**Editor’s Note**

All the candidates were on the auctioning block. They all had similarly impressive credentials. Three had done the job before; two hadn’t. But, all were eager and ready to pose for the prospective buyers.

One special interest group shouted out, “We want a great reputation like Harvard or Yale.” All the candidates smiled. Smiled, realizing the amounts of money needed to approach that level.

Another special interest group clamored for more academic freedom and fewer required teaching hours. At this, the candidates started gesticulating wildly. Some promised more, others promised less. Some disagreed altogether. The special interest group pelleted those candidates with rotten vegetables.

Still another special interest group insisted on more practical courses being offered. Once again the candidates became animated. One candidate jumped up and down, claiming only theories and abstractions were necessary. Another jumped up and down, claiming more practical courses were needed.

Jeers of derision emanated from the special interest groups. Shouts of “Trade school University,” were met with equally vocal shouts of “Ivory Tower elitists.”

The auctioneer tried to calm the simmering crowd. “Friends, countrymen, citizens, think about what you are saying. What you are asking for is a direction. These candidates should only be judged on their merits,” the auctioneer said.

Again, rotten vegetables filled the air. The auctioneer was getting no respect, getting only bruised.

One candidate prompted the bidding again with his calls for integrating the school with the city. However, the special interest groups would not let up. Ugly racial aspersions followed. Other special interest groups cheered.

Another candidate joined the fray, saying the only way to a better reputation is stricter standards. All the candidates joined in. They turned and shook each others’ hands. Some of the special interest groups agreed wholeheartedly and upped the bidding. Other groups, secretly admitting it was partially true, refused to give in.

Those groups tried to reverse the bidding, changing the focus of the auction. Thoughts turned to what the buyers wanted, instead of just what they were being offered.

The auctioneer, seeing what was happening, attempted to incite the crowd. “Friends, countrymen, citizens, look at the strength of these candidates. Look at what they’ve done in the past. Listen to their promises of the future. Let’s hear the bidding begin.”

With that, the special interest groups started hurling questions at the candidates. “Who cuts your hair?” asked one. “What about funding?” asked another. “How can we get alumni support?” asked, still a third.

A fourth asked, “What about five years from now? Will you still want to be in Cleveland?”

Some had answers, others didn’t. The crowd became disinterested. The auctioneer tried to cut a deal with some, but he couldn’t close the sale.

The crowd dispersed and the candidates looked at each other.

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**Infra.**

<table>
<thead>
<tr>
<th>Graduation Nears</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBA Election Results</td>
<td>3</td>
</tr>
<tr>
<td>C-M: Searches for New Dean</td>
<td>4</td>
</tr>
<tr>
<td>Hiring &amp; Promoting C-M Profs</td>
<td>8</td>
</tr>
<tr>
<td>Students Hold Forum</td>
<td>9</td>
</tr>
<tr>
<td>Voices of Students</td>
<td>9</td>
</tr>
<tr>
<td>GAVEL Survey Results</td>
<td>10</td>
</tr>
<tr>
<td>Firms Rate Clerks</td>
<td>10</td>
</tr>
<tr>
<td>Job Search Assertive Approach</td>
<td>11</td>
</tr>
<tr>
<td>LCOP, Changes Ahead</td>
<td>12</td>
</tr>
<tr>
<td>Scholars Debate</td>
<td>13</td>
</tr>
<tr>
<td>Student Death Remembered</td>
<td>13</td>
</tr>
</tbody>
</table>
I am confident the incoming SBA officers will provide the C-M community more opportunities to join together and have fun. It is not easy for student leaders to plan events for the whole school, and keep up with their personal lives, and their studies. I commend the student leaders I have worked with this year. Speaking of elections, there was great deal of hard work and effort put into the three day election swarm this year. I am so pleased to have simply been an observer. My thanks to the election committee for their efforts.

Graduation is upon us. Many third and fourth year students can taste it in the air. I thought it would never arrive, and now it has suddenly appeared. Signs will be posted when the photographer will visit the school to take individual pictures. Even if you do not care to purchase pictures for yourself, I encourage you to sit for at least one picture. The proofs the photographer takes will be used to put together our class picture.

After Cleveland State University’s commencement, June 12, the law school ceremony will begin at the State Theater at 2:45 p.m.

Dear Editor,

Today is March 17, 1988, and my grades have not been mailed out. The PLAIN DEALER reported that the university is considering another 10 percent tuition increase. Need I say more?

Sincerely, Steven F. Vargo
3rd year, evening

"They say atomic radiation can hurt your reproductive organs. My answer, so can a hockey stick. But we don’t stop building them."

Johnny Carson

"Bad taste is simply saying the truth before it should be said."

Mel Brooks

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**SBA Elections: New Officers Anticipate Next Year**

Results from the Student Bar Association officers election showed a narrow victory in the race for President with second-year day student Scott Spero edging out second-year day student Andy Schultz. Spero’s vote totalled 119 to Schultz’s 110. David Bickoff received 82 votes and Kevin Spellacy garnered 33.

Second-year day students also won the remaining offices. Bob Sidloski received 121 votes in winning the Vice President position. Vince Morgione received 109 votes for Treasurer and Brian Cruse picked up 126 votes for Secretary.

The remaining votes for vice president were: VP: Jack Clapp, 59; David Gherlein, 77; Dave Maistros, 27; Denny Maloney, 39; Treasurer: Lauren Angell, 32; Brian Downey, 67; Fanette Poulos, 81; Tim Riley, 31; Sec: Sean Allen, 38; Dan Levin, 49; Sue Riddle, 34; Mary Stavish, 77.

The following officers elect submitted the following statements:

**SPERO:** Elbert Hubbard said, “to escape criticism - do nothing, say nothing, be nothing.” I guess I didn’t listen to him. One can always get a laugh by saying something derogatory about any SBA. Around here, unfortunately, it seems recent polls suggest the SBA has the image of a group that never gets things started, let alone finished. Obviously, this is open for debate. What is important now is the future. I’m no SBA genius but entering a position where there has been for years a decline in confidence is certainly one major challenge. I believe it will take a collective group effort to increase student understanding that the SBA can function better to produce better policy and successful outcomes that are noticeable not only to the students but to the legal community.

As a graduate of Indiana University, I am a traditional student - I like to party. However, I’m sure “Sid” (Bob Sidloski) has more experience in this field than I.

Who is Elbert Hubbard anyway?

**SID:** I just want to thank everyone who supported me. Next year’s officers plan to work as a group to benefit the student body. I hope anyone who has any concerns or suggestions regarding the law school would feel free to contact me or any other officer.

We will try to make the next school year both productive and enjoyable for C-M students.

**MORGIONE:** Thank you for voting in the SBA election, especially those of you who voted for me. I look forward to working with Scott and Brian but I’m not so sure about SID. To those of you who were promised a new parking deck, well...

