

Fallows, James. *Breaking the News*. New York: Vintage Books, 1997.

Graber, Doris. *Mass Media and American Politics*. Washington D.C.: Congressional Quarterly Inc., 1997.

Rosen, Jay. *Getting the Connections Right*. New York: The Twentieth Century Fund Press, 1996.

Seymour-Ure, Colin. *The Political Impact of Mass Media*. London- Constable & Co., 1974.

Stone, Gerald. *Examining Newspapers: What Research Reveals about America's Newspapers*. Newbury Park, CA: Sage Publications, 1987.

FORDHAM UNIVERSITY SCHOOL OF LAW

by Jennifer E. Gottesman BC'01

Since its establishment in 1905, Fordham University School of Law has prepared 25,000 men and women for legal careers. Its beginnings were quite humble, consisting of only thirteen students and a faculty of six as a branch of Fordham University. Little did the founders know that the law school would serve thousands of students and acquire a reputation for being a fine school with distinguished alumni. Fordham has grown to encompass a student body of over 1,400, with faculty of more than 200 scholars and teachers, sixty of whom are full-time professors. Fordham Law's graduates practice in every state in the union and in European and other foreign countries. Among its 12,000 living alumni are partners and associates of leading law firms, executives of major corporations and a multitude of attorneys engaged in public service.

A preeminent regional law school, Fordham University School of Law is now trying to gain a national reputation. Fordham is well respected within the New York regional community, and many partners of major Big Apple firms are Fordham graduates. The school's dean was even appointed head of the *City BAR Association* in 1992. There is good reason to believe that the rest of the nation will hold Fordham in equally high regard if and when more Fordham graduates disperse themselves geographically.

The faculty is generally of high quality and includes a number of eminent and nationally-recognized authorities. Benefiting from its access to the New York legal community, Fordham has made excellent use of adjunct professorships and forums featuring outside speakers. When students seek a faculty member outside of the classroom, they are frequently surprised to find professors who are quite affable and willing to discuss law, professional goals, or the previous night's Yankee game. Students do sometimes complain, however, that the faculty council wields the real power, while the *Student BAR Association* is relegated to running orientation programs and organizing parties.

Fordham Law students are very involved in clinical "externship" programs that place them with federal and state judges, U.S. Attorney and District Attorney offices, and government agencies throughout New York City. The New York location also gives second and third-year students many firms from which to choose part-time jobs.

There is the usual assortment of law school activities and organizations at Fordham Law. The *Fordham Law Review* is a prestigious journal, and positions are coveted. The selection process involves grade evaluation and a writing competition. One especially interesting organization that exists at

Fordham is Fordham Law Women (FLW), which seeks to raise the awareness of issues facing women among its members and the broader law school community.

The *Fordham Urban Law Journal*, *International Law Journal*, *Environmental Law Report* and *Entertainment, Media, & Intellectual Property Forum* hold writing competitions each year that are open to all students regardless of GPA. Another area in which Fordham excels is moot court competition. During the past four years, Fordham Law School has won five national moot court championships including the prestigious National Moot Court Competition, where it finished first in a field of 140 law schools. There is a mandatory first-year competition and numerous additional contests for interested students.

Currently Fordham Law School offers the Juris Doctor degree, joint J.D./M.B.A. and J.D./M.S.W. degrees and the LL.M. degree. Students may pursue law study in the full-time day division or in the part-time (four-year) evening division. The excellent four-year evening program offers a double advantage; it allows recent college graduates to work through law school and gain law firm experience along the way, and it permits those already established in the working world to get a legal education without interrupting their careers.

Generally, the law school receives between 4,000 and 5,000 applications for 450 seats in the matriculating class. The school makes approximately 1,250 admission offers per year. Currently, 270 American and foreign colleges and universities are represented in the student body. However, 25 schools provide fifty percent of the school's student body. Most incoming students come from Fordham University, New York University, Cornell University, and the University of Pennsylvania. Columbia University ranks fifth, and in the past year 54 Barnard and Columbia students were represented in the Fordham student body.

Notably, the school received a high ranking by *U.S. News and World Report*. It is currently ranked forty out of *U.S. News and World Report's* fifty top law schools in the United States. In recent years the overall acceptance rate for both divisions has ranged from 13 percent to 28 percent. The median LSAT score for the fall 1998 entering day class was 163, and the median UGPA was 3.42. Of those admitted to the school, about 165 rank between the 25th and 75th percentile. Undergraduate GPAs among these students range from 3.09 to 3.63 (full time) and 2.88 to 3.51 (part time).

The Admissions Committee admits that LSAT scores and UGPA are given significant weight in the admissions process. Nevertheless, it believes that these two factors do not encourage a diverse student body. Thus, other factors such as place of origin, nationality and ethnicity come into play when it comes to admissions. The school admits that the process is imperfect and is bound to rely, to some extent, on the personal judgments of the members of the Admissions Committee.

Although the university was established in the Jesuit tradition, there is

no religious cast to the education, and followers of many diverse religions are in attendance. In fact, Fordham Law boasts that it is one of the most diverse law schools in the country. According to the *American BAR Association of Approved Law Schools*, in 1998 the school ranked twelfth in the nation based on the number of minority students enrolled and first among the 25 law schools located in New York, New Jersey, and Pennsylvania. Nearly 25 percent of the students belong to a minority group; eight percent are African-American, eight percent are Latina/Latino and eight percent are of Asian-Pacific heritage. Nearly 45 percent of the student body is female. Currently, 38 states, the District of Columbia, Puerto Rico and five foreign countries are represented in the student body. Notably, more than forty percent of Fordham Law's full time students are from out of state.

