drawn up the transfer papers with a detailed tax analysis but the widower's attorney knew that the old man's only entertainment was personally running this small business and refused to draw up the papers until he satisfied himself that this was what the millionaire really desired. As it turned out, the widower realized that he was making a mistake in selling the business. Though the attorney lost a large fee, the widower thought so highly of the attorney's advice, he referred all of his friends and associates to the attorney.

T. Harris Morgan addressed himself to the problem of getting a job with a small or medium sized law firm. Morgan stated that grades only counted for those in the top or bottom 10% of the class. For the middle bunch, there is no direct correlation between grades and jobs. To get jobs, these "average" students must convince the potential employer that they are looking for a lifetime arrangement. Morgan emphasized that most small and medium sized law firms walk an economic tightrope. They cannot afford to have a new associate walk off with any of their clients. For the same reason, these type of firms must require a new associate to start producing his own salary in the first 6 months of employment or else fire him.

All three panelists agreed that the job market for lawyers will continue to be exceedingly tight for the foreseeable future.



Anne Hunter, B.L.S. Delegate

Former LSD Head

Special to the Justinian
David Erdman, the 28 year old retiring President of the LSD, wants to run a construction company. In this way, he feels he can gain enough experience to be a government administrator. "Many of the problems in this country can be traced to inexperienced administrators," Erdman explained. "A person shouldn't be in government unless he has proved he has managed something and shows he understands how things work." This was the major reason he decided to become LSD President. "I wanted the opportunity to administer a big organization," Erdman said.

Erdman stated that the major purpose of LSD is "to serve students' present needs in their mundane everyday problems and also to contribute to their lawyer development and knowledge." To further this end, Erdman established the successful Juriscan program, a computerized job placement service for graduating law students. Despite services such as Juriscan, Erdman believes that if the ABA took on the LSD insurance programs and the Student Lawyer "for 95% of the membership, abolishing LSD would be fine," though a vacuum would be created which would be filled by some other student organization.



Unlike many LSD executives, Erdman feels that the LSD should be as close to the ABA as it can get. "They provide the means by which we provide the services," though "we shouldn't be muzzled" by the ABA.

Because of his LSD activities, Erdman just barely graduated Georgetown University Law Center but the native North Carolinian has no regrets. "When I went to law school, I said I will only try to pass. It's not worth spending 3 years studying when I could be doing something else."

Huh?

According to Dean Lisle's secretary, class standings were delayed for several reasons. First, some professors, specifically Professors Landau and Durant, were late in submitting their grades. Next, there were computer delays. Finally, the grades calculated by the computer must be manually double checked. B.L.S. currently pays Long Island University about \$6,000 a year for the use of their computer. Considering the expense, the delays, and that grades must be manually checked, Dean Lisle, when asked why we bother with a computer replied, "That's a good question."

LOST & FOUND

Lose something? . . . Take the elevator to the ninth floor, walk up one additional flight, then ask for Bob Hudson. He may have it in the lost and found. If you can properly identify the item, it's yours.

New Faculty

By Matthew J. Trachtenberg

This semester Brooklyn Law School will have several new faculty members. Mr. David M. Rice, a 1967 graduate of New York University Law School, will join the staff as an assistant professor for the 1975-76 school year teaching all sections of Business Organizations. Ms. Barbara Izzett will also be joining the staff as an adjunct associate professor. Ms. Izzett will be teaching a course in Estate Administration. Ms. Sybil H. Landau, who is presently serving as assistant dean and associate professor at Yeshiva Law School, will join Brooklyn Law School as an adjunct associate professor of law. Ms. Landau will be teaching a course in Domestic Relations Law. The Honorable Kevin Thomas

Duffy (LL.B. Fordham Law School) who was sworn in during 1972 as U.S. District Judge for the Southern District of New York, will join the school as an adjunct professor of law. Mr. Duffy, a former regional administrator of the New York Office of the U.S. Securities and Exchange Commission, will be teaching Federal Security Regulation I and II in the evening division. Samuel Kaynard (J.D. New York University, LL.M. Georgetown), a regional director of the National Labor Relations Board, will join our faculty as an adjunct professor of law and is teaching two sections of Labor Law. Professors Trager and Palomino are on leave of absence.

