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Professor Howard Oleck, Faculty Advisor to the Cleveland State Law Review for the past sixteen years, has asked to be relieved of his assignment citing "intolerable pressure" as a factor. According to Dean Craig W. Christensen, who has not acted upon Oleck's request, it is not expected that the matter will be resolved before the end of the fall quarter. Pending such action, Dean Christensen will personally serve as Acting Faculty Advisor to the Law Review.

"In this situation, as I have complained to the administration repeatedly, results from two factors," declared Prof. Oleck, explaining his position. "One is the administration's apparent attitude that the students could do no wrong, and two is the discouraged persistent (though bland) pressure from Pete Zawaly (the present Editor-in-Chief) to try to reduce the Faculty Advisor of the Law Review to a position of abject subservience to the student-elected Editor of the Law Review," he went on.

The decision to change the format of the Law Review after last spring's issue, a decision made without first consulting the advisor, charged Oleck, seemed to be the beginning of the dissonance between Prof. Oleck and Mr. Zawaly. "The administration seems to have discussed redirection of the Law Review policy last winter (a question full of academic importance) with the Editor (not the faculty) long before that subject was mentioned to the Faculty Advisor (and the first mention to me was by the Editor, last Spring)," continued Prof. Oleck.

The Cleveland State Law Review in the past has been composed solely of articles, written by students, faculty members, and outside authors. The inside of the magazine format has been changed to include notes and comments written by students. The main articles now will be written mainly by Law School faculty and outside authors.

According to Prof. Oleck, the "serious friction" began with the first article sent to him for the September 1972 issue. There was a disagreement between Prof. Oleck and Mr. Zawaly as to whether the article had been sufficiently edited to submit for publication. Prof. Oleck also charged Mr. Zawaly with refusing to submit to him buck slips, for corrected articles, by which he could grade the board members' buck slips, who worked on an article. The final event that led to Prof. Oleck's request, according to Oleck, occurred when he returned to the city after a speaking engagement at the American Bar Association Conference in San Francisco. At this time Prof. Oleck states that Mr. Zawaly telephoned him and said "that my absence had delayed the production of the issue". The next day Prof. Oleck handed in his request to be relieved of the assignments as Faculty Advisor to Law Review.

When asked what he thought about Oleck's request to be relieved of his duties as Advisor to Law Review, Mr. Zawaly replied, "Suffice it to say that much of what Mr. Oleck alleges in this matter is lacking in factual accuracy. Beyond this, I wish not to pursue. I am comfortable with my personal conduct and regret sincerely that it may have caused any ill feelings." Mr. Zawaly declared that he did indeed find himself presently in a dilemma. He continued stating, "There could be much said about the new standards, goals and aspirations of the Board of Editors, among which there is an aura of excitement and expectation that can be found only where there is a deep conviction that what is being done, is being done for personal satisfaction, but for the overall betterment of the cause at hand."

The issue presently extends beyond Prof. Oleck's request to be relieved of his assignment as Faculty Advisor to Law Review. A proposal has been submitted by Prof. Oleck to the law school Curriculum Committee asking them to drop the three credit hours that can be earned as a Law Review Editor. The Law Review Staff is adverse to this proposal. The Curriculum Committee will make a recommendation on the issue at their next meeting. This recommendation will then be voted upon by the faculty. The decision at this meeting will also affect the Moot Court Board, as they are believed to enjoy the same academic status as Law Review. The Moot Court Board is also very much opposed to Oleck's proposal and is curiously wondering how they have become involved in this whole situation.

IMPORTANT NOTICE ON CSU HOUSING

Due in large part to the recent nation-wide recruiting activities of the College of Law, a need for off-campus housing services arose at CSU. In an attempt to provide such help, David Levin (College of Law, '72) organized the Housing Bureau last year. Barbara Kaye Besser assumed the position of director last spring, and at present continues to function in that capacity.

The Bureau lists all kinds of housing arrangements (apartments, rooms, houses, and room and board for odd jobs) in just as varied a price range. Accommodations are separated as to type and location—east, downtown, west. Most of the listings are received by telephone or letter from those who have available space. The lodgings which are advertised in the papers are generally too costly for most students' budgets.

The Housing Bureau would appreciate any information you might have concerning available rentals. Also, it would be glad to help you in finding a roommate. The Bureau is located at 101 Mather Hall, ext. 2061.
EDITORIAL: GRADING

by C. Noll

"The grade that you receive in this course is important. It matters how much you have learned. Each student has heard that tired old phrase, or some variation upon it, many times during his academic career. Hardly anyone believes it, but little if any of what he listens to is true. What we have learned through a long series of misperceptions is that we should not believe the grade we have received in any course."

