11-1982

The Advocate

The Advocate, Fordham Law School

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FACULTY QUESTIONNAIRE FLOPS

In my initial enthusiasm about being Editor-in-Chief of The Advocate this year, I thought it would be a good idea to write an article or two specifically focusing on the faculty of the school. Toward that end, I prepared and distributed a questionnaire to each faculty member in order to gather the necessary information.

They were asked to comment on six questions which can be summarized as follows:

1. Evaluate the most common failings of students;
2. Whether they had encountered any problems with how the material they were to teach should be taught; whether enough class hours were provided to adequately cover the material; whether there were any other problems they faced in this general area;
3. What was their opinion on professors who come to class unprepared;
4. How did they feel about professors who were inaccessible, abusive, or uncaring to their students?
5. Whether, if given the chance to choose again, they would still pursue a teaching career; and if so to share with us what made teaching a rewarding experience for them;
6. To comment on any other problems they faced at the school.

After the questionnaires were distributed on September 10th, I settled back and looked forward to their eventual return to me. I am still waiting.

Out of the 50 or so questionnaires distributed, 2 have been answered and returned. There are a number of possible explanations for this. Two professors were kind enough to discuss at length with me what they saw as the main problem. As they saw it, two of the six questions asked (#3 and #4) could only elicit one response. For example, no teacher would agree that it is good for a professor to be inaccessible, abusive, or uncaring to his or her students. Nor would anyone think that it's O.K. for a professor to come to class unprepared. Since these two questions were found wanting, in their opinion, that made the entire questionnaire faulty, and therefore not worth answering.

During a conversation I had with yet another professor on a different matter, it came out that he too objected to questions 3 and 4. He went a little further and characterized me as coming across "like a bomb-thrower," and denigrated my efforts to the point of saying that my standards appeared to be that of The National Enquirer as opposed to the higher standards of The New York Times!

Another possible explanation for the lack of response to the questionnaire is that The Advocate may not be the appropriate forum for the faculty to air their problems. If this is true, I understand and respect that position. What I find difficult to understand or respect, however, is the lack of any effort at all on the part of the vast majority of the faculty to inform me of this. I do not think that the inappropriateness of The Advocate as a useful forum for the faculty is that self-evident as to warrant total silence from most of the faculty.

As many students are now learning, silence can be interpreted in many ways. Given the circumstances, how shall we interpret the faculty's silence here? Can it be that the answer to question 4 of the questionnaire is not as self-evident as some professors would have us think? Question 4 reads in whole:

Although a certain degree of professional distance between teacher and students is sometimes necessary, what is your reaction to professors who carry this to an extreme and make themselves totally inaccessible to their students? who are abusive to their students? who do not care about their students?

The purpose of the questionnaire was to help bridge the gap in communication between teachers and students: to help the faculty by letting the students see the problems teachers face at the school and thereby elicit the understanding and support of the students to help solve these problems. The overwhelming lack of response to the questionnaire answers question 4 for me. It is up to the other students of the school to decide whether it also answers it for them.

M.A.

STUDENT FACULTY LUNCHEONS

In an effort to help bring the students and faculty of the school closer to one another, a series of luncheons were held during the month of October. There was plenty of good food (a boon to many of us who are normally restricted to peanut butter sandwiches), a nice comfortable atmosphere to digest it in, and plenty of conversation. Unfortunately, most of the eating, drinking, and talking was done by the students; a natural result, since they were usually the only ones there. A few faculty members did show up, but it seemed as if it was always the same three or four professors at each luncheon.

I'm glad that there are at least three or four professors at the school who enjoy meeting and talking with the students. But, I'm pretty sure that there are more than three or four teachers at the school. In fact, I know there are. I see them in the hallways, in the classrooms, coming in and out of their offices. Sometimes they write for the school journals, they've been mentioned in The F.L.S. Newsletter put out by Dean Hanlon, and they even congregate in small groups in the school cafeteria. Yes, there is every indication that there are more than three or four professors at the school.
Dear Dean Feerick...

