MITCHELL WINS SBA POST

BY BRIGID MCMENAMIN

Stephen Mitchell emerged victorious from a controversial and heatedly contested race for Fordham Law School’s SBA presidency. He is the first Black Man to rise to this position.

Q: I have to ask, by how much did you win?
A: Four votes.
Q: Were you there when they counted them?
A: No ... I was in the building but I wasn’t there ... I’m a very confident person so I didn’t expect to lose ... I just don’t go into things expecting to lose ...

Despite Cuts Aid Still Available

Students who are currently in college, or who are planning to enroll, should continue to apply for State and federal financial aid. There has been no change in the eligibility requirements for these programs. There may be some confusion at this time because of the widespread publicity regarding the Administration’s proposed cuts in federal student aid. However, it is extremely important for parents and students to know that these proposals are not in effect, says Dr. Dolores Cross, President of the New York State Higher Education Services Corporation. She emphasizes that “aid” is still available!

On February 4, President Reagan sent his FY 86 budget proposal to Congress. The recommended cuts, if enacted, would drastically reduce federal student financial aid programs, causing a loss of half a billion dollars to students in New York State. Commenting on the impact, Dr. Cross said, “The proposed changes to student aid funding levels would severely affect postsecondary opportunities for New Yorkers and would destroy the progress that has been made in providing educational access and choice for all students.”

However, before any of the proposals can go into effect, several committees in both Houses of Congress have to act on them, and the full House and Senate must pass budget resolutions and appropriation measures. Meanwhile, parents and students must be encouraged to apply for both State and federal aid when planning postsecondary education. They should not hesitate in contacting one of Fordham’s “attorneys” (Genis and Rosse) and a witness (Kazmerek).

Second Year Student Elected to ABA Post

On March 16, 1985, the American Bar Association held its spring conference at the New York City Bar Association. Many of the Law Student Division Representatives and Circuit Officers attended. Some of the Second Circuit Law Schools that attended included Fordham, NYU, Buffalo, Albany and Brooklyn. The luncheon for this year’s conference was held at Fordham’s very own campus, Dean Ferrick, as well as many of Fordham’s Law Student Division Representatives, Edward Garbarino (3A), Nicholas Ferrara (2A), Lynn Palone (2B), and Robyn Silver (1B) were there to welcome the ABA representatives.

As well as discussing general business, the spring conference was planned around an informative/educational theme of current interest, for which the resources of both local and state bars and the National staff are often utilized. This year, members from the Concern for DY- ing group spoke at the conference.

INSIDE

- Intramural Basketball
- Follies Reviewed
- Financial Aid News
- And Much, Much, More!

At the spring conference, a Circuit Governor and Lieutenant Governor for the coming year are elected. This year Nicholas Ferrara, from Fordham, was elected Lieutenant Governor. This is the first time that a Fordham student was elected to such a position.
Last year, again, more than 4,300 people studying for the New York Bar Exam took BAR/BRI.

4,300 people can't be wrong.

MATTHEW ARKin
PATRICIA BAVE
GAIL BERRUTI
JOSEPH BURKE
JOHN BUTLER
JAMES CLEMENTE
MICHÈLLE CRUZ
KAREN DEBENEDITIS
PATRICK FOGARTY
DAVID HENNESSEY
MARK KOSAK
JODY LESLIE
FRANK LUBERTI
LAUREN MCSPEON
BRIAN MURPHY
ARTHUR NEISS
KERRY O'CONNELL
KEVIN O'NEILL
JOHN PARAUDA
LAUREN PUGLIA
GLENN RIPA
KEVIN PRESTON
MARY E. TOM
WILLIAM VALLEE
P. ERICA WHITLOCK
ANN ZUCKER
GEORGE DURAN
MAUREEN CRUSH
THOMAS BUNDOCK
JAMES FINNEGAN

New York’s Number One Bar Review.
On February 4, the President sent his fiscal year 1986 budget to Congress. The proposed changes to student financial aid would cost New York over one-half billion dollars. Guaranteed Student Loan (GSL) eligibility would be reduced by almost $400 million (41%), with $310,000 GSL Loans eliminated (33%). New Yorkers would also lose $131 million (-19%) in funding for the next fiscal year IV programs. The Administration is also proposing changes to the subsidies paid GSL lenders that will make the GSL program unattractive. Lender participation would be discouraged and loan volume would decline even further.

