FROM SCOE
by ROSCOE BRYANT

In this first and maybe only issue of the Barrister for the year, I would like to bring up a few comments on the students of this school. In particular the upperclassmen.

For those of you who advocate a change in the status of this law school and the attitude of others toward this law school and do nothing. For those who criticize and belittle the efforts of those who do seek change. For those who sit by and let the same game be run on them by students and administrators alike. For those who want to stay in their own little compartment world and procrastinate every time an opportunity for change is given.

I HAVE GOOD NEWS FOR YOU. YOUR TIME IS DEAD!

Your time has past, because no longer can we sit by and let you pull down those who want change both in the world and at NCULS. For those of you who consider yourselves as being activators of social change, and do nothing to perpetrate that change, how can you bring about a change in Society when you cannot bring a change in our community of 130.

I ask the incoming students not to fall in the rut of those surrounding you. Seek a change within yourself and within the system in which you dwell. The law is a great tool available to the poor and the oppressed, don’t blow your chance, and the chance for “the People.”

My aim in trying to change the format of this paper is to give the students a different means of expressing themselves with different content and missions, and by leaving a rigid format and stifled content that has restricted range and diversity in the past.

Impressions Of A Record Class

by HENRI NORRIS

Seventy first year students entered the law school this year increasing the total enrollment to 124. Fifteen of these new students are women, who to the delight of the men, make a total of 25 female students in the school or 20% of the total student body. The three new Indians, twelve new whites, and 53 new blacks produce the following total racial percentages: 24 or 19.2% Indian
26 or 20.9% white
94 or 75.9% black

The new students come from more than 12 different states, Liberia, and 26 different undergraduate schools. North Carolina with 28, and N.C.U. with 26 predominate as domiciliaries and undergraduate schools claimed. Otherwise the statistics are spread evenly over the aforementioned number of states and graduate schools.

This year the new group of fledgling neophytes perceive the study of the law as some vague pursuit—exactly of what they aren’t certain. Many of the students were so overwhelmed that they were ready to return to their homes and leave law to those possessed with faculties more adept than their own.

Here are some of the first impressions of the freshman (Please turn to page 3).
One Proposal For Law School Reform

by RALPH NADER

In all the discussion recently at law schools about grading and curricular reform and student participation in faculty and administration decisions, it appears that one highly significant proposal could be adopted forthwith. I refer to the establishment of a year-long course given by students for the benefit of the faculty.

The case for such a course is compelling and the mechanics of conducting it fairly simple. Students have a great deal to convey to the faculty— their legal experience in clinical work, a greater sense of the urgencies of the times that are straining the legal system, their frequently greater familiarity with new abstractions or bodies of knowledge of relevance to developing legal systems and their considered critiques of formal course work that makes up the law school's teaching pattern.

There is substantial evidence that many professors are developing a keen appreciation that law students have much to teach as well as to learn. This recognition is bound to increase as law students, organized in investigating teams, begin producing first-rate empirical studies of legal institutions. But even for those members of the faculty who resist the obvious, a student course for the faculty can be justified as a steady feedback process that is bound to enrich the professor's response to his classes.

Once the principle of a student course is accepted, the mechanics could be worked out to maximize participation and efficiency. Law schools have always been good at mechanics. By way of suggestion, a steering committee of students, chosen by their peers, could organize the teams, dividing the faculty into classes, whether to inflict an "eye for an eye" and adopt the Socratic method or develop another less time-consuming procedure, determine the kinds of demonstrative evidence to be utilized, the field trips to be taken and the to other law schools and in journals of legal education. I am sure that many exciting innovations and benefits can be derived once such a course is adopted.

What the faculty may be realizing is that the breakdown in the last few years of its assumed or actual arrogance toward the students— whether ingrained or merely a teaching technique— is a wonderful experience. The rewards reaped are increasing displays of foresight—a quality of which the law schools in the past could rarely be accused—and a greater infusion of empirical and normative content in course and extracurricular work.

Some ground rules for such a course would obtain near unanimous support. There should be no grading and no compulsory attendance. I expect that the newspaper would welcome reactions and suggestions relating to such a proposal. Let us hear them.

First Impressions

(Continued from page 1)

class members:

I've wanted to be a lawyer since I was a child, but the first week has given me second thoughts. Now that I'm over my initial fright, I'm looking forward to benefits to be conveyed ward to three trying, but exciting years.

Undergraduate school was nothing like this! If there were only more hours in a day, I could make it. With all this reading I don't even get a chance to see my girl.

It's a lot of work, but after all, that's what they tell me I'm here for.

Studying law is like finding a stick on a country road that turns out to be a snake. When you pick it up you can't turn it loose, but you aren't sure you want to hold on either.

I like it, but I am confused.

All in all, the freshmen see many long nights and hectic days ahead of them. Let's hope their first impressions will be through finals, the bar exam and eventually to victory in the courtroom.

Admittedly, the instructor has an obligation to cover all the material which is necessary to give his students a proper foundation in the law. However, the recitation of cases by students, combined with the sleep-inducing monologues of some teachers, accomplishes little more than that which would be gained by the casual perusal of any second-rate hornbook.

