FACTOR SUPPLEMENT II

COURSE DESCRIPTION

Last month each evening faculty member was asked to submit a course description of the course that they teach this school year. Most of the descriptions vary from the course description as they appear in our law school catalog and bulletin.

Many evening faculty professors feel that their comments about the courses they will be teaching can't be published in the bulletin, but strongly believe this is the course they will be teaching and the way they will be teaching it.

So here before you stand the evening faculty. After their pictures are the course descriptions they have prepared for you.

Professor Flaherty's course description is not taught at any specific time. Hours and credits will be set up at the mutual convenience of the professor and student, either night or day.

Avery S. Cohen, Lecturer, B.A., Case Western Reserve, J.D. Harvard.

TRUSTS

A fundamental course in the basic principles of trust law, with the inclusion of pertinent Ohio case and statutory law. Method of teaching will be a composite of case book, lecture, outside reading and—it is hoped—vigorous classroom discussion.


DAMAGES

The course consists of the study of damages arising out of primarily personal injury and contractual damage claims. After studying the historical derivation of the concept of damages, the course concentrates on compensatory damages, punitive damages and nominal damages. Instruction includes the obligation to mitigate damages, the means of adding interest and costs to damages, and the means and methods of measuring damages in specific situations. The student is expected to not only measure damages in a courtroom but also to advise clients in an office.

Raymond E. Cookston, Lecturer, 1971 J.D., Ohio Northern College of Law.

DOMESTIC RELATIONS

The course begins with a lecture and discussion on the three broad principles of American law, Public Policy, Police Power and Due Process of Law, and their applicability to family law.

The course is intended to cover the following enumerated areas together with the jurisdictional and procedural requirements therefore:

I. Contracts to marry, Contracts in Inducing marriage, Contracts in Restraint of Marriage, Interference with Contract to Marry, and Antenuptial Agreements.

II. Marriages, statutory and common law.

III. Rights and Obligations of Husband and Wife as to each other and their children. Separations and Property Settlement Agreements.

IV. Actions for Annulment, Alimony Only and Divorce, and defenses thereto and requirement of corroborating evidence.

V. Preliminary Injunctive Relief, Support and Expenses Pendent Lite.

VI. Permanent Alimony, Support and Custody of Minor Children.

VII. Decrees and orders by Ohio and Foreign Courts, and their enforcement.

VIII. Adoption, Bastardy, Neglect and Abandonment of Dependents and Uniform Reciprocal Act on Support of Dependents.


X. Professional Responsibility Problems in Family Law.


Anthony R. Fiorette, Adjunct Prof., B.S., J.D., L.L.M., Cleveland State.

Owen C. Neff, Lecturer, B.A., Ohio Wesleyan; J.D. Michigan.

ADMIRALTY

This course approaches maritime law in its general aspects from the standpoint of its practical application to the legal problems which may be encountered by an attorney practicing in the Great Lakes area.

Emphasis is placed upon the jurisdiction of admiralty law and its remedies in specific situations involving maritime collisions, cargo claims, liens, personal injures and deaths.

In addition to discussion of the notable decisions in the textbooks, substantial time will be devoted to actual Great Lakes cases dealing with limitation of liability in major marine disasters and to the handling of maritime claims arising out of property damage and personal injuries or deaths of seamen, shore-side workers, passengers and yachtsmen.
Jurors, fellow attorneys and judges.

constant study of human behavior to

Student attendance to actual trials is

a must to fully comprehend the

ESTATE AND GIFT TAXES

A study of the federal estate and gift
tax code, regulations, and leading
cases, with emphasis on the inter-
relationship of estate, gift, and
income taxes and the practical ap-
plication of such laws to conserve
estates through inter vivos and
causa mortis; the

Traditional taught emphasizing
application of such laws to conserve
estates through inter vivos and
causa mortis; the

Bankruptcy; gifts inter

ubiquitous bona fide purchaser;

Sundry inquiries into the un-

omnipotence and practical aspects of Workmen's

American novel ever written, to my

The course examines the technical
and practical aspects of Workmen's Compensation practice in Ohio,

as explained by the legislative, administrative, and
court procedures.

WORKMEN'S COMPENSATION

Suffice it to say that I begin the course with a reading from Pietro Di

Donato's Christ in Concrete, the only
American novel ever written, to my

knowledge, based on a Workmen's Compensation case. I do this in order
to sufficiently chasten the proud
knowledge, based on a Workmen's Compensation case. I do this in order
to sufficiently chasten the proud

orbligation to a scheduling process.

This is the principal "de-bug" goal.

Obviously, such activities are more
spontaneous in nature, in the sense
that they are impossible (so far) of

The trial has a presiding Common

Law judge, and a Trial Attorney as

attorney's responsibility to his client

and a hypothetical estate using probate
court forms; the will contest;
presentation, rejection and suit upon
claims; prenuptial agreements;

It

The trial has a presiding Common
Law judge, and a Trial Attorney as

attorney's responsibility to his client

oral critique at the end of the trial.

The entire proceedings are recorded
on video tape so that the next class
period provides the opportunity for
mutual self-criticism, or so the
student can review on his own.

The 52 students who have par-
ticipated in the 26 trials have ex-
pressed the emotional involvement
and experience as close to a real
experience as possible.

By necessity, class is limited to 10
students who must be members of the
next graduation class, and prior
permission of the instructor is
required. It is offered during all four
quarters.