The academic record or has gained a prestigious position in an organization such as the elite college or law school. He can then demand grades that are in keeping with his status. Admittedly, the simple fact is available to many of the major law firms in Cleveland and New York. The practice is so prevalent that the majority of the students rely on law school grades as the primary factor in deciding whether or not to hire an applicant. Therefore, since it requires not only a job, but also a personal and professional commitment, it is necessary that a student be directed on the right track. This practice has so often been carried out that it is hardly anyone believes it, but little if anything is true. What we have learned through a long series of misperceptions is that we should not believe the grade we have received in any course."

In closing, it should be made clear that although the practices described here are very prevalent at this Law School, they are not unique to this institution. However, far too many professors do not understand their own role in the grading process. They spend too much time on routine matters and too little time on the students' performance. The system is seriously flawed. "Professor shopping" by failing large numbers of students is impossible. As long as the students answer that call. The administration's plea was the quite widespread student dissatisfaction with such a system. The system was adopted to make the Gavel more informative. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature. The system was adopted to make the Gavel more informative. The reason often given is that the matter under consideration is entirely of an administrative nature.
and how I adjusted to it and all that. F.
about it, the first thing you'll probably
want to know is how hard law school
and in the second place, my teachers
and all, I'm not saying that, but
Christmas-time, when I really had to
things, especially the Dean. Besides,
my first year, up until around
Christmas-time, when I really had to

Anyway, it was my first day of law
school and all. I was feeling nervous
and jumpy as hell. This crummy
schedule they had sent me a week
before school began said my first
class of the day was Contracts.
Contracts, for God's sake; I couldn't
even understand how baseball and
football players contracts worked
whenever I read about them and I
liked that stuff. Baseball and football
players always knocked me out. I'm
not very athletic and all, but football
players really got me. Baseball players aren't too bad
either, I like that Alcindor— Fer dinand Lewis Alcindor.

Anyhow this Contracts class was
really scaring the hell out of me. In
the first place, the prof had posted
an assignment on the bulletin board
for the first class in the middle of
Christmas, just in time after Christ -
ke's sake—and it was a million
pages long. I even tried to
read some of it, at least the first
couple pages, the night before class,
but I couldn't even get through the
first lousy paragraph. So I put down
the old Contracts text and thought of
Torts. I just decided to try and get

Anyhow the next class I went to was
Torts, which is different than most
other law courses and all. I don't
know how to explain it exactly, but
the minute you walk into a torts class
you feel like a goddamn gladiator back
in Rome, except that instead of wanting
to kill people, you get this madman
having to sue everyone in the whole
damn world. At our law school there
are two guys teaching Torts—I know
because I switched teachers twice, I
really did. Anyhow, don't you bother
switching around, I mean it, because
it won't do you any good. One of
the teachers is a damn general who
scary the hell out of you, and the
other one is a damn dynamo who
scary the hell out of you, and the
other one is a damn dynamo who

Class preparation—now there's
the aspect of law school that really
scary me up—because its the kind
of homework thats so long and
grinding it depresses the hell out of
me, but hard and interesting enough
that it challenges me to death too. I

Now I fear the development of the
impossible love wherein this
ixie with her impossibly fat thighs
and the blindfold, whom I have come to
in devotion and with the conniving
concentrically-hooked Queer, the
will pull me away from my family and
simultaneously push me off with
immeasurable tests and requirements
of commitment.

But I'm excited about learning, and
this eclipses fright. This pupil wishes
to begin.
Dean Craig Christensen appointed the following as full time members of the law faculty:

- GARY T. KELDER, Assistant Professor of Law. Mr. Kelder received the B.A. degree, cum laude, from the State University of New York at New Paltz in 1968 and the J.D. degree, cum laude, from Boston University Law School in 1971. He was affiliated with the Boston Legal Assistance Project and the Boston University Center for Criminal Justice during and following his senior year in law school. During the past academic year he has been a Criminal Law Education and Research Fellow and a candidate for the LL.M. degree in Criminal Justice at New York University.

- ARTHUR R. LANDEVER, Associate Professor of Law. Mr. Landever received the A.B. degree, cum laude, from University of Wisconsin, New York University, in 1957. He received the J.D. degree in 1960 and the Ph.D. in Political Science in 1969, both also from New York University. In law school, he was a Root-Tilden Scholar and an editor of the Law Review. He engaged in private practice in New York during 1961-62 and was a teacher of Political Science at Brooklyn College, C.U.N.Y., in 1963-65. From 1967 through the current academic year he has been an Assistant Professor of Political Science at the University of Miami. In addition to his teaching responsibilities, Professor Landever has been a member of the faculty of the Texas Southern University School of Law where he has taught Contracts and Legal Writing. In addition to other teaching responsibilities, Professor Douglas will continue at Cleveland State University College of Law and will introduce a new course into the curriculum in this new subject area.