These changes would severely affect the post secondary educational opportunities for New Yorkers and would destroy the progress that has been made toward providing access and choice for all students.

Before any of these proposals would go into effect, several committees in both houses of Congress have to act on them, and the full House and Senate must pass budget resolutions and appropriations measures.

The details of the President's student aid proposals follow. Where possible, estimates of the impact on New York State are provided as well. Please note that these estimates are preliminary and subject to further refinement.

A. General Provisions Affecting Eligibility

The following changes to eligibility standards apply to all Title IV programs except where noted:

a) A $4,000 per student "mega-cap" would be placed on Title IV (loan and grant and work-study) benefits. Only PLUS/ALAS loans would be excluded from this requirement.

b) A $25,000 family adjusted gross income (AGI) cap on eligibility for grant aid, direct loans, or work-study employment and a $32,500 AGI cap on eligibility for regular Guaranteed Student Loans would be imposed.

B. Pell Grants

In FY 85, the Pell Grant program will provide $3.3 billion in awards nationally, with New York State receiving an estimated $415 million for nearly 300,000 recipients. The President's budget proposes to cut-off Pell Grant eligibility at $25,000 in adjusted gross income and make the following changes:

1) Reduce the 1985-86 Pell maximum award from $2,100 to $2,000, and reduce the maximum cost of attendance covered from 66% to 50%.

2) In 1986-87, increase the family contribution expected from lowest income applicants from 11% to 18% of discretionary income.

3) Restore the maximum Pell award to $2,100 or 60% of eligible costs in 1986-87.

4) Redefine allowable costs in 1986-87 to include actual tuition and fees plus a "living allowance" for indirect educational costs, up to $3,000 for students not living at home and $1,500 for students living at home. Current rules allow actual or average costs for tuition, fees, room and board for on campus students, and a $1,600 living allowance for a student who lives at home with his or her parents.

C. Guaranteed Loans

Loans to students from families with adjusted gross incomes in excess of $32,500 would be eliminated.

IMPACT

Volume would be cut by $226 million (24%). Ninety-eight million dollars would be eliminated.

2) All students would be required to undergo needs analysis.

IMPACT

Volume would be cut by approximately $105 million with a disproportionate impact on independent students.

3) There would be a limit of $4,000 per year in federal aid (includes all federal grants and loans but PLUS/ALAS).

IMPACT

Graduate students, most of whom now borrow more than $4,000 per year, will lose $35 million. Undergraduate loans would be reduced by $30 million in New York.

4) Beginning with the 1985-86 academic year, lenders would have to disburse all full-year loans in two or more payments. Interest subsidies and special allowances would be cut by 70 percent for the school period and at 3 percent during repayment.

5) Beginning with loans made for academic year 1985-86, the special allowance paid to lenders would be fixed at 1.5 percent for the school period and at 3 percent during repayment. The special allowance on new loans will no longer float up and down with the Treasury bill rate.

6) For loans made in any academic year, beginning with 1986-87, the interest rate for students will be the bond-equivalent rate of 91-day T-bills plus 3 percent. The interest could be fixed or variable.

b) No special allowance would be paid on PLUS loans.

3) A guarantee fee of 1 percent would be paid by all PLUS borrowers, to be remitted to the federal government.

D. Federal funds for three major Title IV financial aid programs would be terminated:

1. Supplemental Educational Opportunity Grant (SEOG)

In FY 85, the SEOG program will provide $413 million nationally, with New York State expecting to receive approximately $30 million for 47,000 students. However, the College Work Study Program would be expanded under the President's proposal and schools could use up to 50% of their CWS allocation for grants.