Seriously, I appreciate your votes, and hope for feedback from the student body so that Scott, Sid, Brian and I can work to make next year a success at C-M.

Finally, I would like to thank all the people who helped us out in the election, including Governor Smerillo.

*continued to page 12*
C-M Searches for a New Dean: Choices Narrow to Five

By Doug Davis

Locating the right person for dean of Cleveland-Marshall has not been easy. Faculty and students have worked on the process since last August, meeting weekly. The decision process has finally come to five candidates, each of whom visited C-M in the past month. The duties of the dean are described in the Cleveland State Handbook.

“The Dean of a College (1) shall have the general administrative responsibility for the program and budget of the college, subject to approval by the President of the University; (2) shall recommend to the President appointments, promotions, salary adjustments, dismissals, and the conferment of tenure with regard to the College Faculty; (3) shall encourage and promote college morale, research and scholarship, and quality teaching; and (4) shall cultivate democratic management by sharing information on all matters of general college interest with all the members of the College Faculty and by consulting them on all significant actions as required by the college bylaws.”

With that in mind, the GAVEL covered two events open to the student body; an informal meeting with the candidate and students and the candidate’s address to the faculty. The faculty address was to focus on the directions of legal education with special emphasis on Cleveland-Marshall. The following are presented in the order in which the candidates appeared at C-M.

Steven R. Smith

B.A. summa cum laude, Buena Vista College (1968); M.A. (economics), University of Iowa (1971); J.D. with high distinction, University of Iowa (1971). Currently Deputy Director of the American Association of Law Schools. Professor of Law at University of Louisville from 1971 to the present. Acting Dean at the University of Louisville from 1974-1976 and Associate Dean from 1977 to 1982. Associate at the University of Louisville School of Medicine since 1982.

“"We welcome people into the profession," said Steven R. Smith. Law school instructors also should invoke the flip side of that coin by encouraging some people to pursue other careers. "Rigor is essential," in the curriculum area, he said. The faculty has the obligation of deciding which students entering law school will not become attorneys. Smith said most faculty members give up a fair amount of economic value to go into teaching; that most faculty members are teaching because they want to.

When problems occur with the instructional program, Smith said the solution comes down to a faculty which is dedicated to teaching. "The dean can help set a tone, but it comes down to the faculty," he said.

On turning grades in on time, Smith said it is the job of the dean to make sure clear expectations of faculty exist. The faculty members must also agree to these expectations, Smith said. When a situation such as late grades becomes routine, he said it is the dean’s position to say this is not acceptable conduct. To correct situations, Smith said various sanctions are available such as compensation, travel restrictions, course assignments. "When we talk about this, we have failed," he said.

To protect academic freedom, Smith said, "tenure is critically important." Where legislators pass tenure review laws, Smith said these post-tenure reviews could be conducted in a non-threatening manner.

Reputations of law schools generally lag behind the reality, Smith said. To increase the reputation of Cleveland-Marshall nationally, Smith suggested more faculty publication is necessary. Cleveland-Marshall’s law review should not be the primary place of publication of faculty material. The faculty has the obligation to get friends and colleagues to submit good articles for publication. Faculty and administrators must increase participation in national organizations such as the ABA. Alumni participation has a lot to do with the school’s reputation as well as the library research facilities, he said. With an increased reputation in these areas, higher quality students will be attracted to C-M, resulting in better student publications.

If Coif (an honorary order for top students) came into C-M right now, the school would not get accepted, Smith said, because of the library size, the physical size of the library and admission qualifications. Right now, Smith said it is crucial for the university, the dean of the law school and the law school faculty to get together and decide where the law school is going. Smith is in a good position for assessment because he is an accreditation inspector for the American Association of Law Schools.

A unity of direction is needed, Smith said. "This is a time when a dean can make a difference," he said. This in one of the reasons why Smith became an applicant for the job. Cleveland-Marshall has clear momentum for improvement. In the next five to 10 years, he can see C-M gaining a reputation as a benchmark school, comparing it to schools such as Wisconsin, Florida, Georgia, George Washington-St. Louis, Iowa. In 15 to 20 years, he sees C-M joining the ranks of New York University. To achieve this however, requires a commitment from the university, the dean and faculty of the law school.

Smith can see two clear directions which C-M can take in the next couple of years. One is the reputation and quality will improve; the other is the reputation and quality will decline. A third possibility exists where the school will stay about where it is, but, Smith does not think this is likely.

A problem Smith sees nationally with law schools is the declining enrollment of minority students. The legal profession must start attracting minority students, since it has become a crisis nationally. Although much of the minority recruitment is being done by current students, Smith said, the commitment to recruiting minority students should not come down to just student effort. One suggestion Smith has is starting two week "camps" at the law school for students in high school. He said this probably would not take a lot of money.

On the direction of law education, Smith sees an expanding use of technology. The use of technology will probably enhance practical aspects of a legal education, though he sees law schools sticking fairly closely to an "academic" approach. Because the law changes, legal education should not be geared for the immediate practical considerations. The first focus of legal education should be to teach students to think critically, Smith said. The second is how to speak and write persuasively. "Law school can enhance creativity," Smith said.

Faculty research ought to be assisted by continued to page 5
merit pay, research assistants, travel incentives, Smith said. He thinks it is “perfectly legitimate” to trade off research for teaching and vice versa. Teachers can agree to take on another class with the understanding that less research will be done, he said, while teachers desiring to do more research can teach less. Smith said most people don’t like to do strictly one or the other all the time, so there can be compromises.

Some sort of feedback from teachers should be given to students about their exams, Smith said. It can be comments on the tests, model answers or something else, because “it makes sense for everyone to do something like this,” Smith said he would not make it a mandatory policy, however.

Much of the improvement of C-M, Smith envisions, is hinged on funding. After a strong commitment from the university to provide the basic funding, alumni and friends of the school contributions make the school that much better. To achieve this, Smith expects to spend about 20 percent of his time fund raising. Much more time will be devoted to this during parts of the year, he said, while at other times, very little time will be devoted to fund raising.

A final issue raised by Smith is the amount of pro bono work done by the law school community. Pro bono work should be just that, he said. Work for the community ought to be done by professors and students without expectations of credit or grades or money.

**Burt W. Griffin**


Common Pleas Judge Burt W. Griffin thinks Cleveland-Marshall should become the best urban law school in the United States. Because Cleveland-Marshall has had such an impact on Cleveland politics and benches in the past and present, Griffin said this impact should be focused and bolstered.

If Griffin becomes the dean, he will direct the research and teaching of the faculty on the urban community. Two projects connected with the law school have been quite successful, Griffin said. The law and public service magnet high school and C-M’s linking with the College of Urban Affairs are models for more of what Griffin would like to see C-M do. Griffin does not see C-M becoming a school with a national reputation such as the Ivy league schools or, Michigan, Stanford, Chicago, but he does envision C-M gaining a national reputation for being an excellent urban law school.