- Gordon S. Friedman, Assistant Professor of Law and Assistant Director of Clinical Legal Education. Mr. Friedman is a magna cum laude graduate of Miami University. He received his law degree from George Washington University in 1967. From 1967 to 1970 he was an attorney in the Public Defender's office of the State of Ohio. In 1970 he was awarded the J.D. degree from Stanford University for his work in computer law. During the current academic year he has been a member of the faculty of the Texas Southern University School of Law where he has taught Contracts and Legal Writing. In addition to other teaching responsibilities, Professor Douglas will continue at Cleveland State University College of Law and will introduce a new course into the curriculum in this new subject area.

- Robert J. Willey, Visiting Associate Professor of Law. Mr. Willey received the A.B. and J.D. degrees from the University of Nebraska in 1949 and 1951. In law school, he was elected to the Order of the Coif. From 1951 to 1953 he was a law clerk to Federal Judge John H. Swayne in the United States District Court for the Southern District of Ohio. From 1953 to 1954, he was a law clerk to United States District Judge Robert H. Jackson in the United States District Court for the Eastern District of New York. During the current academic year he has been a member of the faculty of the University of Michigan School of Law. In addition to his teaching responsibilities, Professor Douglas will continue at Cleveland State University College of Law and will introduce a new course into the curriculum in this new subject area.

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**SPRING and FALL for MOOT COURT**

by J. Gallo

This past spring the Moot Court Board undertook the task of expanding and bettering the Moot Court Program. With the help of Tom Begley, Joe Gallo and Tom Begley, set as their immediate objective the difficult job of making the selection process of team members more objective and meaningful. It was decided that an effective way to accomplish this goal would be to observe brief writing and oral advocacy skills of candidates. A competition involving pre-written and impromptu briefs for those students then currently enrolled in brief writing classes got underway early in the Spring term, utilizing problems created by brief writing professors and the Board. The competition had its ups and downs, but for the most part, it proved to not only a useful and effective learning experience for all participants, but a very challenging one for one group of judges. Because of the competition, the Board received a positive response from the students involved, a category that will also be given On Moot Court Night. This year's National Moot Court Competition problem seems, at first blush, to be a very romantic environmental problem centered on the air polluting activities of Heter Smelter, Inc. of Downwind, Effuvia. In reality, it is a very nuts and bolts type problem, involving the kinds of practical issues facing environmentalists hoping to use the Federal court system to help their cause by private citizens seeking injunctive relief and damages in an effort to enforce the standards of the Clean Air Act. The Team is again faced with what seems the monumental task of analyzing, researching, writing, and preparing the problem for oral argument in the 1972 Regional Rounds in Detroit. Members can be seen hard at work, surrounded by piles of reporters and law reviews and papers and... this year Cleveland State University College of Law is going to New York's final rounds!

**MEMOS from TWOPROFESSORS**

by Goshien and Kelder

Because of the course descriptions which appeared in the orientation handbook, the Gavel abandoned its one year precedent of publishing the teachers' course descriptions for the fall quarters in its first issue from fear of duplicating the handbook. From the boredom of following most professors' directives to copy the course descriptions for the fall, the students followed the path of least resistance. However the following professors took the initiative of submitting to the Gavel lay-out plans for their fall courses and we happily defer to the descriptions:

Professor Kelder (new faculty member):

During the Fall Quarter I will be teaching courses in Personal Property and Criminal Law. In each of these courses the student will hopefully become acquainted not only with certain basic principles of substantive law in the particular subject area but additionally, and most importantly, with the processes and dynamics of legal decision making.

Professor David B. Goshien (old faculty member):

CONTRACTS: The thinking man's introduction to law school. How to course description found themselves in the law school catalogue and from laziness.

**TAXATION:** The Gospel according to Bittker. The Internal Revenue Code of 1954, the 1969 Tax Reform Act, regulations and ramifications. A conceptual case approach to introducing advanced and accomplished law students to a basic code, legislative history, common law case-by-case development, public policy economics and politics. The key is C.

**PROFESSIONAL RESPONSIBILITY:** A discussion course designed to bridge the gap between the ivory tower on the one hand and the realities of imminent practice. Paper topics will be chosen and form the basis for final grade. The Canons of Ethics and the new Code of Professional Responsibility.