At the risk of being innovative, instructors at NCCULS, should consider adopting new methods which would encourage discussion of the law—not what is but why it is.
From: John P. Dalzell
To: Freshman Class
Subject: Absentism
Date: November 18, 1970

It has been brought to my attention that the attendance record of this class is a disgrace to our gracious benefactor who at your request, has given you your chance for a legal edu-
cation. Due to the lack of con-
sideration by your class with so
fine a school, as shown by such
frequent absenteeism, it has be-
come necessary for us to revise
some of our policies. The fol-
lowing changes are in effect as
of today.

Sickness: No excuses . . . we
will no longer accept your doc-
tors' statement as proof, as we
believe that if you are able to
go to the doctor, you are able
to come to class.

Death (Other than your own):
This is no excuse. There is noth-
ing you can do for them, and we
are sure that someone else with
a lesser position can tend to the
arrangements. However, if the
funeral can be held in the late
afternoon, we will be glad to let
you off one hour early, provided
that your share of class work is
ahead enough to lead the class
on your return.

Leave of Absence: (For an-
operation) We are no longer
allowing this practice. We wish
to discourage any thought that
you may need an operation as we
believe as long as you are a stu-
dent here you will need all of
whatever you have and you
should not consider having anything removed. We admitted you as you are and to have any-
thing removed would certainly
make you less than we bargained for.

Death: (Your own) This will
be accepted as an excuse, but we
would like two weeks notice!

Also entirely too much time
is being spent in the restrooms.
In the future, we will follow the
practice of going in alphabetical order.
For instance, those whose names begin with "A"
will go from 11:00 to 11:05, "B" will
from 11:05 to 11:10 and so on. If you are unable to
go at your time, it will be neces-
sary to wait until the next day
when your turn comes again.

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O.E.O. Program
Gives Indians
Opportunity

By HENRY W. OXENDINE

Four Lumbee Indians, all re-

sidents of Robeson County, are

enrolled in the Law School at
NCCU.
The Indian students are part of
a program sponsored by the
Bureau of Indian Affairs and
O.E.O. The purpose of the pro-
gram is to provide Indians, who
might not otherwise get the op-
portunity, a chance to attend
Law School. Presently there are
less than 50 Indian lawyers with
half that number or less in ser-
vice to Indian Tribes.

There are approximately
50,000 Lumbee Indians, 30,000
or more living in Robeson County.
Another 10,000 or more live in
surrounding counties. Several
thousand live outside the area:
many living in larger cities of
North Carolina, and many living
in other states. There are Lum-
bee Indians in approximately 40
of the 50 states. The Lumbees
do not have a practicing attorney
in Robeson County.
The O.E.O. program now has
more than 100 Indian Law stu-
dents in over 30 Law schools
from Harvard to U.C.L.A.

1—Horace Locklear—Lumber-
ton, N. C. 1964 graduate of
Pembroke State University,
taught school 5 years. State
Supervisor North Carolina
M a n p o w e r Development
Corp.

2—Erle Knox Chavis—Pem-
broke, N. C., 1965 graduate of
P.S.U., 4 years as a Naval
Officer.

3—Arnold Locklear—Maxton,
N. C., 1963 graduate of
P.S.U., taught school 5 years.

4—Henry W. Oxendine—Pem-
broke, N. C., 1964 graduate of
P.S.U., taught school 6 years.

The law school of the Uni-

versity of California at Davis
has solved the problem of boring
law reviews. At Davis, the stu-
dents research a single topic for
an entire year, and then publish
a book in their findings.

CAN A BLACK MAN

(Continued from page 1)
realistic to think that in a ra-
cist society the law, or any in-
stitution, can completely trans-
form that racism. Changing the
law involves changing America.

There will not be institutional
fairness for blacks in the courts
until there is fairness for blacks
in America. This relates not
only to the structure of the law
in terms of its procedural and
substantive rules, but to the
personal level as well. It is fol-
lowy to say that ours is a govern-
ment of laws, not men, laws
are made, interpreted and ap-
piled by men, and in America
we are sure that someone else
will go from 11:00 to 11:05,
so on. If you are unable to
go at your time, it will be neces-
sary to wait until the next day
when your turn comes again.
**Campus Violence 70-71 (?)**

In its report and analysis of campus unrest, the American Council on Education's Special Committee on Campus Tensions noted that it is the belief of students in general that the failings of American society are its propensity to violence, its exploitation of the weak, its indifference to human values, its hypocrisy, and its corruption. It also pointed out that many students believe that the colleges and universities contribute to this sad state by perpetuating and instilling those values by which our nation's leaders insist and gain from external wars, and internal repression. Perhaps, if most students do, in fact, believe this, the university must serve to develop channels through which its academic community may vent its feelings in a positive, constructive manner. Where we have seen violence to the extent that lives have been lost on the campuses, it is apparent that the universities are the same voice that industries and other special interest groups alone have.

Oregon seems destined to the first state in which this effort will bear tangible fruit. However, Washington, Minnesota, Georgia, California, Colorado and Connecticut each have small groups working toward a similar goal. The realization is that this scheme presents an eminently viable method which can be employed to achieve the kinds of long-range broad social reforms students see as so desperately needed. Combined with the advent of the 18-year-old vote, success seems inevitable.

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