Rap Session Continued

(Continued from Page 1)

of intellectual concentration which is not true of classroom teaching. Even after one masters the subject matter, one still finds the challenge of viewing the new questions the students invariably have. I think that teaching is more than just standing up in front of a classroom. Most of us conceive of our role as law teachers as going beyond teaching. For example, the school regulations regarding such matters as tenure also call on us to do things like produce scholarly work and make contributions to the community. We regard that as an important aspect of our reasons for teaching. For myself, it's important that I'm able to write something every year, to do a couple of cases in an area that I'm interested in and not have to worry about whether the client can pay or qualify for my services or anything of that kind. There's a freedom one gets from teaching that's very rare in the practice of law. I think that's much to be appreciated.

Prof. Gershenson: I might add that although the practice of law is called a profession it's really kind of a service industry in that you are brought in to accomplish a result for a client. You have no choice in what his problem is. The problem is brought to you. It may be in an area of interest or an area which will enable you to pay your next month's rent. It is very difficult for a young person in practice to select a special area and be able to survive in that special area of that person's interest. As a service industry, you are at the beck and call of the client. You may have to devote weekends and nights and holidays to meet a deadline for courts. The intellectual life in a law school does not have that pressure in it at all, obviously.

Prof. Chase: One thing I will say about teaching is that I rarely had a case in practice that I couldn't adjourn. One can almost never adjourn a class and no matter how much you don't feel like staying up until 11 o'clock the night before preparing, you must do it.

Prof. Gershenson: But you can always say "I'll get to that later."

WHAT METHOD?

Ms. Lavori: Did you give a lot of thought to the method of teaching you would use?

Prof. Gershenson: I think most of us almost instinctively work on the Socratic method by asking probing questions to see whether the person who had read the material understood what he or she had read.

Prof. Chase: I started out teaching having some thought to it and reading a couple of books about it including a very good book called *Teaching as a Subversive Activity*, which is a better book than the title would indicate. It is essentially an argument for the use of the Socratic method and an argument for teaching as a way of allowing students to reach their own conclusions rather than have them imposed. I rapidly found that was not possible in a professional school to the degree that the book urged because people come to professional

school, in part, because there is a body of information which they want imported to them and you can't convey too much information by asking questions. If all you do is ask questions you find that the students are first of all not happy and if you take student opinion seriously, that has to bother you, and secondly they aren't really learning the material that is going to be necessary to successful practice. On the other hand, if all you do is impart material I think you're not going to create or help create a good lawyer because there is so much more to being a good lawyer than just assimilating rules

is what students object to. Is there a way to keep it at a level away from that?

Prof. Gershenson: Well, of course, there are many variations in technique. In my time for example, a very common practice in the freshman year was to get students very familiar with case reading. This would be done by some of my teachers by asking how much money was involved, what day was the contract signed, what was the first name of the defendant and so on, with the idea that this will get the student to read closely.

Prof. Brandt: It's very important for the first year students to understand that the law is not

unconscious interplay between students and teachers. Being a teacher involves a lot of defenses. It's a very risky proposition to stand in front of an audience and say here I am. The students, by manifesting boredom, by talking, by any one of a number of means can reject you in a way that is painful. One way to deal with that is by rejecting them first through establishing a dominating position. But, that's a danger we'll just have to be aware of and hopefully the way around it is just to be secure enough in one's own sense of self that you don't have to come down on it.

attention of the entire class. Frequently that person has something very valid to say and the students would get a lot out of it but because of the personality conflict that's going on, the rest of the class just tunes him out.

Prof. Gershenson: The instructor should be able to control that. The last resort obviously is to ignore that person. If he waves his hand, you pay no attention.

Prof. Brandt: Unless it's the only hand up in the room.

Prof. Chase: Which is sometimes the problem. The very people that the students most object to hearing are the ones who answer when nobody else will. At that point you probably have to say it's probably the students' responsibility.

Prof. Gershenson: You're in the same position as though that person were not in the class if you throw out a question and no one chooses to answer.