It would be an understatement to say that the dismal condition of the Law School's physical plant (or rather, perhaps, the lack of physical plant) is the biggest complaint most students have about school this year. Since the building campaign has been named a top priority of the Administration it would serve no purpose to list the inadequacies which will hopefully be corrected by the school's expansion; in response to a recent Advocate survey, however, students did express dissatisfaction with a number of other conditions at the Law School which they feel could easily be rectified by the Powers That Be. Among the most frequently aired complaints are:

1) Lack of air/ventilation; erratic air conditioning and heating systems. "This school is stuffy, stuffy, stuffy—I get headaches from just sitting in the library," complained one student, "And it has nothing to do with the material I'm reading." Others cited a heating system that gets turned on full-force during mild weather and an air conditioning system that was shut at five o'clock each evening during the summer months, regardless of the fact that there were many students using the library after that time.

2) The Library chairs. Many students find the low-back chairs in the library ill-suited for study. "They're too low for the tables and afford little back support," commented a third-year student. "While I enjoy the spirit of competition, the race each day for the five or six hard-back chairs is beginning to get annoying." While this complaint might sound trivial, the Library's place as the focal point of the Law School and the importance it plays in every student's life make the complaint a significant one. Surely decent chairs are but a small investment in a lawyer's future orthopedic health.

3) The Cafeteria. (Need I say more?) While most students enjoy company for breakfast this does not necessarily include four-legged rodents and vermin scurrying beneath their tables and near their food. Vending machines that never work, too small a variety of food were also cited—as was the Cafeteria's closing at an hour too early for students taking evening courses. "If I want to get a cup of coffee during my class break I have to make a mad dash to the Deli and pray I get back in time," lamented one evening student. "The coffee from that machine in the Cafeteria consists mostly of lukewarm water."

4) Too few Xerox machines. "Not only are there too few machines," complained one student. "The ones that are there are always broken." The same complaint was made about the change machines in both the Cafeteria and the Xerox room.

5) The curriculum. Students regard the first year program as "excessive"—especially when compared to that of other schools. "My friend at St. Johns has four courses this semester," noted one first-year student. "She's not even taking legal writing until the fall and she had the chance to take an elective in the spring. She laughs when she hears I'm carrying seven courses." Upperclassmen also kvetched about the number of courses required in the second year and the sparsity of electives offered during the day this fall. "I've never been so bored in my life," commented one second-year student as he placed another quarter in The Black Hole.

6) Lack of a cohesive advisement program for upperclassmen. While the recent appointment of Dean Hollister as Dean of Student Affairs is certainly a step in the right direction, one of students' biggest beefs is the lack of any formal advisement program. While many faculty members are genuinely willing to assist, the needs of the student body can only be served by an official, cohesive program. "I didn't know what to sign up for this year, which professors were "good" and what courses I was supposed to take in preparation for the Bar. Registration was a horrible experience."

7) Employment (or lack thereof). It would be a safe estimate to say that at least three fourths of the second year class has expressed what ranges from mild consternation to rages of anger at their current employment situation. It should be noted, of course, that the blame for this situation should certainly not be placed on the Placement Office, whose directors have certainly done an admirable job in an extremely tight market. The fact that many students on law review and a majority of those below the top tenth of the class share a bleak employment picture, speaks ill not of the Placement Office, but of the Administration whose top priority at this point should be its student placement. Said one student: "I worked myself to the bone last year, did relatively well, and all I have to show for it is a nice transcript and a black interview suit which is gathering dust in my bedroom closet." While students recognize the tight job market, most feel the Administration should devote more effort to its contacts in the more "medium-sized" and "smaller" firms.

8) Depressing surroundings. While the Administration has recognized the inadequacies of the physical plant, some offered suggestions to alleviate some of the more glaring problems. Some proffered advice:

a) Paint the lockers. "The lockers at St. Johns are bright yellow," noted one first-year student. "It makes a big difference walking into the locker room. When I see my locker all I get is depressed."
GUIDANCE FOR ELECTIVE COURSES SORELY NEEDED

One of the most common complaints from the students of the school is the utter dearth of guidance for the selection of electives. Minimal guidance used to be given in the school catalogue by placing asterisks next to certain courses which would indicate that they should be taken if one were interested in pursuing a specific area of law. But, for some reason, this was discontinued.

Dean Crowley has suggested that students consult individual faculty members on an informal basis for help in selecting electives. His sincere concern for the students at the school is well reflected in this good faith suggestion. However, I'm sure that even Dean Crowley would admit its impracticality when faced with 1,000 students lined up outside his door seeking guidance.