Preliminary Estimate of the Impact on New York State of President Reagan's FY 86 Budget Proposals for

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 85 Dollar</th>
<th>Reagan FY 86 Dollar</th>
<th>Title IV Student Financial Aid Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA NYS</td>
<td></td>
<td></td>
<td>FY 86</td>
</tr>
<tr>
<td>Supplemental Education</td>
<td>$ 413</td>
<td>$ 0</td>
<td>$- 30</td>
</tr>
<tr>
<td>Opportunity Grant (SEOG)</td>
<td>$ 393</td>
<td>$ 850</td>
<td>$+ 22</td>
</tr>
<tr>
<td>College Work Study (CWS)</td>
<td>$ 215</td>
<td>$ 0</td>
<td>$- 20</td>
</tr>
<tr>
<td>National Direct Student Loan</td>
<td>$ 78</td>
<td>$ 0</td>
<td>$- 6</td>
</tr>
<tr>
<td>(NDSL)</td>
<td>$ 3,325</td>
<td>$ 2,691</td>
<td>$+ 5</td>
</tr>
<tr>
<td>State Student Incentive</td>
<td>$ 622</td>
<td>$ 3,541</td>
<td>$- 13</td>
</tr>
<tr>
<td>Grant (SSG)</td>
<td>$ 7,498</td>
<td>$ 6,525</td>
<td>$- 396</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>$ 443</td>
<td>$ 562</td>
<td>$+ 112</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 12,563</td>
<td>$ 11,088</td>
<td>$- 397</td>
</tr>
</tbody>
</table>

SOURCE: New York State Higher Education Services Corporation 2/8/85

NOTES: 1. Millions of dollars
2. Thousands of awards
3. Those schools which reflect increased College Work-Study funding and an assumed increase in PLUS/ALAS borrowing.

Impact of Reagan's Proposed Aid Changes

The above changes, together with the general provisions described on page 2, would eliminate an estimated 100,000 Pell recipients in New York State and reduce funding by about $79 million.

C. Guaranteed Loans

In FY 85, about $7.0 billion in loans (student and parent) will be made nationally, with New York State expecting to provide $1.0 billion.

Under the President's FY budget, the loan programs would undergo major revisions, including the following (Note that unless otherwise indicated, these would all go into effect in the 1986-87 academic year):

1) Loans to students from families with adjusted gross incomes in excess of $32,500 would be eliminated.

IMPACT

Volume would be cut by $226 million (24%). Ninety-eight million dollars would be eliminated.

2) All students would be required to undergo needs analysis.

IMPACT

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Harris Plans New Clinical Program

BY ANDREW LIPUT

Professor Catherine Harris is at present attempting to establish a new type of student practice clinic at Fordham Law School. In essence, the experimental Urban Law Clinic Program provides students with the opportunity to perform all the functions of an attorney, under the clinical supervision of a practicing attorney and a law school faculty member. The responsibilities of the students enrolled in the program are many and impressive: interviewing and questioning clients, doing case planning, negotiating pre-trial preparation and gaining tremendous hands-on experience, as well as substantive law and legal procedure. Students are thus able to gain valuable, real life experience before they take their bar exam.

The Urban Law Clinic Program is run with the New York City Corporation Counsel's Office in Lower Manhattan and operates much differently than the typical law school course offering.

The idea of clinical programs is far from revolutionary. Many of the law schools in the City, Columbia, NYU, Pace and Cardozo, to name a few, have already integrated such programs into their law school curriculum. In fact, as Professor Harris explains, there are currently three clinical models employed by various law schools nationwide, which attempt to give

Students Pick Jobs

Evening: July 17, 1985

Hiring Officials, and Recruitment Administrators) will be members of the Class of 1986 will be scheduled to be with us. Scientology, and divorced spouse. The irony is that the students Judicial Clerkship Committee, the judge will be there for evening students to discuss the Student Practice Clinics. This complex and professional real life practice should be a valuable addition to Fordham's curriculum. If the program is created by the positive comments from the attorneys in the Corporate Counsel's Office, the students who have earned the right to be permanent staff members, but are interested in municipal or government careers, and those who are simply interested in seeing how the law operates, are opposed to merely doing research and writing in the summer or at jobs during the school year, may find the program a great alternative. Only 6-8 students will be chosen each semester (or summer), and obviously those who exhibit a high degree of interest and motivation in the area, who have adequate grades, and whose goals have some relationship to the clinic will be focused. For more information, contact Professor Catherine Harris in Room 145.