Prof. Chase: Well, the thing is that if that person weren't in the class others might feel, well, maybe I'll take a shot at it. But since that person has his hand up let him do it.

PARTICIPATION

Ms. Lavori: I think students are somewhat relieved when somebody will take on the burden of participating in class even though they might not think highly of what the person says.

Prof. Chase: I think students too often neglect the fact that participating in class can be an important aspect of their own education. It is an opportunity to test ideas, to deal with an authority figure in stress situations and to get used to that which makes everybody nervous. The point is that law school is the one chance you get to do that, in most cases, with no penalties attached. If somebody gives a wrong answer, I think that most of us are not inclined to hold it against them unless it's a chronic thing where somebody is disruptive.

Prof. Gershenson: Aside from your brain, you have only two ways of demonstrating your ability: with your mouth and with your pen. Therefore, it would seem to me that you would look forward to the opportunity to try out your mouth under circumstances where there's no major penalty. If you do this badly in professional practice, you may lose a lawsuit. If you do it badly in a classroom, the worst that will happen is you'll be told you're wrong.

Mr. Kaden: Let me venture an opinion. I would say many of the students don't object to being judged or even having their grade affected by what they do in class and what they accomplish but what I think people object to is the professor who expects three recitations and gives you an A, B, C or D and adds or subtracts so many points on how well you do. I think that inhibits participation. You wait for the easy case.

Prof. Gershenson: You're assuming this is a particular professor's system. Do you have knowledge of that as being the fact or is it just a rumor?

Mr. Kaden: I guess it's just a rumor although you can tell who is writing when you're speaking.

(Continued next issue)



Top row: Prof. Chase, Ms. Saul, Prof. Gershenson.
Bottom: row: Ms. Lavori, Mr. Kaden, Prof. Brandt.

and that is what has to come in through the Socratic method and other devices like that.

Prof. Gershenson: Of course, probing questions are time consuming. You may start to abandon probing questions after an hour and a half when you realize that you've only accomplished one-quarter of what you had in mind for that particular meeting of the class.

Ms. Lavori: So often the probing questions are interpreted as being a badgering of a particular student. Is there any way that you can communicate your intent to the students so that they don't get the feeling that they are being picked on?

Prof. Gershenson: I've heard that and I just can't track that down. What possible reason would a member of the faculty have to badger the student unless he or she was a sadist at heart.

Mr. Kaden: My opinion is that it's not so much a question of badgering. I think students enjoy the Socratic method if it's practiced as it should be but too often it's just to see if you did the assignment and I think that

simply the law, and that the facts of a particular case can have a tremendous bearing on what's going on. I remember my first couple of weeks of law school. I started reading my cases and I skimmed over the facts to get down to the part where the court said "It is well established that . . ." and unfortunately, or fortunately, that's not all there is to the law.

Prof. Chase: It's certainly a common complaint that the Socratic method is an obnoxious method to many students and whether or not the badgering is intended, they perceive it as badgering. I think part of the answer is the spirit in which the questions are asked and the spirit in which you react to a "wrong" answer or a "bad" answer. My own effort has always been to try to accept what I consider to be a wrong answer hospitably as long as I feel it was well intentioned and then try to deal with the answer and try to show the student why I think it's wrong. But it's not easy and I must say, there is an

DISCIPLINE

Mr. Kaden: How do you control the person who asks a question, not because he really wants an answer, but because he just wants to show off?

Prof. Chase: If there is such a person in the class I'll usually give him one shot per hour. If it's really oppressive I might talk to him, although I've never had occasion where I had to do that. Part of the problem is that sometimes those people have good things to say — it's not an easy problem. How does the student deal with it?

Mr. Kaden: We just don't take them seriously.

Prof. Brandt: Which is unfortunate. I've had situations where there has been one person who loved to listen to himself talk. By the second or third year, when I get the class, the entire class has developed such an attitude toward him that as soon as I call on him I lose the attention of the rest of the class; people start reading newspapers, talking and looking out the window. I then have to regain the

Dear Incoming Student:

By now orientation is over and you're thoroughly familiar with the school and how it functions. You know where everything is and your fears have been allayed. Right? Wrong. More likely you're more bewildered than before. You've just spent a fortune on books and pulled a muscle lugging them home. Don't worry, the Charlie-horse will abate as you get used to carrying the law on your shoulders.