An urban law school, according to Griffin, would direct its teaching and research toward the local urban community. The urban law school also would establish stronger ties with the local legal community. Programs could be designed which would involve greater participation of local attorneys and judges. Besides producing top graduates for the Cleveland urban area, Griffin feels this type of direction would still make marketable graduates in any part of the country.

One program Griffin spoke about would be a better trial advocacy program. As a judge on the Common Pleas bench, he says the level of adequacy among trial lawyers is not what it could be. To train better lawyers, Griffin said C-M could start a two-year masters program which would give extensive exposure to criminal and civil trials combined with classroom work and a mentoring program with the prosecutor’s and public defender’s offices. A functional courtroom could even be built at C-M with a regular judge assigned to it, he said.

This type of program would give students the exposure to pretrial practice, Griffin said. With this kind of practical exposure, Griffin can see C-M gaining a national reputation as a premier school for producing trial lawyers. Griffin said the trial advocacy programs being developed right now are a good beginning and a lot of money would not be needed to turn it into a great program. The faculty and administration should be dedicated to this program, shifting money and staff to make it successful. With a significant program already started, the prospective dean could sell the idea more easily.

In keeping with the urban direction of C-M, Griffin would like to see more emphasis placed on race relations. “This will be a critical legal problem as long as we are alive,” Griffin said. In a major urban area, everyone is affected by race relations, he said. Research ought to be dedicated to finding an effective solution to desegregation.

Under Griffin’s leadership C-M would become more community service oriented. The Street Law program and the magnet school are important beginnings, he said. “Cleveland-Marshall should try to make the magnet a genuine prep school for lawyers,” Griffin said. The law school can also be a vehicle for promoting the education of minority students. Most of the children Griffin has seen in the community who indicate a desire to become a lawyer do not have the economic and social support to do so. Cleveland-Marshall can become a substitute with faculty and students getting involved with counseling, Griffin said.

Faculty and administration also must become more actively involved with the legal community, Griffin said. A big problem is the isolation of the faculty from the alumni. Most job placement comes from the personal recommendation of people with influence, he said. Although GPAs are looked at by hiring partners or committees, Griffin said, when it comes down to an offer, the difference frequently comes from faculty and alumni recommendations.

An urban law school also would have a strong business and tax curriculum, Griffin said. To obtain this, more specialization is needed in upper class courses. This wouldn’t preclude diversity, he said, but the emphasis and priorities should be shifted instead of cutting anything out.

Should Griffin become the dean, he would start a program of requiring full-time faculty devotion to the law school. To do this, however, would require substantial pay increases to compensate for outside practices. Griffin would also like to see more externship-type programs which would require faculty supervision. With students and faculty working with practicing attorneys, more opportunities would open up for the school and students. This student involvement in the community depends on the attitude of the faculty in supervision and Griffin does not anticipate “tremendous receptivity” to the program.

Of course, most of the programs Griffin sees for the law school would mean more spending. Since the state probably will not significantly increase C-M’s budget, the money must be raised from outside the school. “Once you start knocking on the right doors, the money is there,” Griffin said. Griffin ought to know: he has been raising money since 1966. When he started with Cleveland’s Legal Aid office, five part-time lawyers handled the cases. Within a few years, Griffin had raised the money to support 26 full-time attorneys. “You have to look at the project continued on page 6
C-M Searches for New Dean

continued from page 5

and determine who the potential investors are," he said. However, none of this happens without a dean and faculty dedicated to achieving one mission. Griffin's mission is to turn C-M into a premier urban law school which is tightly integrated with the local legal community. If faculty members do not agree with the mission, "then they shouldn't be here," Griffin said.

Leonard P. Strickman

A.B. with honors, University of Rochester (1963); L.L.B., Yale Law School (1966). Dean and Professor at Northern Illinois University College of Law since 1981. Formerly on the faculties of Boston College of Law School and Boston University School of Law. Served as minority counsel to the U.S. Senate Select Committee on Equal Educational Opportunity.

Dean Leonard P. Strickman does not have a strictly defined goal for where Cleveland-Marshall ought to be in the next five to 10 years. During his on-campus talks, Strickman emphasized the purpose of the law school is the instruction of students. The instruction of law is more than just reading and responding on examinations. A law school prepares people to practice a profession, Strickman said.

The preparation of people for the legal profession requires "rigorous intellectual development" along with the practical aspects of functioning in a legal community, Strickman said. "I'm concerned that the demands are not rigorous enough on [students] here." Cleveland-Marshall must improve its bar pass rate, he added.

Because instruction is the key to a law school, the emphasis of the dean should be on the faculty producing better and more competent graduates. With the advent of the videocassette recorder, Strickman sees these machines being used more frequently in the law school classroom. Faculty can be videotaped to rate their teaching performances as well as student projects.

"It is probably fair to say people arrive at law school having done less reading and writing than 20 years ago," Strickman said. Writing and communication skills are absolutely essential for today's graduates, he said. To ensure students are trained to write and reason from a legal perspective, more teachers are needed, Strickman said. With the gap widening in pay between lawyers in private law practice and academicians, attracting quality instructors becomes a problem of resources.

Strickman said the resources can be found from the local bar and bench as well as from the state legislature. "Not only do you have to go after the money, but you have to explain why the money should be given," he said. Strickman has experience in fund raising. Major donations can be expected from a loyal alumni. To get active alumni participation requires separating Cleveland-Marshall fund raising from Cleveland State University fund raising.

Separating the law school from the main university at Northern Illinois for alumni fund raising purposes was successful, Strickman said. However, the law school must maintain a good working relationship with the main university on all other matters, he added. The prospective dean must get assurances from the university president that law school alumni will not be harassed by university fund raising efforts, Strickman said.

Admissions policies at Cleveland-Marshall should be tightened, Strickman said. The 1985 AALS report recommended the student body size be reduced. This is in conflict with a state-supported law school mission which is to be diverse and create an opportunity for those who otherwise do not have access to a professional education. An open admissions policy is not the way to go, Strickman said. It would be unfair to entering classes to foster so much insecurity among first-year students, Strickman said. Large numbers would enter the school and many would not make the first year cut.

Maintaining minority enrollment and trying to increase it also poses problems with a tighter admissions policy. "I do not believe a reduction in enrollment [means] a reduction in affirmative action recruitment," Strickman said. Recruitment of minority students will not improve in the near future because the pool of eligible minority students with an interest in the law is shrinking. One method to combat this is to start a program similar to one in Tennessee.

In Tennessee, a court order mandated the implementation of summer programs after the sophomore and junior college years for minority students to give them additional training in writing and analysis skills. Strickman said the program did not work well the first year because of poor administrative procedures which did not adequately advertise the program.