In order to obtain a J.D. degree, 83 credits are required in a program that extends over three academic years for full-time students and four years for part-time students. In order to graduate, students must complete all first-year required courses, along with the Corporations course, a course in Professional Responsibility, an upper class writing requirement, and a residency requirement. The school has a letter grading system.

Students who are especially interested in one particular approach to jurisprudence will find a variety of courses and seminars that aim to develop one school of jurisprudence or one "method" of legal theory, intensively. Feminist and Race Theory and Feminist Legal Theory, for example, draw upon a wealth of contemporary legal theory that looks at the role of gender and race-based motivations behind U.S. laws. They also draw upon substantive legal issues pertaining to race and gender, and study the contribution that legal theory can make to resolve those issues.

Spirit among the Fordham student body is strong. The prevailing attitude is friendly and helpful. Although a decade ago very few students pursued a legal education for a purpose other than practicing law, today there are students whose diverse career objectives include teaching, consulting, business administration, politics and journalism. Fordham's graduates practice in every state in the United States and in many foreign countries. They include public servants in all areas of American life, partners and associates of leading law firms, executives of major corporations and legal scholars and academics. The school boasts a number of notable graduates who have excelled in law, business, and government. Perhaps its most well known, and infamous alumnus, is G. Gordon Liddy, former Nixon advisor and convicted Watergate accomplice.

More than ninety percent of Fordham Law's graduates are employed within nine months of their graduation. The starting salaries of 1997 graduates who ranked within the 25th to 75th percentile of their class ranged from \$62,500 to \$87,000. Almost eighty percent were employed in the private sector, and nearly seventy percent were employed in law firms. Another ten percent took jobs in government. Over eighty percent of graduates were employed in New York.

Fordham University Law School's campus is located on the corner of 62<sup>nd</sup> Street and Columbus Avenue in the Upper West Side of Manhattan. The school is accessible by all forms of public and private transportation and is within walking distance of every sort of amenity. The Lincoln Center for the Performing Arts is nearby, as are numerous jazz clubs and eateries. Furthermore, the location of the school provides easy access to federal, state, and local courts. The school is close to several movie theaters, a host of museums, including the Museum of Modern Art, and even health food stores and vegetarian restaurants. Wall Street is merely a subway ride away, as are Greenwich Village, SoHo, Tribeca, Little Italy and Chinatown, all of which have their own unique offerings. In short, the school is centrally located, providing students access to all that New York City has to offer. As one student put it, "Fordham is probably closer than any law school in the world to stores, restaurants, theaters, clubs, bars, museums and sporting events."

The overwhelming majority of Fordham students characterize the Fordham experience as an exceptionally positive one, both academically and socially. Although some Fordham students are competitive, they also tend to be compassionate towards others, cooperative and mutually supportive. New construction and renovations have recently given the school a boost. If the trend continues, and there is no reason to think that it will not, Fordham Law promises to become an even more exciting place over the next several years. ®

---

---

THE ORIGINS OF AMERICAN LEGAL EDUCATION:  
THE COLLEGE OF WILLIAM AND MARY SCHOOL OF LAW  
by Neil J.P. Sieffing, Contributing Writer

In 1693, the British Crown granted a Royal Charter to the Virginia Colony to create Their Majesties' College of William and Mary. The institution was to be located in the town of Williamsburg, in the colony of Virginia. In 1699, the capital of Virginia was moved from Jamestown to Williamsburg, and the College found itself near the epicenter of colonial governmental affairs; the College's main building, the Wren Building, was only a mile away from the Capitol.

A hundred years later, in 1779, the Governor of Virginia, Thomas Jefferson, suggested that the College take on the task of providing legal education. In the traditional method of legal education, aspiring lawyers would apprentice with practicing attorneys, read legal tomes in their spare time and finally be required to pass an exam that would admit them to the BAR. Jefferson, an alumnus of the College, believed that this method of legal education in the newly independent United States was lacking. He envisioned a more systematic, philosophical and academic program in which to train future lawyers. Importing legal education into the college setting would, he believed, accomplish these goals.

Governor Jefferson tapped one of his former professors at William and Mary, George Wythe, to hold the Professorship of Law and Police. Wythe began lecturing in 1780 and established moot court teams for his students. John Marshall, who later became Chief Justice of the United States Supreme Court, was one of Wythe's first students. Wythe continued to teach law at the College until 1804. By that time, legal studies at the College were quite established and on a firm foundation. Another of Wythe's former pupils, St. George Tucker, succeeded him at the helm of legal education at the College. Tucker was to become not only a famous lecturer at the College, but also a publisher of an American edition of Blackstone's *Commentaries* (comments on the evolution of the law), with his own observations.

Tucker's work influenced generations of law professors, students and practitioners. William and Mary had thus established itself as a training ground for aspiring lawyers and a center of legal scholarship in the United States. Jefferson's intent, as realized through the efforts of Wythe and Tucker, was to create lawyers who not only understood the law, but who were cognizant of their responsibilities as citizens. Reflecting this philosophy, many lawyers who were trained at William and Mary have gone on to hold elective office—a contributing factor to the College's moniker as the Alma Mater of the Nation.

From these distinguished origins rose the modern School of Law at