Career Planning Center Summer Calendar

BIG EVENT: 
Hiring Officials and Recruitment Administrators) will be members of the Class of 1986 will be scheduled to be with us. Scientology, and divorced spouse. The irony is that the students Judicial Clerkship Committee, the judge will be there for evening students to discuss the Student Practice Clinics. This complex and professional real life practice should be a valuable addition to Fordham's curriculum. If the program is created by the positive comments from the attorneys in the Corporate Counsel's Office, the students who have earned the right to be permanent staff members, but are interested in municipal or government careers, and those who are simply interested in seeing how the law operates, are opposed to merely doing research and writing in the summer or at jobs during the school year, may find the program a great alternative. Only 6-8 students will be chosen each semester (or summer), and obviously those who exhibit a high degree of interest and motivation in the area, who have adequate grades, and whose goals have some relationship to the clinic will be focused. For more information, contact Professor Catherine Harris in Room 145.

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The Board of Editors
Congratulates The
Class of 1985
Upon Their
Graduation.
Good Luck And
Best Wishes!

HAVE A GOOD SUMMER!

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The "new" Student Bar Association would like to take this opportunity to say HELLO. On March 14, 1985, the students of Fordham elected Stephen Mitchell, President; Sam Atkins, Vice-President; Kathy Karavella, Treasurer and Matt McKinley, Secretary. Although we do not officially take office until September, we want you to know that we are aware of your feelings and ideas. This is the first of many communications I will share with you.

Besides the various housecleaning matters which are now taking place between the two SBA Administrations, and the election of new class representatives, there are a few other issues which we are dealing with which you should be aware of. First, the student body has begun a petition campaign directed at Secretary Bennett of the U.S. Department of Education protesting the proposed cutoffs in student loan money. (Petition enclosed.) We have gone class to class and have received approximately 700 signatures. I have been in touch with Senator D'Amato's Washington office to work out arrangements with the Senator on presenting the petitions to Secretary Bennett.

April 1985 • THE ADVOCATE • Page 7
NEW MOOT TOOTS

BY MICHAEL R. GRAHAM

The Moot Court Board, which oversees Fordham's two intramural moot court competitions (the Moot Court Board and the Wonnower Competition held in the fall of each year) and Fordham's interschool and national teams, will indulge its 1985-86 Editorial Board and 1985 National Moot Court Team on April 17, 1985 at a reception marking the formation of the Fordham Moot Court Alumni Association. A.J. Bosco has been named Managing Editor. The other editors are Robert Fitzgerald (Kaufman Competition Editor), David Cohen (Mulshed Competition Editor), Robert Farrell (Wonnower Competition Editor), Natalie Boccia (Interschool Editor), Michael R. Graham (Trial Advocacy Editor), William L. McLean (Legal Writing Editor), Charles Toto (Alumni Editor), and Ambrose Beikert and Susan Bai (Associate Editors). Margaret Melo, Brian, Leo Singer, and Robin Shamus were named members of the 1985 National Moot Court Team.

The Ninth Annual Irving R. Kaufman Securities Law Moot Court Competition was won by the College of William and Mary. The team, made up of Mark A. Allen, Robert A. Accola-Lewis, and Sean D. F. Sheets, also authored the Best Brief in the competition. Fordham's team of Priscilla C. Mounahan, Robert O. Farrell, Jr., and Mary M. O'Brien was runner-up, and Ms. Mounahan was awarded Best Speaker of the competition.

The distinguished bench for the final round was made up of The Honorable Thomas J. Meskill, Judge, United States Court of Appeals for the Second Circuit; John E. Spritzer, Judge, United States District Court for the Southern District of New York; Dickenson R. Debevoise, Judge, United States District Court for the District of New Jersey; and John L. Cadem, Magistrate, United States District Court for the Eastern District of New York.

Thirty-six teams from twenty-eight law schools from across the United States and Canada participated in the three-day competition.