A more realistic and efficient alternative would be a supplement to the law school catalogue specifically dealing with electives by area of law. It would be prepared by the faculty and divided into separate areas of law. For example, if a student were interested in Labor Law, he or she would turn to that page. There the student would find the names of the professors who specialize in that area and their office numbers. Below that would be a list of the various electives that the student should take, together with a brief description of each course. Also, a separate column next to each course listing would include a brief explanation of what each course is designed to add to the student's knowledge about the particular area.

A guidance supplement such as this would probably answer most of the questions students have. If, for any reason, a student had further questions, he or she would know exactly which professors to see, and could talk intelligently on the matter since they would already have the basic information. Also, it would save professors endless hours of time repeating the same basic information to student after student.

We strongly recommend that this kind of guidance supplement be prepared as soon as possible. It will require a minimum amount of time and effort while resulting in the maximum benefit to the entire school community.

M.A.
The Republican Law Student Association (R.L.S.A.) is off to a very good start this semester. On October 25th, the club sponsored a lecture concerning the medical and psychological effects of a nuclear war. Dr. David Weinstein and Dr. Katherine Falk representing the "Doctors For Social Responsibility" addressed a group of students at the Lowenstein Center. The two physicians told about the horrifying effects of nuclear disaster, especially in an area such as New York City. The physicians believe that the only cure for this disaster would be to prevent it in the first place. They advocate a bilateral freeze on nuclear weapons and eventually complete disarmament. Everyone enjoyed the lecture and the wine and cheese reception that followed.

The club's membership is continually growing and everyone is invited to join the group. The R.L.S.A. hopes to become more involved in the school's affairs by providing the students with lectures concerning important topics of the day.

On November 15, 1982 at 7:30 p.m., the chapter will sponsor a lecture by Senator Dunne in the Faculty Reading Room. The Senator is actively involved in insurance law and will speak about "Products Liability" and "Workmen's Compensation". A wine and cheese reception will follow.

The R.L.S.A. has been funded money to present a movie and other lectures for next semester. Any suggestions concerning speakers or topics will be greatly appreciated. Please address any suggestions to our S.B.A. mailbox.

Stephen V. Rossetti

Fellow Students,

I would like to share with you some thoughts and information regarding your school and SBA. To date, the SBA has organized first year orientation; worked with Dean Hollister to implement a Student Advisor Program; run another successful Boateus Rideum; and held a very well attended party in the basement "reading room". We had our annual budget meeting and allocated funds to all your student organizations. We've funded seven weeks of open basketball at Power Memorial gym. We assisted Dean Hollister in arriving at the new "bulletin board policy" and are currently working with her to develop a better library operations schedule. In the not too distant future we will be distributing copies of past exams for required courses, conducting faculty evaluations for courses ending this semester, and printing a new student directory.

When I speak of the above in the plural, we, I do so purposely. Nothing is accomplished at this school by solo effort. Rather, cooperation and involvement are the keys to getting things done. To that end I wish to thank all those who have already worked so hard. I would also like to remind everyone of a few things that they can do to help out. First of all, and this is addressed to first year students, please contact your student advisors if you have not done so already—they very much would like to hear from you. Second, please read and follow the new bulletin board policy—use the message board in the basement to contact one another instead of the walls and doors. Third, please reshelve your library books—even the ones you take to the copy room. Last of all, please do not leave your garbage lying about the cafeteria, classrooms and hallways. If the garbage cans are full pile your refuse on the floor near them. That should let us know in no uncertain terms if and where there is a need for more receptacles.

I hope that no one views this message as a reprimand. It is not. It is simply an effort to improve law school life by bringing some things to your attention. Please feel free to bring to my attention (as well as your section representative's) the matters that you feel need attention.

Very truly yours,
Bill Glass
SBA President

On Thursday, October 7, the Environmental Law Council initiated its lecture series by presenting Assistant New York State Attorney General Mary Ellen Burns who discussed the litigation which has resulted from the chemical dumping at Love Canal. Since the events which prompted the controversy remain confusing or unfamiliar to most people, Ms. Burns detailed an informed account of the early history of the canal, its subsequent use as a chemical dump, and its bizarre transformation into a school site. The assistant attorney general then advanced the legal theories which support New York State's $635 million public nuisance damage suit against the Hooker Chemical Company as well as suits by the Federal Government and over 1,000 individuals. Finally, Ms. Burns, while answering questions, commented upon the more unique aspects of the litigation such as the fact that the filings in the case are so voluminous that the State has resorted to computerization to keep track of them. Although the pending status of the litigation somewhat limited the extent of Ms. Burns' disclosures, the lecture was nonetheless interesting and informative.