Strickman also would like to see a master's program started in tax and trial advocacy. The potential is there for both courses, but they are not at the core of the curriculum, he said. Of course, funding is at the heart of this matter as it is with student financial support and library funding.

"I am appalled by the library budget," Strickman said. Cleveland-Marshall's library has less funding than at Northern Illinois and C-M's library is about 40 percent larger. It is the state's job to provide an adequate level of funding to support a good law school, he said, but it is the donor who makes the good school excellent.

"A person would be out of his mind to come in here without being able to negotiate a number of things with the university president," Strickman said. Three things specifically mentioned were lack of funding for law students, an inadequate library budget and autonomy for the law school in alumni fund raising.

When asked why he applied for this position, Strickman said, "I'm not sure I want the job, but I was interested enough to come and look."

James G. Carr


continued on page 7
C-M Searches for New Dean

continued from page 6

As Magistrate James G. Carr sees things, the dean of the law school has several responsibilities: 1) The dean sets the standards for high academic professionalism among the faculty. It is the dean’s job to obtain, encourage and reward faculty for developing their academic potential.

2) Carr said it also is the dean’s function to recruit and assist highly motivated students. The evening division is a sign of strength for Cleveland-Marshall. Because C-M is part of a state supported university, it has the mission of making a professional education available to those who would not normally have the opportunity.

The third responsibility of the dean is to direct the faculty to become more involved in the professional legal community and with other university functions. This includes developing and maintaining strong ties with alumni and other legal professionals. Besides ensuring the law school administration functions effectively, Carr said the dean must also be a major factor in procuring resources, i.e., fund raising.

“Faculty professionalism is the predicate to everything else,” Carr said. The faculty and students must reach a level of attainment beyond what exists now, he said. Cleveland-Marshall should adopt the goal of making the law school the best in Ohio. “I don’t think taxpayers want this to be a Yale or Harvard on the Cuyahoga,” Carr said. However, the esteem of the community and profession should still be sought.

The key to obtaining the best in Ohio status is competent, motivated faculty, Carr said. The current faculty is perfectly capable of obtaining this objective, he added. The law school must be dedicated to teaching, Carr said. Faculty members must take a collegial approach in assessing the quality of teaching and improving upon it. Videotaping and faculty review can be used to help improve teaching methods.

Scholarly production such as law review articles and books is essential to raising the reputation of the school, Carr said. This also is the main way of showing the faculty is intellectually engaged by its work at the law school. Carr said scholarly production and teaching are not dichotomous functions but have a symbiotic relationship, enhancing and stimulating each other.

Being underresourced is just a rationalization for being unproductive, Carr said. It is true enough money is not available to fund all the research desired by the faculty, however, the dean cannot bargain for more funding without being able to show a good reason for the extra money, he said. As a dean, Carr said he would not accept insufficient funding as a reason for impediments to good teaching and scholarship. The CSU administration will only fund the law school up to the administration’s perceived level of faculty scholarship and teaching. “You have to produce before you can ask for the extra funding,” Carr said.

The dean must be attentive to the outside law practices of the faculty. The dean must make sure the outside activity furthers the goals of the law school as well as the individual, Carr said. If CSU’s administration views the faculty as abusing the outside practice allowance at the expense of the students, colleagues and the law school, then additional funding is unlikely, he said. “You can’t ask students to be full-time students if the faculty is not devoted full time,” he said. Class scheduling making outside practice nearly impossible is about the only way a dean can deal with this type of abuse, he said. Cleveland State University currently has a policy of allowing 20 percent of the faculty’s time to be spent on outside pursuits related to their teaching.

If Carr becomes dean, he intends to have regular meetings with student group leaders, making the dean the conduit for solving problems between faculty and students. Students have indicated a lack of faculty communication with students; this is a problem which needs to be fixed, Carr said.

The dean must undertake the effort to obtain the highest quality students. The dean must motivate the students as well, he said. Both parties must participate in the socratic method to make it work.

The university has the fundamental duty to minimize the thought among law students that they must work to attend school, Carr said. Carr realizes that not everyone attending school has the financial ability to do so without working. Carr was in a similar situation when he attended law school. He too worked part time. Still, he said, students working part time are being exploited and are cheating themselves out of a good education. The skills developed in law school, the critical analytical reasoning, is what will get students jobs and clients. “[Students] need to get the best education possible,” Carr said.

The student body also tolerates full-time students who come to class unprepared because they are working at the expense of their education, Carr said. “Students have to come to class and be prepared,” Carr said.

Carr thinks part-time employment is a direct contributor to the low bar pass rate of C-M. Carr estimated that 80 to 90 percent of the students who do not pass the bar the first time had to work. No other single factor has such an impact on the school’s reputation as the bar pass rate, he said. This is reviewed by the university administration and people in the legal community.

The law school also needs to get tough on admissions. The law school cannot certify people as competent professionals, award a diploma and then have three of 10 not pass the bar. Tougher admission standards collides with the mission of a state law school of providing access to a legal education to those normally denied. However, Carr thinks a dedicated faculty and student body can overcome this dilemma.

Percy R. Luney, Jr.


No specific mission was forthcoming from Professor Percy R. Luney, Jr., the fifth candidate for dean and the only minority candidate. Luney said he needed to know more about the political climate of Cleveland and the university and the state legislature. “I’m not going to have a plan today, I think it has been premature to ask me for a plan for the law school,” Luney said.

Luney discussed his philosophies on legal education instead. He said law schools have changed in the last 30 years; they are very diversified and very different from foreign law schools.

Most law schools still prepare students for private law practice rather than public service. In addition, legal educators look at the judiciary with more tension than at the legislature, Luney said.

Law schools have a de facto monopoly on determining who will become lawyers and future federal judges, Luney said. However, the law schools have remained autonomous from this governmental influence. If the law schools would

continued on page 8
organize in one direction, it would become a very powerful group, he said.

Luney would like to see the emphasis on the case method of teaching reduced. Law schools overemphasize dispute settlement through the courts. This is to the detriment of legislative solutions and alternative dispute resolution, he said. Luney would like to see a movement away from litigation in the future.

With the new awareness of the Pacific Rim, Luney said it would be advantageous to recruit foreign law students, especially from Japan. Foreign law students could be recruited through an expanded LL.M. program, he said. Luney said he was not familiar with the trial advocacy program initiated in January.

Scholarly publication would become a main priority of the faculty should Luney become the dean. He said teaching would not be as important as the scholarly publication, for determining raises, but it would be a very close second. Participation in the state bar association and other significant community activities also would be weighed in faculty promotions and pay hikes.

To encourage scholarly publications, Luney favors more "release" time for the faculty. This would be similar to the sabbatical system already in place. "Class scheduling is a little small," Luney said, as a means of getting faculty to comply with his wishes. Luney would rather use persuasion but admitted, "Money is the best arm-twister you have."