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LAW REVIEW ENTERS 54th YEAR

BY LAURA LONGOBARDI

The Law Review represents Fordham in the libraries of law schools, law firms, bar associations and private practitioners across the country. Fordham's reputation among these groups is greatly affected by the reputation of its Law Review. Preserving this reputation and striving to enhance it are the goals of every Editorial Board. This requires tremendous cooperation and effort by all the editors and staff members. The Law Review publishes six books within each volume, from October through May, containing approximately 1,400 pages.

The Editor-in-Chief holds the ultimate responsibility for everything published in the Law Review. He indirectly supervises the writing of all student notes by meeting with every student author, the Commentary Editor for that student and the Writing and Research Editor on topic proposals and outlines, and by approving final drafts and footnotes for the Notes. He also contacts outside authors, making publication offers to them, and dealing with problems that arise with their Articles. He also has administrative duties and represents the Law Review with the deans, the faculty and the alumni.

The Managing Editor handles the day-to-day operation. He deals with the printers and subscribers, orders supplies, remediating any problems that may arise, and assigns work to the staff. He is the last editor to read each Article and Note before it goes to the printer, checking for substantive content and proper blue book form.

The Writing and Research Editor works in coordination with the other journals to develop the Writing Competition problem. He helps students find viable Note topics and assigns the staff to different Commentary Editors. The Writing and Research Editor meets, as does the Editor-in-Chief, with every student author and the Commentary Editor for that student, discussing the student's topic proposal and outline. He keeps track of all Notes being written and reads all Circuit Court slip opinions and major legal newspapers, finding recent cases and articles that may help a student write a note, or that may pre-empt a topic. He may also edit student pieces.

The Articles Editors deal largely with outside authors. The Senior Articles Editor is responsible for sending acknowledgments to all authors who have submitted Articles. He is the Review's major liaison with outside authors. He also organizes the annual Labor Symposium at the Law School, the speeches from which are published in the Review. The other Articles Editors assist in revising the outside pieces.

Commentary Editors work with the staff members. The initial stages of a student Note involve a general discussion of a proposed topic to determine the precise issue of law on which the student wishes to write. Once the idea has taken shape and the student has done a complete pre-emption search, the student submits a proposal that is read by the Editor-in-Chief, the Writing and Research Editor, and the author's Commentary Editor for approval. The next step is the outline. This must be approved. Once the outline has been approved, the Editor and the student author discuss the entire outline, deciding which parts are to become footnotes, which are to remain as text. The first draft is written without footnotes. The Editor and author then revise the draft extensively, often four or five times, until both are completely satisfied that the product is the best possible. The student then writes the footnotes for the Note, which are also subject to major revisions. The Commentary Editor assists the student in "turning over" the Note after a faculty member reads it on the law; after it is cite-checked three times; after Professor Michael Martin (the faculty moderator) reads it; and after the Editor-in-Chief re-reads it. Finally, the Note is published.

These descriptions of the different positions on the Editorial Board indicate the incredible amount of work that the Editors and the staff do every year. These descriptions may also be deceptive because they imply that each Editor does completely separate tasks. In effect, each works towards a single finished product—the Law Review—and thus each one makes a full time commitment. In fact, the Law Review cliffhangers Editors from holding jobs. A conservative estimate of an Editor's time commitment would be 60 hours per week. Classes are missed frequently. This year, for the last time, each Editor will receive a full tuition scholarship. The Editors give up the opportunity to work at a paying job and to have a reasonably normal lifestyle during their last year in exchange for the opportunity to be "overworked and underpaid." Nevertheless, the Board is selected each year on the basis of one criterion: to best meet the challenges of running the Fordham Law Review.