Anthony N. Uva

Members of Fordham Law Women had the honor of participating in the Fourth Annual Conference of the National Association of Women Judges, October 8-11, at the St. Regis Hotel. Law students from area schools were invited to lend their services at the registration desk, in the hospitality suite and at functions as good-will ambassadors of New York's legal community. Seven schools responded to the invitation with Fordham providing one of the largest contingents.

Although work was to be done at the meetings, the conference's organizer, Justice Sybil Kasper of the N.Y. Supreme Court, encouraged the students to mingle with the judges who represented every state, and "lurk" at all the sessions.

The lurking proved interesting. The conference honored Bertha Wilsa, the first female justice of the Supreme Court of Canada and presented U.S. Supreme Court Sandra Day O'Connor with the "Judge of the Year Award." Justice O'Connor is a charter member of the four year old group.

The NAWSJ's main goal is the appointment of more women judges. By 1985, at least 12% of the bar will be women; will the % of female judges remain at 6%?

The Reagan Administration was noted for its poor record of four female appointments out of 101 federal judgeships and its minimal response to discussions on the issue.

The Conference's mood was congratulatory and exciting, and made a great respite from study.
AN ETHICAL POINT OF VIEW ON TAKING EXAMS

By Tim Brosnan

Exam time is slowly approaching which may make it an appropriate time to address a very delicate subject; an activity where credit is taken when it certainly is not due, commonly known as cheating. Let me preface this essay by saying that in my initial year at F.L.S. I did not encounter anyone engaged in this practice, nor to my knowledge did school officials. Therefore, this is not an accusatory statement but rather a simple reminder to awaken and arouse the collective conscience of F.L.S. (Even law students are susceptible to small human failures.) Hopefully, such arousal is not necessary, however, if even one student is influenced by it, then the entire student body benefits.

In light of the importance of grades at any law school some may find it difficult to keep things in perspective. (Believe it or not?) It is not the end of the world if you fail to do well on an exam. I found it extremely comforting when one first year professor assured my class that "if you do poorly on the exam or in law school as a whole I'm not going to hate you; It is not going to make you less of a person." Cheating, however, will make you very much less of a person. Ours is an honorable profession in which we are entrusted with certain duties. Once you look at another's exam paper or sneak in some notes the honor is gone and the duty is forgotten. Simply put, it's really not worth it, no matter how hard you try to rationalize it.

There is a great deal of pressure going into exams especially once you get to the designated classroom and the proctors begin patrolling like so many prison guards. One way to relieve the pressure of the proctors' presence would seem to be to institute an honor code where each student is his or her own bodyguard. That, however, is a topic best left for another discussion. For the time being, the absolute remedy for exam pressure, proctors or not, is to try to go into every exam totally prepared and confident. Hence, the moral of this story: Only you will know how difficult it is to live with yourself, so study hard and good luck!

BOOK REVIEW
The Killing of Bonnie Garland: A Question of Justice


"It split open like a watermelon."

Richard J. Herrin, a twenty-three-year-old Mexican-American Yale scholarship student described the brutal 1977 murder of his college sweetheart, Bonnie Garland. Bonnie, the daughter of well-to-do parents, had been asleep in her bedroom at her parents' Scarsdale, N.Y. home when Herrin, a houseguest, ended her life by beating her skull open with a hammer he had found in the basement.

Later, a defense fund was set up for the confessed killer, a rejected boyfriend of Miss Garland. Community support, especially among Roman Catholics, abounded for Richard and his predicament. Willard Gaylin, a noted author, and distinguished psychiatrist and psychoanalyst, describes with not unjustified amazement how the killer resumed a relatively normal life after only 35 days in detention; released on bail, Rich-

Student-Faculty Committee

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concerning areas such as inadequate lighting and heating, the lighting schedule in the library, and cafeteria deficiencies have been examined, and where possible, improvements have been made.

According to the current Chairman of the Student Faculty Committee, Steve Roth, the scope of the Committee has become more academically oriented this year due to the welcome formation of various committees by the new Feerick administration designed to deal specifically with issues concerning the physical plant.