"You still have to start at a good level of teaching for everyone," Luney said. Once that level is achieved, the faculty members who go beyond with scholarly publication and community service will be rewarded financially.

If tenured faculty members do not comply, it is tough for the dean to get that person removed from the faculty. Luney would like to see tenure eliminated from all universities. "I think tenure is a waste of time," Luney said.

Effective faculty teaching can be gauged by student evaluations, Luney said. The evaluation needs to be structured with objective standards. From Luney's experience, it has worked "pretty well." With objective questions, the evaluation would get beyond the popularity problem, he said.

Peer review is another method that can be used to evaluate the quality of teaching. Luney said peer review can be good for faculty development.

Luney's definition of an urban law school means closer contact with local courts, for both students and faculty. Being in an urban setting also allows more potential for clinical work and the opportunity for community interaction. "It would be an extraordinary educational opportunity for students to participate in the urban renewal of Cleveland," Luney said. Students could participate in the funding problems and housing developments.

Of course, clinical offerings and expanded public service would only come if the faculty has an interest in doing these things, Luney said. More use could be made of outside lawyers teaching these classes, he said.

To improve faculty communication with students, Luney also would have weekly meetings with students. This would allow him to learn what the problems are and implement solutions.

Because funding is a major problem, Luney said the faculty and dean candidate must sit down and hammer out a position for bargaining for adequate funding of the library. "The dean must get some concessions on funding for the library," Luney said. Since CSU does not have an incoming president at the moment, Luney suggested trying to get the commitments from the trustees.

To promote alumni fund raising, Luney said he would meet with as many alumni as possible to find out what is available. Ideally, he would like to have an alumni council and a board of visitors. Luney also would look to corporate and foundation funding to help support the school.

The law school expects to have a new dean in place by July 1.

Cleveland-Marshall Professors: Getting Hired; Getting Promoted; Dean Holds the Reins on Salaries.

By Doug Davis

In the hunt for a new dean, questions about faculty duties and expectations have arisen. Associate Dean David F. Forte explained how the law school finds and hires new professors.

Normally, names are collected "off the street," by faculty recommendation and some recruitment, Forte said. At one time, he said, the school would go to the big law schools such as Yale, Harvard and Columbia to recruit people in LL.M. programs which had an emphasis on law teaching. The American Association of Law Schools also has a hiring and placement service which sponsors an annual hiring seminar in Chicago.

Faculty recommendations also come from associations with practicing attorneys. A faculty member might learn of a private practice attorney who is interested in teaching, Forte said, and the person is then asked to apply.

Of course, none of this happens without approval from the main university of a teaching position to be filled. Once the law school gets the go ahead, Forte said, a Personnel Action Committee is formed from the eligible faculty to evaluate and consider the applicants. The Committee gets faculty recommendations as well as input from the dean. "The process has been open and healthy," Forte said. The dean and faculty work together to come to a decision to hire someone.

Once the faculty makes recommendations to the dean, the dean negotiates with the candidates on an employment contract, Forte said. After terms are settled, the contract is recommended to the Provost's office, then CSU's President and finally is approved or rejected by the Board of Trustees.

Forte said most professors are hired in as assistant professors, but sometimes, people come in at higher levels. According to CSU policy, assistant professors have about six years before becoming eligible for tenure. If tenure is granted, then the professor also is promoted to associate professor status.

If a person is hired as an associate, tenure can be granted in three years or four years if the person has no teaching experience. Professors get credit for the amount of time spent teaching at CSU and at other universities in similar teaching positions and similar colleges.

The time frames are a little different at the law school. An assistant professor normally will be considered for tenure after three years of service are completed. An associate or full professor hired with one or more years of teaching is considered for tenure after two complete years at C-M. For professors and associate professors hired with no full-time teaching experience, normally, tenure is considered after three complete years at C-M.

A tenured associate professor may be considered for promotion to full professor at any time, but normally, is considered after three complete years of service at the associate rank.

Tenure and promotions at C-M depend on a Personnel Action Committee recommendation. Again, this committee is formed by a number of tenured faculty members who teach full time or are engaged in the administration.

Criteria for promotions and tenure are based on teaching, scholarship, participation in university and law school corporate affairs and intellec-

continued to page 15
School Mission Spurs Student Forum

By Rick Smith

Student concerns over the selection of a new dean of the law school sparked a forum recently in which students were given information on the five present dean candidates. Students also had the opportunity to voice their opinions on the dean selection process and the direction the law school should take upon appointment of a new dean. The forum, sponsored by the Student Forum Committee, began with Professor Solomon Oliver's brief description of the process of selecting a dean at C-M. Oliver sits on the dean search committee and said its goal is to identify the important issues within the law school. This is accomplished by contacting all the various constituencies of the law school, Oliver said. Some of the issues Oliver cited as identified so far are the library funding issue, alumni relations, and student relations.

Oliver added that the simultaneous search for a president for the university is a concern for all the candidates. July 1, is the date set for selecting a dean, Oliver said. However, if the committee is unsatisfied with the present field of candidates the search could continue into next year.

Professor James Flaherty followed Oliver and spoke of the working class history of C-M. At one point in its past the school was at a cross road, Flaherty said, and the decision had to be made on whether to raise tuition costs and exclude students by becoming an elite institution, or to merge with Cleveland State University and maintain its urban middle class status. Flaherty said that back then the mission of the school was clear, but he admitted to the audience that now the mission of this school is not clear. The faculty are divided as to which direction the school should take, Flaherty commented. He then added that for that reason it is important for the student body to voice its opinions now. Flaherty believes that the students' voices can have an impact on the mission, but those voices, he said, have to be heard now.

The forum's agenda then turned to student summaries of the five candidates. These summaries were prepared and presented by students based on statements and conversations with the candidates over the past few weeks as each visited the campus. The candidates even Smith, Leonard Strickman, Burt Griffin, James Carr, and Percy Luney were each represented by a student. From the summaries it was clear that each had their own ideas as to what the mission of this law school should be.

Following the candidate summaries, questions from students in the audience were taken. From these questions it was clear that those in attendance were concerned, but also somewhat confused.

The confusion was evident from one of the first questions which dealt with the procedures in the selection process of the new dean. No one was certain who was the most influential body of people making the selection or even on who the person was who had the final hiring decision. Others questioned the validity of the forum and the subjective slant of the candidate summaries. Still others were concerned about the actual mission of the school. The belief seemed to be that since the students make up the school they should be the ones who set the mission.

Some students did not feel so secure with the idea that a new dean would come in and set the tone of the school. That insecurity revolved around the idea that most of the candidates know little or nothing about C-M, the city of Cleveland, or its legal community. Along those lines a question was posed about why no present C-M professors were candidates for the position. It was learned that although there was one potential C-M professor thought to be a candidate, that individual had no interest in the position.