Editor-in-Chief
Robert Mahler
Managing Editor
Michael Farrell
Writing and Research Editor
Brian Hirtindo
Senior Articles Editor
Michael Crane
Articles Editor
Tara Hargan
Articles Editor
Bradley Johnson
Commentary Editor
James Dobbs
Commentary Editor
Karen Pena
Commentary Editor
Andrea Flack
Commentary Editor
Donald Olanden
Commentary Editor
Sara Silbiger
Commentary Editor
George Stepanski
ON GRADUATION

By GARY WALTERS

"Get a move on!," the eager voices cry.
"Keep in step, and join our delirious dance.
(Don't stop to think 'cause it's all a bunch of nonsense)."
The endless chain of bodies snatches you forward in a mad dash,
Careening helter-skelter across the landscape, finally bringing you . . .
Back where you started.
That wasn't very profitable, was it?
Following the pack rarely is.
Why don't we start again . . .
Take the world in your hands and turn it inside-out.
You'll have a much better perspective on the whole farce.
Watch out! You'll burn yourself on the lava.
Look at that bubbling cauldron of molten metal.
See it flare with unthinkable violence.
It's a very relaxing sight when you stop to think about it.
Much preferable to the incessant yammering of vain humanity.
Let's try a different perspective.
Let's look at the world upside-down. Follow me . . .
Whoop! Watch your step or you'll fall off the sky.
This is certainly a magnificent sight . . .

Hey, look up now. There goes a comet . . . and there's a meteor!
Ah . . . the grandeur of space. Truly God's country.
The stars pasted 'gainst the sky like blazing pebbles on a black coral beach.
The massive planets gyrating gracefully 'round their master sun
In a stately minuet.

Look down now, way down.
There's our very own Terra sitting there.
It's certainly a magnificent sight . . .

Whoa . . . the air rushes past
As we descend at interstellar speed.
The sights and sounds and smell of swarming humanity return.
It's kind of depressing. So many problems and no apparent solutions.
Fear not. There's hope and resolve to be found,
But not by turning the world topsy-turvy in a madcap search for truth.
Instead, examine the world inside yourself.
Drop your bucket deep, deep down and drink
From the cool, clear well of self-understanding.
The Board of Editors for The 1985 - 1986 Advocate has openings for Staff Writers. The name, address and telephone number of persons interested in becoming a part of The Advocate should be forwarded to our office. The Advocate office telephone number is (212) 841-5176. Feel Free to Call for Any Information.

ESSAYS ARE THE "KILLERS" ON THE BAR EXAMINATION! (ASK ANY "REPEATER")

For over 40 years, LOUIS A. KASS has taught thousands of successful bar applicants how to ATTACK, ANALYZE and ANSWER the most difficult Essays! WHY TAKE ANY CHANCES? REGISTER NOW! We were over-subscribed twelve consecutive times!

6 SUNDAYS, Commencing JUNE 16, 1985 (1 to 4 p.m.)

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The New Racketeers
(Continued from page 5)

ill-defined and overly broad legislation, complacent in the knowledge that the courts would somehow fill in the gaps. The courts, after all, may not decline to hear cases properly brought before them, even if the decision turns on legislation whose meaning baffles the ordinary mind.

Some of the voices in Congress which decry "judicial activism" -- or "judges who legislate" -- are the same voices which often leave the courts no choice. Court of Appeals Judge Ruth Bader Ginsburg has complained about the proliferation of "murky, back-passing" legislation, which judges are often forced to edit and rewrite before a case may be decided. In a 1980 case turning on a puzzling provision of the Clean Air Act, for example, Justice William Rehnquist threw up his hands and declared that "the effort to determine congressional intent here might better be entrusted to a detective than to a judge."

Private RICO is also a puzzle, one whose pieces the Supreme Court might fit together a few months from now. The deeper trouble, however, is that even if the Court does make sense of RICO, other congressional puzzles will remain.

Impact Of Reagan's Proposed Aid Changes
(Continued from page 3)

2. National Direct Student Loan (NDSL)

In FY 85, the federal government will provide $125 million in capital contributions nationally, with New York State expecting to receive an estimated $20 million. Nearly 67,000 loans are now made in New York. Schools will continue to be able to make loans from the existing revolving funds.