According to Roth, the agenda of the Committee's meetings this year will seek to address current problems which include, for example, the lack of adequate security at night. According to Professor Crowley an investigation is underway which will determine whether additional manpower can be employed to alleviate the problem; the present practice where the security desk is left unattended while the guard makes his rounds of the building seems to be unsatisfactory. One improvement, quite simple, has already been made to tighten security: the security desk is positioned closer to the entrance at night so the guard can check I.D. 's of those wishing to enter the building and refuse entrance to those without proper identification.

Course scheduling will also be investigated to determine whether elective courses can be scheduled at times more amenable to the needs of students who now encounter unfortunate (and unnecessary?) conflicts. (i.e. why does it seem that every elective is offered on Thursday?)

Tuition—and where it goes—is another subject on the list of the Committee, which plans to use its influence to find out exactly what goes on in the somewhat mysterious process of finance at Fordham Law School.

In short, all matters of general concern should be brought before the Student-Faculty Committee. Students should not hesitate to approach their elected class representatives who will funnel their concerns to the appropriate authorities. If the problem is one requiring faculty action, the faculty members on the Committee will present the information to their colleagues. Appropriate action can be taken only after there is an awareness of unsatisfactory conditions. Within the limits and unavoidable constraints of their power, the Student Faculty Committee is an effective organization. The process of alleviating tensions at the law school has proven in many cases to be much simpler than one might assume. Thus, if you have a complaint about existing conditions or policies (and who doesn't?), or if you come up with an idea for improvement, make your voice heard. The Student Faculty Committee is a promising starting point. It is encouraging to know that a common ground can be reached. Indeed, it is precisely for this purpose that the Student-Faculty Committee exists.

FORDHAM UNIVERSITY
SCHOOL OF LAW

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If you plan to take the bar exam in these states, a $50 non-refundable deposit will secure the following discounts: MPRE included where required.*

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<th>STATE</th>
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FEB. 1983 bar candidates can call for course schedules. Your campus representatives are:

Head Rep. : Thomas Wall  Pamela Lester  Jeffrey Marder
Sean O'Keefe  Ernest Salstein  Paul Sant'Ambrogio
Eric Schnittman  Naomi Schorr

For further information contact:

SMH BAR REVIEW
875 Ave. of the Americas / Rm. 1104 / New York, NY 10001 / (212)947-3560; (201)642-4404
HELPFUL HINTS FOR TAKING EXAMS—OR "HOW NOT TO PANIC WHEN THE BOOKSTORE RUNS OUT OF EMMANUELS"

The first step is to look on the bright side of things: there are too many lawyers out there already and not enough plumbers. The second step is to calm down. If hundreds of students can pass exams each year, so can you. After all, if half the first year class flunked out each year the Law School would go broke. Since the school has just announced a large building campaign, it needs all the money it can get—and that means yours. So don’t worry about flunking (at least, not until after you’ve paid your second semester’s tuition).

Many students find that imbibing hefty amounts of alcoholic beverages prior to sitting for an exam does wonders for their nerves. There is certainly something to be said for the effects of white wine on fee students can pass exams each year, so can you. After a steamy recitation of section 100.30 of the Penal Law, “The Firecrackers That Rocked The Legal World” (or “Why the LIRR Should Build Heavier Scales”) by Mrs. Irene Palsgraf. A frank, honest account of the decision that launched Justice Cardozo’s literary career. Your professors will certainly respond sympathetically to Mrs. P’s unfortunate tale ("The last time I had such a horrible time on a train was when I took the A uptown”) and will surely be impressed by your knowledge of “Palsgraf” trivia (e.g. What color was Mrs. P’s dress on the day of the accident; Just what was that man carrying in that package—if you thought it was firecrackers you were wrong). Other popular titles include: “The Law of the Fertile Octogenarian” by Alfred Bloomingdale, as well as “The Rule Against Perpetuities: No One Understands It, No One Knows It, and Frankly, No One Really Cares About It.”

If these fail to do the trick there is always the remedy of aggression. Students tend to get hostile around exam time, especially when they learn that all five of their exams have been scheduled on five consecutive days. For this reason the Administration has said it will conduct a full body-search of each student passing through the doors of the law school. Professor Byrn has also announced the installation of a rubber dog in the lobby of the Law School which students should feel free to beat when the going gets tough.