During the forum students were requested to fill out an interest survey on the dean search. Many students commented on the need for developing better teaching techniques. Those that made such statements believed that the professors at C-M need to be more creative in their classroom approach to legal education. They added that a new dean should have the ability to emphasize this and bring in new faculty members who would provide such instruction. Other concerns were voiced about the need for the new dean to take an active interest in the night program. Another often stated comment on the survey was the interest in the students for a solid practical legal experience from C-M. About 120 students and faculty attended the forum.

Student Responses to Forum

About 70 people filled out surveys distributed during the recent forum on the candidates for dean of the law school. The following are excerpts from open-ended questions asked on the survey.

“I want to feel confident to practice when I get out. I have not felt or feel that I will have enough confidence because of the lack of practical skills I have learned or will learn by the time I will get out.”

“Not to have admission standards tightened because they don’t necessarily attract better students.”

“Creative interesting teaching often bears an inverse relationship between publishing and good teaching. Good publicists are often lousy teachers.”

“Besides analysis, I don’t know what to do yet. I’m graduating in six weeks. They should make some sort of clinical practice or practical course MANDATORY.”

“On what does a person want out of the law school, “A degree and the same special treatment minority students get.”

“I want someone who respects night student. I see many people in this program who will be fine, excellent additions to our legal community. I want someone who respects night students.”

“Force teachers to provide the students with a selection of courses on subjects and at time slots which correspond to students’ needs and concerns.”

“How about a real unbiased placement office which cares about all the students instead of just the top ten percent.”

“What someone wants from a dean, “Pride and long-range commitment to the law school, at least seven years. This law school should not be used as a stepping stone.”

“Practical and traditional education because a good mixture makes me a well rounded candidate for employment, and an outstanding reputation to stand behind my degree.”
**Firms Voice Opinions on C-M Clerks**

About 1500 surveys were sent to about 120 law firms in the downtown area. Of about 45 firms responding, one was from one of the five largest firms in town. Three came from a group between the sixth to 20th largest firms. The majority, however, came from firms ranging from sole practitioners to about 20 lawyers. The return envelopes were stamped according to the number of surveys given to a particular size firm.

<table>
<thead>
<tr>
<th>What do you look for when hiring law clerks?</th>
<th>Grades</th>
<th>Extracurricular activities (Law Review, SBA assoc., etc.)</th>
<th>Other legal experience</th>
<th>Other work experience</th>
<th>Connections (social, economic, political)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades ---------------------------------------</td>
<td>29%</td>
<td>19%</td>
<td>21%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Rate C-M clerks based on these factors</th>
<th>Reliability</th>
<th>Willingness to work</th>
<th>Conscientiousness</th>
<th>Good (77%) Avg. (23%) Poor (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (84%) Avg. (8%) Poor (8%)</td>
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<tr>
<td>Good (84%) Avg. (16%) Poor (0%)</td>
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<td>Good (77%) Avg. (23%) Poor (0%)</td>
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</tbody>
</table>

In relation to #4, how do C-M clerks rate compared to Case Western Reserve students?

| Would you rather hire a C-M clerk to work during school year | 46% |
| No preference | 31% |

Would you rather hire clerks from non-Ohio schools during summer break?

| Yes | 17% |
| No preference | 33% |

continued to page 15
Job Search Requires Assertive Approach

By David J. Przracketic

Cleveland-Marshall students are fortunate to have an active, productive Career Placement Office at their disposal to assist them with their search for employment. Directed by Pam Lombardi, with the assistance of Virginia Cavanaugh, the placement office provides a wealth of help for job seekers. Resume and cover letter assistance, lists of contact persons at various firms, interviewing clinics and on-campus interviews are all provided by the placement office.

What is all too easily forgotten, however, is that the placement office does not guarantee employment; its function is to provide students with job placement assistance. With that in mind, what can a student do to better her chances for getting job interviews? One of the most successful ways to secure job interviews is to launch a full scale marketing and sales campaign with you as the product. Here's how it works:

Start early. Your job search begins in the summer by answering a few basic questions about the type of law firm you want to work for. The first question is, "Where do I want to live?" Pick up a map of the United States. Are you a die-hard Ohioan? (Hard to imagine) Do you prefer the sunbelt? Be selfish and be honest. Select between five and ten cities where you feel you want to live.

Next, decide whether you would prefer to work in a large mega firm, a medium size firm, or a smaller firm. Are you the type to try easily into a corporate pigeon-hole with the accompanying big dollars, or do you prefer the occasional pat-on-the-back congeniality typical of the smaller firms. Perhaps you are somewhere in between.

Finally, select two or three areas of law which you feel you want to practice, or at least have an interest in.

With these three questions answered, it’s off to the library for what will probably be a week’s worth of Martindale-Hubbell Law Directory perusal. The volumes are arranged alphabetically by state, city, and name of firm. You are looking only for those firms which meet your criteria, the answers to questions 1 to 3. When you find them, copy the firm name, the name of the hiring partner or recruiting coordinator (the placement office also has this information, updated annually), and the law firm address and phone number. It is also worth checking which law schools the firm tends to hire from, the representative client listings, and, very importantly, the names of any Cleveland-Marshall alumni employed by the firm.

Your efforts should glean between 150-200 law firm contacts.

Send a personalized cover letter (this is what word processors are for) to each contact, along with a copy of your resume. Cleveland-Marshall alumni should be copied in on all correspondence to their firm (they can lobby for you). Letters should be mailed no later than September 1.

The expense is worth the return. Canned replies to your letters will start arriving within a week, but most take four-five weeks. Average positive return (requests for interviews) is six percent. However, depending on several factors, this figure can range up to twenty-five percent or more. This is 12 to 50 job interviews.

Some firms pay all expenses for initial interviews, though many do not. Plan, therefore, to spend two or three days in each city. With a little luck, at least one firm in each city will pick up the tab. Consolidating the trips, consequently, equates to big dollar travel expense savings.

Finally, follow up. The moment you step into the elevator on your way to your next interview, write down everything you can remember about what just happened. Names are particularly important, along with subjects covered in the interviews. The reason for this is when you return home, your word-processed follow-up thank you letter can be personalized. Follow-up letters should be sent within one week of your interview to each representative of the firm with whom you met.

Planning ahead, investing a lot of time and a little money can pay large returns in getting job interviews. Now is the time to start.
THE GAVEL

LCOP:

By Lisa Gasbarre

The faculty voted to change the credit hour value of Legal Skills and Analysis from one hour to two hours at the March 10 faculty meeting. Legal Skills and Analysis is the summer course offered as part of the Legal Career Opportunities Program.

The Legal Career Opportunities Program (LCOP) is an opportunity for students, traditionally excluded from pursuing a legal education, to enter the legal profession. Students whose background and experience indicate that they could succeed in law school, but whose admissions criteria may be different than those set by the law school, may also apply for admission through LCOP. The summer course serves as preparation for the students’ law school experience.