3. State Student Incentive Grant (SSIG)

In FY 85, the SSIG program will provide $76 million nationally, with New York State expecting to receive over $6 million. The federal funds are used to offset costs of the State's Tuition Assistance Program (TAP) and would need to be replaced by State taxpayers if the SSIG program is terminated.

r. College Work-Study (CWS)

In FY 85, $593 million in federal funds will be made available nationally, with New York
The Wormser Competition takes place in June. The Wormser Competition takes place in Fordham's two intramural moot court competitions. Participants in Fordham's two intramural moot court competitions are eligible to participate in either competition. To be eligible for the competition, Fordham's two intramural moot court competitions are open to the fall and spring semesters. Fordham's interschool teams and Moot Court Board office, Room 481-5246. To visit the Moot Court Board office, Room 481-5246. To visit the Moot Court Board office, Room 481-5246.

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using his clout to try to get people to come here. I'm not going to give (repeat, give two network parties) right now as to whether we can arrange to get the entire thing televised. So I think it's very realistic. It's just that we have to be aggressive... And that's what I'm doing. We're working on this right now.

Q: Why did you decide to run...? A: I was very disappointed with the way things were running in the school... I felt that the law students here were very self-centered and I don't think that that's good for an attorney. If you're going to be a successful attorney people have to know about you... I think that law students need to be involved in the New York City community because it serves Fordham that people know about you. That's how you build on a reputation...

Q: Have you talked with the Placement Office and the Alumni Office about setting up networking parties? A: Yeah... Traditionally we've given four Tangs a semester... I'm going to cut that in half. I'm going to give two Tangs in each semester and have maybe two networking parties in each semester... I've been talking to Maureen Provost about that and I'm going to talk to Dean Rice... We want to have to be kind of work hand in hand. We're going to have like a specialty night... if you want to go into academia... or something like that then we're going to invite alumni who have been successful in those areas to come to a cocktail sip in the atrium. And then we can have students mingle and try to get to know these people... We'll try and cover the gamut of specialties so that people can get a feel for if they're interested in the specialty and contacts within that field on an informal basis...

Q: Have you met with your staff...? (Vice President, Sam McKinley and Treasurer Kathy Karavellas) A: Yes, I have... The two things we're going to do is work on the debate and the lobbying effort, which is being run by my Secretary Matt McKinley, concerning the financial aid cutbacks.

Q: Yes, you mentioned that... A: ... We had a letter which we're distributing to all students to sign which basically says that we don't want federal aid to students to be cut... We're hoping to have Senator D'Amato come here and take a stack of these letters... to Washington with him... As SBA representatives we should be lobbying for the interests of Fordham Law Students and this is something that is very important: whether or not we can get student loans...

Q: One of the candidates talked quite a bit about the Student Faculty Committee. What does that committee do? A: The Student Faculty Committee oversees academic affairs... One of the hot topics we had this past year was the writing requirement... The present SBA was very good in negotiating to change that requirement. We also deal with the legal writing program... There have been a lot of complaints about the writing program.

Q: What do you think...? A: ... I think that they should have a full year course and either drop something out of the required courses or move it somewhere else... Law schools are kind of hesitant to be practice oriented, especially when they have a national reputation like Fordham. They like to make it more of an academic type exercise but I honestly believe that legal writing should encompass drafting complaints, drafting motions, briefs, memoranda, the whole gamut. I think it should be... the equivalent of Civil Procedure or Property: at least a five credit course. I think it should be very intense. Small groups...

Q: How can that fit into the first year curriculum? A: They'd have to drop something. Maybe they'd have to move Con Law into the second year... I really think they should emphasize legal writing more so that when people leave their first year they're confident in their legal writing skills. You and I were in the same class. We had two kinds of paper. That doesn't really boost your confidence... you don't get any constructive criticism on the paper until... you're out of school. It really doesn't help you. A closely supervised program which is worth five credits I think is worthwhile.

Q: If they're not going to do it in a freshman year then they should have a legal writing course in the second year that deals with those issues... A: I think there is a Practical Writing course.

Q: Right... but it's a practical writing course... geared toward people that have structural problems... It's like a grammar course... not a legal writing course... I think... they should have an advanced legal writing course for people that want to do motions and complaints... And an intensive one too. Make it a four credit course. Give those people a lot of work... Work them to death but make sure that they learn how to write. Matter of fact, I'm going to write that down...