CLINICAL LEGAL PRACTICE

This has been one of the most
difficult courses to implement, as it
requires more time and attention
from the volunteer attorney than the
other clinical-practice programs,
due to the complex structure, it is difficult to find
attorneys who will volunteer, have the
necessary time, and be able to
provide a variety of experiences.

During the 76-71 academic year,
three volunteer students were placed
with Judges, as law clerks, in an effort to "de-bug" the embryonic
program. During the summer of 1971,
on other students were placed in
law firms. At this time it may be safe
to say that the "de-bug" phase is still
in operation, but should be completed
during this year.

Unlike the other clinical-practice
courses which are based on service,
drafting, and trial, this program emphasizes "learn by doing."
The student is engaged in activity such
as: file a will, file a mortgage and
deed, attend court sessions, perform
mechanics of incorporation, visit
"jailee" interrogate a witness, and
other similar available experiences.

Obviously, such activities are more
spontaneous in nature, in the sense
that they are impossible (so far) of
adaptation to a academic course.
This is the principal "de-bug" goal.

Registration is necessarily limited
in this program to the number of
volunteer attorneys available.

Although it is a two credit course, it
may be repeated twice, for a maximum of six credits.

LEGAL AID PRACTICUM

To assist the Cleveland Legal Aid
Society in its efforts for public ser-
vice, and to provide law students with
some practical experiences, an
agreement was reached in 1968 whereby C-M students could volun-
teer their services to the Legal Aid
Society, and be assigned to one of
their staff attorneys.

After certificates of completion of 100
hour clock of law related activ-
ties by the staff attorney, three
students will be allowed to the
student. To date (cir.) 50 students have
taken advantage of this program.

Some students, as a result of this
experience have been subsequently
employed by the Legal Aid Society in
the Ohio Legal Intern program,
clerkships programs. Some have
subsequently been employed by
various legal aid societies in and out
of Ohio.

C-M was one of the law schools
advocating the Ohio Legal
program as far back as 1967. The
program was finally approved in 1969.

This course is one of the ways a student can also qualify for the
Ohio Legal Intern program.

Granted, the student volunteer cannot
get as much experience in this
practice, but when combined with the
other existing clinical-practice
opportunities, a variety of ex-
periences is possible.
My course will review the usual steps in preparing cases for potential trial with a principle emphasis on civil cases. The steps that will be included will be client interview, investigation, pleading, discovery, use of expert consultants, negotiation, procedural and other matters. The course will be conducted in lecture form as well as demonstrations and student involvement.

Real Property
A study of common law conveyancing, future interests, landlord-tenant relations, real property, judge, contract, sales, deeds, mortgages, recording, title examination, easements, zoning, leases, licenses, and taxes for the real property lawyer.

James L. Ryhal, lecturer, B.A.,
J.D. Case Western Reserve.

Tenure
The Problem Resolution
In a closed session of the Faculty Meeting of November 29, the decision of tenure and promotion in re David B. Goshien was settled. Clecked in secrecy, the ballots were tallied and the following resolution was passed:

"Whereas," Professor David B. Goshien is regarded by his students, his colleagues, and others as an outstanding classroom law teacher, and

Resolved, That in the opinion of this faculty David B. Goshien is worthy of tenur status and promotion to the rank of full professor of law.

Editorial Comment
But don't be deceived in the formulation of a belief that this is the final resolution over the question of faculty tenure. It is. The faculty has only tucked the real issue behind the scenes and has perhaps unwillingly allowed a qualified member to join their select executive club. The problem of tenure still exists as a 'sacred cow' and may be taken in or during any term for 1, 2, or 3 credits. Because of the faculty's decision today, will be felt for years to come. The faculty has successfully deflected the attention of the community to the issue of filing for Writs of Mandamus against the general student fund. It is merely a springboard for a small coterie of individuals to express their personal viewpoints at the expense of the general student fund. One must closely read the tabloid to derive any appreciation of legal scholarship or scholastic abilities; even on such a close reading such traits are rarely evident. The faculty's decision today is to choose to defend the Trade School News, rather he seemed to adopt a present future role.

This letter does not seek to attack Mr. Saron personally, he undoubtedly has an average ability to perform his average, having managed to drop civil procedure and contracts, and having chosen not to attend my classes this past summer. Even with this 'forum shopping' approach many other student members believe they receive higher cumulative averages. In fact they were able to do so by filing suits against the Trade School News, not ducking out of a challenge for the sure grade. Such students would seem to have some misgivings about the future. The award then one whose only claim to fame is the founding of a secondary school program; the profession's future, and the ability to sidestep the hard teacher.

Those who choose recipients of awards have a hard task. In a normal situation they are faced with many cases in which the deserving candidate, whom are able to boast valid credentials. The task of an awards committee is to decide. I am sure you have a hard task as the person among good people. In selecting Mr. Saron as the winner of the 20-8 Gavel 2, we must face the reality of its perversion and contend with the problem of tenure. The net effect of the Faculty's decision today, will be felt for years to come. The faculty has successfully deflected the attention of the community to the issue of filing for Writs of Mandamus against the general student fund. It is merely a springboard for a small coterie of individuals to express their personal viewpoints at the expense of the general student fund. One must closely read the tabloid to derive any appreciation of legal scholarship or scholastic abilities; even on such a close reading such traits are rarely evident. The faculty's decision today is to choose to defend the Trade School News, rather he seemed to adopt a present future role.

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PEACE ON EARTH

FROM THE EDITORS, STAFF AND CONTRIBUTORS OF THE GAVEL

TO: THE ADMINISTRATION, FACULTY, STUDENTS, AND ALUMNI OF CLEVELAND STATE UNIV.