Joan Baker, professor of Law, chairperson of the LCOP Committee and 1986-87 director of LCOP, previously had submitted a proposal to the LCOP Committee. “The (LCOP) Committee decided that we needed to do something different on an experimental basis; it’s not so different that it required a change in the name of the course,” said Baker.

Other proposed changes are in the areas of orientation of the course materials and staffing. Staffing is determined by the administration. The orientation of course materials has been determined by the individual instructors of Legal Skills and Analysis. The faculty voted only on the credit hour change.

The justification for increasing the credit value of the course is “the students will have a total in class of the same number of hours they would if they were taking any two semester hour course,” said Baker. “The idea is to make the summer program more like a first year course than it has been,” she said.

‘The committee did decide that we needed to do something different on an experimental basis.’

Professor Baker

At a prior faculty meeting, “a proposal which would have made major substantive changes in the overall Legal Career Opportunities Program was put before the faculty and there were a number of questions...of that proposal, both in terms of what would be done in the Legal Skills course and in terms of the relationship of that course to the writing component Sandy Kerber has been handling almost since it began. That proposal...was not approved.” said Professor Steven J. Werber. Werber has taught Legal Skills and Analysis since the early 1970s. Sandra J. Kerber, Legal Writing instructor and consultant, has been affiliated with LCOP for the past 17 years.

Baker said the number of instructors of Legal Skills and Analysis will be reduced to one. She will teach all sections of the substantive component, previously taught by various faculty members, and the writing component, previously taught by Sandra Kerber.

“The emphasis in the past has been primarily on learning how to read a case and briefing. While there is an amount of legal analysis that goes into that process, it doesn’t get to the hard part - to be responsible to learn a body of law and remember it for the long term and be able to use it fluently in writing exams,” Baker said.

‘...major substantive changes in the overall Legal Career Opportunities Program were put before the faculty and there were a number of questions...’

Professor Werber

Baker proposed that Agency Law be taught in the Legal Skills and Analysis class. “The reason for selecting Agency is that it’s a really basic set of materials but it’s not taught in the first year so there won’t be any overlap in the first year materials...It is something that can be structured in a way that will duplicate...the first year experience,” she said. She hopes that uniformity of approach will result from the proposed change.

“The Legal Skills course in and of itself has always been taught by the individual professor with the materials and focus that he or she saw fit,” said Werber. “I am assuming that Professor Baker is going to teach a course in Legal Skills and Analysis which is going to focus as its material end on various cases in Agency that cut across Torts, Contracts and Property and that she is going to tie that into a major writing course as well.”

SBA Elections

continued from page 3

CRUSE: Thank you to all students who took the time to vote in the SBA elections and especially to those who supported me. I look forward to working with Scott, Sid, and Vince to make this school a better place to be. As the “communications center” for SBA, I encourage anyone with questions, suggestions, or even complaints to stop me and pass along your thoughts. There’s a saying that goes, “Do something; lead, follow, or get the hell out of the way!” I have ruled out the latter two and am ready to help lead and hope for your continued support.

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Law and Economics
Debate in Family Situations Brings Two Scholars to C-M:

Robert Scott & Charles Goetz Face Off

By Colleen Sweeney

Law and Economics and the Family: An Unholy Alliance, was the topic of the debate between Robert Scott and Charles Goetz during a recent Cleveland-Marshall Fund lecture.

Scott and Goetz debated the application of law and economics to the family situation and in particular, the Baby M. controversy. Scott had the hostile side of the argument while Goetz advocated for the application of economic tools to legal problems arising in the family situation.

Scott started the debate saying a sort of Wizard of Oz anxiety exists when utilitarian tools are used. Legal institutions prefer to be robbed in high principles rather than pragmatic considerations, he added. Economic models, such as the bargain theory, attempt to illuminate the choices made by private actors. Scott suggests that some legal institutions prefer to remain mystical. Another reason there is some hostility towards law and economics is the fact that it is inappropriate to analyze intimate relationships in market terms.

Scott agrees that limitations exist when economic models are applied in the context of family law. For example, in Baby M, not all the costs and benefits are revealed by the actors at the time of the bargain. The measuring rod of money becomes inadequate in light of the pervasive psychological factors.

Goetz argued that the tools of law and economics can be applied in the context of family law. He states that the past goals of family law have become outdated. Domestics bonds are no longer limited to family units designed for child-raising. The sex-linked economic differences are no longer prevalent. The law has remained in the dark about regulating intimate relationships and has ignored new forms of relationships such as marriages of the elderly, roommate relationships and homosexual relationships. Law and economics may be able to broaden the umbrella of domestic bonds.

In conclusion, Goetz and Scott agreed that whether we like it or not, we are compelled to associate in some pursuit of advantage. Informational problems may be ameliorated when the law addresses the conflicts that undermine relationships. If economic tools are able to improve the regulation of complex relationships, then they may be worth considering, in spite of their threatening models and seemingly abstract theories.

Death of Student Remembered

"Any man's death diminishes me."
- John Donne

By Richard Loiseau

Does it really? Logic would suggest that an individual’s death would not diminish but rather enhance everybody's life, since the more who die off, the more space and material there will be for those who remain. Hence, before his conversion, Uncle Scrooge preferred to let people die in order to “decrease the surplus population.” No. This is too sadistic.

On the other hand, a community is a map of interconnections. Anyone’s death amounts to a missing link and thus jeopardizes the survival of the whole human system. Should the death of anyone (a stranger) affect us? Better yet, closer to home, how should we feel about the death of a C-M student?

LaTanya Livingston was only 25 years old, “in the lusty prime of her vigorous youth,” when she found, dead, March 11, 1987, at a suburban golf course on the East Side. The coroner ruled her death as the result of “exposure after falling into water and hitting her head.” It was reported that her eyes were still wide open when her body was recovered. One mourner said, “she looked as though she was going about her business when she was abruptly interrupted.” Another said, “It was like an unfinished play.” Death has a way of sneaking up on us. Just when you least expect it. For the first time of her life, LaTanya Livingston had a big break: to come to Cleveland-Marshall and study to become a lawyer. She was finally going to break the cycle. Within three to four years, she thought, she would be set for life. By then, she would be a lawyer. But something went terribly wrong: God made other plans for her.

What does the C-M community have to do with all that. After all, we sincerely regretted her death. Was it a brief pang of pity and sadness or sympathy? Let’s hope it was sympathy. For sympathy, unlike pity, must have some applications to the future. If we do not feel deeply the deaths we are powerless to prevent, how would we be alert to the deaths we might put end to?

A community can best be judged by the degree of care and compassion it shows for its citizens. The fall of every civilization is usually accompanied by a decadence of its social, moral and spiritual values. Civilization is tested by its screams. One has the choice to hear or not to hear, to help or not to help.