Q: What about the prohibition against tapping lectures...? A: I don't like it... Anything that people feel will help, they should be able to do... Another idea which somebody came to me about... is to give model exam answers... I think that would help freshmen considerably...

Q: Tell me about the Tangs you've attended... A: They're beer parties. Basically Di...
The Khmer Rouge would then place a person to dig large holes with small holes next to them. The Khmer Rouge forced all of the city's citizens, but in these instances society decided to destroy its citizens. To define my theory of justice, rather, I look to define only one type of just war - a war against genocide. For example, the Khmer Rouge would then machine off just for his own little department within that service.

DEFINING A JUST WAR:

I will not in this part of my essay give a criteria as some have recently done by which to define wars versus an unjust war. Rather, I look to define only one type of just war - a war against genocide.

Three times in the 20th century a people faced near extinction from systematic programs of a government - early in the century with the Armenians and the Turks, in the middle of the century with the Jews and the Nazis, and most recently the Cambodians and the Khmer Rouge. Society's primary function is to protect its citizens, but in these instances society decided to destroy its citizens. To define my theory of a just war I would like to use Cambodia as a case study.

Cambodia before the massacres of the Khmer Rouge was a country of seven million people and one of the leading exporters of rice per capita in the world. (No one in Cambodia was starving.) Cambodia, though in the same region as Vietnam, was not poor, nor wracked by the civil strife of Vietnam until the early seventies. However, after the Vietnam War a group of radical Communists supported by mainland China wrested away control of the Cambodian government from non-Communists. This radical group was known as the Khmer Rouge (red Communists) and led by a person called Pol Pot. The Pol Pot regime took over all hell broke loose. Phnom Penh, the capital city, was evacuated of all its people by the Khmer Rouge and the Khmer Rouge forced all of the city's people into the countryside for re-education.

Almost overnight Cambodia went from a fairly prosperous state to an impoverished one. Cambodia's rice crop was probably either destroyed or left to rot. We know this because Cambodia went from a rice exporter to a rice importer. Where all the rice went still remains a mystery.

Perhaps the most somber and frightening sentence was the following: 'everybody were employed in the countryside by the Khmer Rouge."

As the Khmer Rouge said: "everybody were employed in the countryside by the Khmer Rouge."

The situation was very bad and it was very difficult for the people to survive. The Khmer Rouge forced the Cambodian people to work for a regime that was not interested in their welfare. The Khmer Rouge forced the Cambodian people to work for a regime that was not interested in their welfare. The Khmer Rouge forced the Cambodian people to work for a regime that was not interested in their welfare. The Khmer Rouge forced the Cambodian people to work for a regime that was not interested in their welfare. The Khmer Rouge forced the Cambodian people to work for a regime that was not interested in their welfare.
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Mitchell Talks About His New Post

(Continued from page 12)

do in a year... I was at an affair last night and
the Dean (Feerik) mentioned that that was in
the blueprint. So they are going to be doing that
in the next two or three years...

Q: ... How's your rapport with Dean
Feerik?
A: I think very good... In my capacity as
a B.A.L.S.A. representative I've been fortunate
in getting to know him pretty well... so I don't
think there's too much that he's not going to
be supportive of that I come up with.

Q: ... Do you think the SBA should play
a role in recruiting?
A: Most definitely... There are some law
schools where students actually participate
in the admissions process. I think that's a good
idea... The administration doesn't seem to want
do that. They're hesitant about it. I'm not
sure they can't be persuaded... I think that
would contribute toward a more diverse student
body.

Q: If you were on the admissions commit­
tee... what kind of student would you look for...

A: I'd like a good student but not a great
student... I'm not enamored with people with
3.9 averages if they haven't done things out­
side of school... Somebody who shows an in­
volved in their school community... If you
have a 2.5 average but you have an outstan­
ding career as a bancker then I think you are just
a competent... to do law school work...
Lawyers can be too self centered... and it's not
good for the profession...

Q: What do you think people will say about
your administration?
A: I think they'll say we were the best there
is...
Q: But specifically...
A: I think they'll say we came up with
a lot of new ideas and that they got done... We
will definitely leave a legacy when we go out.

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