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THE

DEMURRER

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EDITORIAL POLICY

You have before you what hopefully constitutes the beginning of increased dialogue among students, faculty members, and administrators here at Seton Hall Law School. For too long, grumblings of dissatisfaction and calls of distress have faded with little notice, lost without a direction for action, stifled without encouragement.

In the midst of a rapidly evolving environment, there is the pervasive feeling that Seton Hall remains too inflexible to adapt, and too content to change. The formation of the Student Bar Association challenged this stagnancy and the gains made are marked but, on an overall scale, minimal. Before a representative body can be successful, it must be prodded by ideas originating outside of it as well as within and it must not be the sole vehicle for change.

This paper, as a forum for opinions and suggestions and as a source of information, will strive to stimulate such ideas, to mobilize student opinion as a legitimate and effective force for constructive change--change so vitally necessary to the successful existence of Seton Hall Law.

This paper was begun by a group of first year day students, but only by necessity. Anyone is encouraged to write articles, columns or letters for without criticism a newspaper is useless. This issue, together perhaps with one more, will comprise the year's total. It is hoped that the newspaper will be officially funded and thus will be able to expand its efforts to analyze, criticize and to question those issues crucial to the development of law students and the school which educates them.

FACULTY EVALUATION

A proposal to initiate a student evaluation of faculty will be introduced at the next Student Bar Assoc. meeting. There are many misconceptions associated with such a proposal, but upon evaluation these prove to be fallacious. We have analyzed some of the more common below:

1. "A student is too inexperienced during his academic career to rate his instructors. It is only after a student graduates and has had time to reflect on his education that he will begin to truly appreciate his instructors."

Studies at Purdue indicate that student ratings correlate well (.40 to .68) with ratings of the same instructors by alumni ten years later. It seems that good teachers are remembered as good teachers years later and vice versa.

2. "Students tend to rate teachers more on their personalities rather than their ability."

Prof. Mann in a 1968 study at the Univ. of Michigan found a direct correlation between the amount learned by students and the ratings their professors received. The study concluded that the teachers rated as effective by their students tended to be the teachers whose students learned most.

3. "Students rate teachers as to whether they are good markers rather than good professors."

Prof. Mc Keachie in the Winter 1969 "AAUP Bulletin" reaches a different conclusion. In his opinion, general severity of grading does not effect overall rating of instructors except, of course, when students are responding to a question on "fairness of grading".

Student ratings of professors are valuable to all members of our academic community. An evaluation will provide those responsible for the renewing of faculty contracts with a mechanism for making judgements. Professors who are responsive to suggestions can use evaluations by students to improve their teaching. Finally, a faculty evaluation will promote student thinking about their education.

Interested students and faculty should attend the S.B.A. meeting on Monday, April 20, 1970 at 5:30 to discuss the issues concerning a faculty evaluation.

silent or not, to protect the freedoms of its society. Even if that freedom is not, on its face important to the majority, it should be important to all because it is important to some. The laws by which we govern ourselves here should be a microcosm of society as we would like to see it, a "mirror of our minds".

The dress code is not the triviality here, it is a liberty to dress freely, therefore, the dress code is a vital issue. The arguments against its abolishment are the trivialities.

A famous American once said "I may not agree with what you say but I will never challenge your right to say it". Not only must we not challenge, we must preserve the right to think, say, do, write, indeed, dress. THINK.

NEED BREAD?

There are three main areas of financial assistance available to Seton Hall Law students. The first area is the law school itself. The School provides four Centennial scholarships each year to new students. These are available on a competitive basis and provide tuition for the student. Although these scholarships are available to upper classmen, they are very difficult to obtain.

The law school also has a certain number of scholarships made available to the students from the local Bar Association. To apply for the Centennial scholarship the student should write to the Dean stating his qualifications.

The loans which were formerly available from the American Bar Assoc. fund for legal education are no longer available. Apparently the interest rate was high and there was no student demand for them, so the money was put to other uses.

Finally, the law fraternity provides one \$500 a year scholarship to a qualified member of P.A.D. The fraternity also provides student loans up to \$1,000, also to P.A.D. members.

The second area of financial aid is Seton Hall University. Here a student may apply for a loan under the National Defense Education Act of 1958. These loans, however, are also difficult to procure. The loans were set up primarily to assist undergraduates, so they get first preference. Secondly, the amount available for loans from the Government varies according to the Federal budget. Mr. Rylko, the Dir. of Financial Aid at the University, has requested \$500,000 for loans, but does not expect to be granted that much.

The criteria for granting a defense loan is need. There are no specific levels of income above which will disqualify a student. The student's income is considered in relation to the size of his family, the relative need of other students, and the amount of money available.

The loan is given on a first come, first serve basis, and all applications for the following September should be in by May 15. If the student feels he has any chance of qualifying for a N.D. loan he should apply.

The final area and the one with the best chance of success for the average student is the bank loan. These are provided by local banks under the N.J. Higher Education Assistance Authority and are available at almost all local banks. The Banks vary in the amount of money available for these loans although some banks such as the Nation Newark & Essex provide money as long as there is a demand.

The student simply applies to the bank and later gets a certification from the school that he is a full time student taking at least 12 credits. Night students who are considered full time night students may also apply for these loans.

The banks will loan up to \$1,500 a year for law students. No interest begins accruing until after the student has graduated or has withdrawn from school. The interest is 7% on the unpaid balance of the loan and the bank arranges for the students to pay off the loan in monthly installments. The loans are easy to get and provide the student with a good source of financial aid.

WHERE IT'S AT

Saturday, April 18	Essex County Courthouse-Trial Demonstration-9:30am-4:30pm
Monday, April 20	SHU Law School-S.B.A. Meeting-5:15 pm.
	SHU So. Orange-Drug Symposium Week-Robert Morgenthau-8:00pm
Wednesday, April 22	EARTH DAY
	SHU So. Orange-Environmental Teach In-All day.
	" " Clifford Case (R-N.J.) 10:00am Main Lounge
	NYU Law-Sen. Charles Goodell (R-N.Y.)

WHERE HAS ALL THE MONEY GONE?
\$8.50 Tuition Increase Set

A tuition increase of \$8.50 per credit has been approved by the Executive Committee of the Board of Trustees to be effective May 15, 1970. This increase means that law students will pay \$53.50 per credit.

This increase was required as a result of the \$700,000 deficit on the part of the entire University. Originally, the Board Committee suggested a \$10.00 a credit increase, but as a result of student pressure in South Orange they reduced it \$1.50 per credit. The undergraduates also took the occasion of the tuition increase to demand a greater role in educational policy making. Many of their demands have been agreed to by the administration, including representation of students on budget committees, rank and tenure committees and curriculum committees. What does this have to do with the Law School?

Administrators on the campus have admitted that the Law School is one of the few divisions of the University that made a profit last year. Estimates of the surplus at the Law School start at \$250,000. With the tuition increase our profit next year could be as high as \$400,000!! All of this surplus is sent back to South Orange to help offset their deficit.

We will let you draw your own conclusions.....

WE WELCOME LETTERS AND COMMENTS. PLEASE ADDRESS THEM TO:

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