LUNCHEONS continued from page 1

So why the absence of them at the Student Faculty Luncheons? Maybe some of them weren’t very hungry those particular days. Maybe some of them were busy with other things. Or, maybe some of them aren’t very good at small talk. The list of excuses could go on ad nauseam. Your guess is as good as mine. The only people who know for sure are the faculty of the school, and most of them aren’t talking.

BOOK REVIEW continued from page 5

ard returned to college while staying in Albany in the custody of some of his religious supporters. Gaylin describes how the Garlands, bent on vengeance for the killing of their daughter, were viewed by more than just a few as “a bit unchristian”. (The parents of the victim refer to the rallying around Herrin as “the second assault”.)

Gaylin successfully explores such disturbing phenomena as how, common in the American system, victim Bonnie’s “voice from the grave” was virtually absent in court; the murder victim had ceased to exist. Instead she had become a figure in a somewhat unpleasant, somewhat unfortunate, historical event. Ironically, Bonnie’s character (vs. Herrin’s crime) seemed to be on trial in the courtroom. Finally Gaylin explores how Herrin, the criminal, is separated from the brutal crime he committed.

There is one question Gaylin fails to address adequately, if at all. Specifically, what role did Herrin’s underprivileged background play in these events? (Granted support for defendants in murder trials is not uncommon. But would any spurned lover who flew off the handle have received a similar benevolent reception as awaited Herrin?)

Did the sympathetic support originate from the fact that Richard was a product of a far-away ghetto, recruited to an affluent environment where he was culturally and socially alienated in his attempts to fit in? Although undeniably bright, Herrin experienced academic frustration at Yale as well. The combination of these factors—what role did they play in Richard’s rage? Who was at fault for the unfortunate turn of events? Was it just Richard? More importantly, who felt they were ultimately to blame (at least in part)? Exploration of this area is absent from Gaylin’s book. Would the answer to this query explain, at least partially, the rallying behind the defendant?

In all, The Killing of Bonnie Garland is a stimulating piece of reading. But perhaps the questions it leaves unanswered are just as important as the ones it does address if we are to better understand the ramifications of American “justice.”

NOTE: Recently the parents of Bonnie Garland sued Richard J. Herrin (now serving 8-25 years for manslaughter) for more than $2 million in damages for the "wrongful death" of their daughter and the "severe emotional distress" that her 1977 murder had caused them. On October 19, 1982, the civil trial jury reached a verdict: the convicted killer was ordered to pay $40,000 in damages to the parents. In addition, he was also found liable for about $15,000 in funeral, medical, and other costs stemming from the killing.

Paul Garland, a lawyer, felt the case had "established principles and precedents for the rights of crime victims." Noting that the amount awarded by the jury was not important to him, Mr. Garland said, "This has been a sincere effort on our part to seek justice."

The 27-year-old defendant, who is eligible for parole in two years is considering an appeal.
EQUITY HAS CAPITAL REMEDIES

by Matt Sansverie

1. "Equity abhors a forfeiture." It also abhors Mediterranean furniture.
2. "Equity regards as done that which ought to be done." Equity hasn’t heard of Murphy’s Laws.
3. "Equity follows the Law." It also follows small boys.
4. "Equity delights in doing justice and not by halves." Equity goes whole-hog.
5. "He who comes into equity must come with clean hands." He should also wipe his feet at the door.
7. "Equity aids the vigilant, not those who sleep on their rights." If you sleep on your lefts, you may be in the clear.
8. Equality is equity." So, also, is Howard Cosell with laryngitis.
9. "Equity imposes an obligation to fulfill an obligation." Eat your spinach!
10. "Equity looks to the intent rather than to the form." Miss America can pad her swimsuit.
11. "Equity will not suffer a wrong without a remedy." Explain the New Jersey Giants.

Two by Moot

FAMOUS TRIAL ATTORNEYS CORRESPONDENCE SCHOOL

This month: "Which suspect will be indicted for assault in the disco?"

Check here:
1
2

Answers next issue...

Moot

FAMOUS DISTRICT ATTORNEYS CORRESPONDENCE SCHOOL

"GRAND VARIUS"

This month: "Which suspect will be indicted for assault in the disco?"

Check here:
1
2

Answers next issue...

Moot