You probably feel strange being a "freshman" again. If you've seen *Paper Chase* maybe you're apprehensive that all law professors are tyrants and that you'll be cut down in class. That's how I felt last year at this time. I found myself in new surroundings. I didn't know anyone and I didn't know exactly what would be expected of me. Having muddled through the first assignments over the summer, I wondered what I was doing here. I wondered if I would ever learn "legalese." Not being a speed reader, I couldn't imagine how I was going to read all the material to be assigned, let alone comprehend it.

A second year student called me during the summer to try to ease things for me. I couldn't believe her casual attitude about assignments and professors. I envied how she seemed to know all the "ins." I doubted I'd ever know how to use the library and do research and I looked forward to a year of hard work and pressure. The work was there but there was fun too. I found my way around sooner than I expected. I found my fellow students to be friendly and lots of fun. There was a kind of camaraderie that made for easy relationships. The professors on the whole were not the stereotyped *Paper Chase* tyrants. I found upperclassmen and faculty to be very helpful. I would suggest getting involved in school activities such as the *Justinian* and the Student Bar Association and letting everything else just happen. You'll be surprised how soon you'll begin to feel you belong here. I lived through it. You will too.

Sincerely,

Joyce David

Multer

(Continued from Page 1)

particular field of law, but observes that specialization results from job experience and not from courses taken in law school. He cites, as an example, his mastery of mechanics lien law, acquired after a few years of practice.

Justice Multer sees a need for greater undergraduate preparation of students for law school. Study in a pre-law undergraduate curriculum, similar to pre-medical courses, should be required of applicants to law school. His required pre-law program would include courses in English composition and elocution, and a study of jurisprudence. Requiring such a course of study would lessen the importance of the grade received on the LSAT, which Justice Multer feels is not a true indication of a person's preparedness for the study of law.

For the future, Justice Multer is planning, with the cooperation of Mr. William Holzman, Secretary of the Alumni Association, to encourage alumni, who have positions to offer, to contact BLS students before interviewing others. Justice Multer believes this program will benefit both students and alumni, as, in the Justice's words, "Brooklyn Law School graduates are better practical attorneys not bookworms. They know how to apply the law they've learned, and do a much better all around job."

Justice Multer was awarded degrees of LL.B., in 1921, and LL.M., in 1923, by Brooklyn Law School and LL.D., in 1963, by Yeshiva University. His distinguished career is highlighted by his service as Congressman for more than twenty years, and his election to the Supreme Court, Kings County, in 1967, where he is still serving. Justice Multer is president and/or active member of numerous legal, religious and civic organizations.



By Matthew J. Trachtenberg

One of the best of the new breed of "casual chic" restaurants is Casey's, located at 142 West 10th Street in Manhattan. This restaurant is rather expensive with an a la carte menu in which the entrees start at \$5. However, the quality of the continental cuisine does justify the additional expense, making Casey's one of New York's better gourmet food buys. Casey's has a lovely atmosphere and a clientele of local personalities that gives it an ambience of casual elegance.

Of course, the strong point of this restaurant is its food which is marvelous. Included among all the casual continental entrees is a special dish consisting of a boned breast of chicken (white meat) stuffed with cooked, sweetened apples and covered with a delicately seasoned white cream sauce. To complement any of the entrees this reviewer recommends the fresh salade verte (green tossed salad) or the magnificently prepared Ratatouille (casserole of eggplant, zucchini, tomatoes, onion, garlic, olive oil, basil, etc.). For an after theater snack this reviewer suggests the excellent Salade Nicoise accompanied perhaps by a glass of white burgundy.

On the debit side — the service at Casey's is a bit uneven, with each waiter doubling as wine steward for his own table. Some of the waiters graciously offer the wine cork to patrons for their inspection while others withhold same and seem to be ignorant of even the most basic wine tasting rituals. I suppose, like many, these waiters have forgotten that there are still some old-timers who prefer to savor a wine rather than gulp it down like so much Coca Cola. All in all, however, Casey's is a fine restaurant with an informal elegance all its own.