LaTanya Livingston screamed for help. The C-M community did not hear her. Perhaps, you will hear the scream again. Someone else will tell you it was not a scream. Or it was not important. Or it was a kettle whistle. No one will ever be sure if there ever was a scream, until a body lies in evidence.

The GAVEL extends its condolences to the family and friends of LaTanya Livingston.

Robbery Thwarted by Parking Attendant’s Fast Foot Action

Cleveland-Marshall’s snack bar operator Fran Borucki was mugged outside the law school the day before St. Patrick’s Day.

A woman came into the school and sat down across from the snack bar during the afternoon close to the shift change. Fran and Angie Mitchell tried to help the woman, giving her some coffee, because she appeared to be sick, Fran said.

When Fran left work, the woman followed her into the parking lot and stuck her finger in Fran’s back telling Fran to give her the money. Fran turned around, and recognized the woman. The woman then grabbed Fran’s purse and ran across E.18th into the parking lot behind the College of Urban Affairs.

CSU police officer James Morris was coming to the law school at the same time to pick up a deposit from the library. Morris saw the woman running across E.18th, being chased by Jon Trimboi, police said. The parking attendant saw what was happening and tripped the woman as she ran by.

Morris arrested Annetta C. Cone of 1919 E. 55th, and she was charged with robbery, police said. Cone is not a student, or faculty or staff member, police said. No injuries were reported.
Woman's Law Caucus Speaker Series Continues: 
Former C-M Professor Details Direction to District Court

By Sheila M. McCarthy

Federal District Court Judge Ann Aldrich recently talked about the unusual route she took during her legal career which led her to the federal bench. Aldrich was the first female professor teaching at Cleveland-Marshall before being appointed to the federal bench for the Northern District of Ohio by former President Jimmy Carter.

During her talk, sponsored by the Women's Law Caucus, Aldrich told the audience that when she entered New York University Law School in 1948 she was the only woman in a class of 180 students. At the time, NYU also had no female law professors, so, Aldrich's only role models were Portia in Shakespeare's "Merchant of Venice," and Kathryn Hepburn in the movie "Adam's Rib."

Aldrich did not initially intend to practice law, but the dean of NYU managed to talk her into taking the bar exam, which she did, three times.

Throughout the 1950s, female attorneys encountered extremely bleak employment opportunities. Even though Aldrich ranked first in her class and served as editor of the Law Review, she had to tailor her legal career around the few professional areas available to women: international law and government. Due to her background in international relations and French, Aldrich secured a position working for the International Bank for Reconstruction and Development in Washington, D.C. in 1951. After passing the District of Columbia bar, in 1952, Aldrich worked as an associate for Samuel Nakasian, a Washington attorney, until she started working for the Federal Communications Commission one year later. Aldrich had met Nakasian as a teenage girl while she was in Europe.

Aldrich's career with the FCC was put on hold in 1954 when she moved to the Philippines for a few years because her husband was transferred there. During her stay in the Pacific, Aldrich worked as a civilian attorney at the Subic Bay Naval Station defending marines. She later returned to the United States and resumed working for the FCC.

Aldrich represented the United States as a delegate to the International Radio Conference in Geneva, Switzerland which took place in 1954. She was the only female out of six hundred delegates. At the conference, she was the spokesperson for the United State's drafting committee: the only person on the committee who could speak both French and English.

Aldrich, however, declined not to pursue an international lifestyle because she did not want to keep dragging her children to conferences scattered around the globe. She moved to Connecticut, retired temporarily, and developed her personal life. On the day John Glenn blasted off into space, Aldrich, while ironing clothes, decided that she wanted to do something more. One day she saw an advertisement on the back of a newspaper announcing that the United Church of Christ in Miss. was soliciting help to fight a lawsuit against the FCC. Guided by her knowledge of the FCC, Aldrich became involved in the case. Office of Communication of the United Church of Christ v. FCC, 359 F.2d 1001, established a consumer theory of standing which enables the public to bring a lawsuit when the government agency created to protect the public fails to do so.

Eventually, Aldrich returned to NYU to earn advanced degrees. After finishing postgraduate studies, she wanted to find a job with flexible hours so she could raise her children. In 1968, Aldrich accepted a teaching position at Cleveland-Marshall. She continued teaching until May of 1980 when former President Carter appointed her as a Federal District Judge.

Barbara Besser, a trial attorney for the EEOC, will speak April 5 at noon in room 11, about opportunities available to women in public agencies.
C-M Professors
continued from page 8

utual leadership as demonstrated through service to the public and to the profession.

Rank of associate professor is achieved when the Personnel Action Committee is satisfied the professor is fully competent as a teacher and demonstrates significant scholarship, outstanding intellectual leadership beyond the university community or exceptional achievement as a teacher. Advancement to full professor is considered when the professor demonstrates excellence in teaching and has an outstanding record in scholarship or intellectual leadership as a practitioner in his field.

Competent teaching is defined as having a comprehensive knowledge of the subject matter taught; well organized class sessions; ability to make students think and participate in class; reasonable evaluations of student work; development of innovative teaching methods and materials.

Scholarship is defined as effective written communication of original research. The depth, precision and balance of the work should be demonstrated in published treatises, books, law review articles and professional journals. Scholarship also is evidenced in such writings as briefs and memoranda of law, published teaching materials, practice manuals, statutory drafting.

Outstanding intellectual leadership is usually demonstrated by evidence of a national reputation. It also includes contributions to the work of professional associations, legislative bodies and organizations performing public service by drafting legislation, uniform laws and court rules.

According to university policy, faculty members determine the amount and character of work pursued outside the university with “due regard to his paramount responsibilities within the University and his primary loyalties to it.” Outside “consulting activities should contribute to the enrichment of the teaching and/or research competence of the faculty member.”

Compensation at C-M for assistant to full professors ranges from about $40,000 to $70,000 per academic year. Individual raises are negotiated with the dean of the law school who then submits recommendations to the CSU administration. All salaries of CSU employees are open for public inspection at the main library reference desk.

Downtown Law Firms Rate C-M Clerks
continued from page 10

and it has been a mutually beneficial arrangement. Most of my law clerks have had successful legal careers.” A. Wincek.

“Law schools being what they are, how can one practice law without a good clerking experience?” David B. Gallup.

“CM tends to have a more practical oriented student body probably due to the older students going at night, who have had other professions. This is good but law school should NOT become just a trade school. It involves a delicate balance. A good student from CM compares favorably with a good student from other law schools.”

“Each Spring we receive numerous resumes from 1st year CWRU students but few from Cleveland-Marshall. We’d like to hire more from C-M, but can’t unless the students show an interest.”

“Some of our best clerks are from CSU. Keep them coming!”

Photos by Lynn Howell

Next GAVEL Deadline...

...is Tuesday, August 30, 1988

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Students enjoy a relaxing drink and conversation at the Barrister's Bash on March 12, at Gray's Armory. Photos by Lynn Howell

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