In the local area there are a number of recommended spots for light lunches and snacks. Perhaps the most well-known spot is The Cozzoli Sandwich Shop located diagonally across from the school on Fulton Street. The fare includes inexpensive overstuffed hero sandwiches. For those with constitutions able to enjoy a big hero these Cozzoli specialties are indeed unusually fresh and generous. This shop is highly recommended for grabbing a snack to take to the park or the Brooklyn Heights Promenade.

For the best Jewish delicatessen specialties we suggest the Hebrew National Deli on Montague Street. This deli offers moderately priced meals and sandwiches and the best franks in the neighborhood. It is an unusually clean and appealing place with a more relaxed atmosphere than similar spots on Court Street. This deli features waiter as well as self-service.

Pizza is one of those things which one either likes or dislikes and while this reviewer is by no means a fan perhaps the best pizza parlor is The Rex Pizza Shop on Willoughby Street. The pizza is very tasty, using good hearty tomato sauce rather than some watered down facsimile. Seating is very limited so if you find it disagreeable to stand up and eat, or do not wish to take out pizza, I guess... forget it! The Italian specialties available at Rex's run the gamut from good to greasy... so stay with the pizza.

One of the loveliest spots in the area is a little place on Montague Street called The Leaf 'n Bean which is a combination tea specialty shop and café. The bill of fare includes many interesting and carefully prepared luncheon platters which are both beautiful and delicious. To complement the meal, the shop serves a variety of tea favorites and novelties. The atmosphere is warm and friendly with classical background music to lull you through a relaxed snack. This is a charming place indeed and a wonderful place to stop in for tea and dessert.



Key

1. Appellate Division
2. New Federal Court & I.R.S.
3. Federal Building & Post Office
4. Family Court
5. Supreme Court
6. Borough Hall
7. Municipal Building
8. Pax Book Shop
9. Cozzoli Sandwich Shop/Baskin-Robbins
10. Burger King
11. Zum Zum
12. To A & S & Korvettes
13. To Montague St. Shops & the Promenade
14. Public Library, Economics & Business Branch
15. To the Brooklyn Bridge
16. Cadman Plaza
17. To Atlantic Avenue
18. Underground Municipal Parking

The Docket

ATTENTION — The *Justinian* needs you! We cordially invite all those interested in becoming staff members to our first general meeting at noon on Sept. 3 in Room 304. Absolutely no experience needed.

SBA BOOK CO-OP — The Co-op will continue to sell used law books daily from 12-2 p.m. and from 4:30 to 6:30 p.m. up to Sept. 5. All books sell for 50% of the current list price plus a 25¢ fee. The Co-op also has a large supply of review books.

FREE CHECKING — The SBA has arranged for BLS students to have totally free checking accounts at Central State Bank, 32 Court Street. All a student need do is present his student I.D.

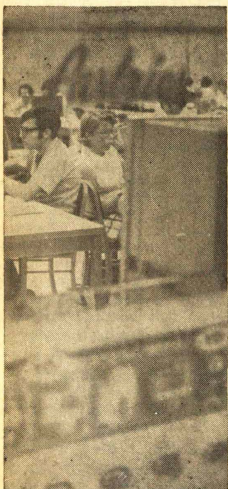
BLOOD DRIVE — Those wishing to donate blood must contact the SBA office on the fourth floor

before the blood drive on Oct. 13. On that date, blood will be extracted in the student lounge from 1 to 6 p.m. Cookies and juice will be served. All will be guaranteed free blood for themselves and their immediate family for one year.

N.L.G. — The first fall meeting of the National Lawyers Guild Chapter at BLS will be on Wed., Sept. 10 from noon to 2 p.m. in Room 501. Professors Elizabeth Schneider and Rhonda Copelon will talk on "How to Keep Your Sanity at Law School" and the Joan Little trial.

W.A.G. — The Women's Action Group and N.L.G. jointly present the film *Adam's Rib* starring Spencer Tracy and Katherine Hepburn. The film will be shown in the Moot Court Room on Thurs., Sept. 18 at noon and on Friday Sept. 19, at 8 p.m.

Scenes



Brooklyn Law School's Cafeteria.

