THE UNIVERSITY OF CHICAGO

LAW SCHOOL

Inquiries should be addressed as follows:

Requests for information, materials, and application forms for admission and financial aid:

For the J.D. Program:

DEAN OF STUDENTS
The Law School
The University of Chicago
1111 East 60th Street
Chicago, Illinois 60637
Telephone 753-2404, 753-2405

For the Graduate Programs:

ASSISTANT DEAN, GRADUATE STUDIES
The Law School
The University of Chicago
1111 East 60th Street
Chicago, Illinois 60637
Telephone 753-2408

Housing for Single Students:

OFFICE OF STUDENT HOUSING
The University of Chicago
5801 Ellis Avenue
Chicago, Illinois 60637
Telephone 753-3414

Housing for Married Students:

OFFICE OF MARRIED STUDENT HOUSING
The University of Chicago
824 East 58th Street
Chicago, Illinois 60637
Telephone 753-2218
Let knowledge grow from more to more;
And so be human life enriched.
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The Laird Bell Law Quadrangle (bottom right) next to the American Bar Center and opposite the central quadrangle of the University.
THE UNIVERSITY OF CHICAGO

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INTRODUCTION

The University of Chicago was founded in 1890, the product of the interest of the Baptist denomination in establishing a strong and well-equipped college at Chicago to serve the West. The generosity of private donors, led by John D. Rockefeller, enabled its first president, William Rainey Harper, to realize his bold ideas and extraordinary standards in the creation of a new university. It was to be, at his insistence, a true university, consisting of faculty and facilities for both undergraduate instruction and advanced training and research. Launched not only with a program of ambitious dimensions but with a faculty of remarkable distinction, it became at once one of the leading universities of the world. It was “a new kind of institution, borrowing from the structure and aims of German and English universities, joining the gentlemanly tradition of zeal for good works of the New England colleges with the confidence and brashness of the Middle West.” The character of the University was fixed from the start by the spirit of innovation, the devotion to intellectual inquiry, the insistence upon rigorous standards, and the strong sense of mission that Harper gave it. “No episode,” a recent study of American higher education declares, “was more important in shaping the outlook and expectations of American higher education during those years than the founding of The University of Chicago, one of those events in American history that brought into focus the spirit of an age.”

A school of law and jurisprudence was contemplated in the original plan for the University of Chicago. It was President Harper’s view that the school should be more than a training institution for admission to the bar. An education in law, he said, “implies a scientific knowledge of law and of legal and juristic methods. These are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy—the whole field of man as a social being.”

President Harper’s plan was approved by the Trustees in 1902, and the Law School was opened in October of that year. The cornerstone for the first law building made possible by a gift from John D. Rockefeller, was laid by President Theodore Roosevelt on April 2, 1903. The goal of the School, as stated in the first Announcements, was “to afford adequate preparation for the practice of law as a profession in any jurisdiction in which the common law prevails, and to cultivate and encourage the scientific study of systematic and comparative jurisprudence, legal history, and principles of legislation.”
Harper's broad view of legal education and the aims of the first faculty have animated the program and spirit of the Law School down to the present day. In its professional curriculum the School seeks to impart the systematic knowledge of traditional and modern fields of the law and the intellectual discipline that are a necessary foundation for the practice of law with distinction. At the same time it recognizes that professional education in the law must train men for diverse and unpredictable roles as lawyers, not only in the practice of law but as public servants, civic leaders, in business life, and as teachers and scholars. Accordingly, it places a high value on intellectual breadth in legal studies, including knowledge of the history, principles, and purposes of legal institutions and the operation of these institutions in the modern world. The School has adhered to Harper's conviction that it was not to be an institution that had a merely nominal connection with the University and was not to be separated either by location or by spirit from the University at large. The conviction is reflected in diverse ways: in the variety of courses and seminars taught, in the membership on the faculty of professional economists and other social scientists, the participation of scholars from other branches of the University in the instructional program, in its research interests, and in the active interest which students in the Law School take in the life of the University. Thus, while the School has a strong professional emphasis, maintaining close ties with the practicing bar, the bench, and institutions concerned with law reform, it remains an organic part of the University, embodying the spirit and purpose of University life and, in turn, contributing to that life.

The usual, although not exclusive, form of instruction in the Law School is the case method. Emphasis is also placed on individual instruction through a tutorial program in the first year and through seminars and supervised independent study in the second and third years. The program of the first year is prescribed and provides all students with a common foundation in the basic legal subjects. The program of the second and third years is elective. The total student body numbers about 475, including approximately 10 graduate students each year, and is deliberately kept rather small to maximize the opportunities for close contact with the faculty and for individual or small-class study in the second and third years.
THE DOCTOR OF LAW (J.D.) DEGREE

The regular or professional curriculum in the Law School is a three-year (nine quarter) program leading to the degree of Doctor of Law (J.D.). The program is open to candidates who have received a Bachelor's degree from an approved college before beginning their study in the Law School and to a limited number of highly qualified students who have completed three years of undergraduate studies but have not received degrees. The Law School will not award Bachelor's degrees to such candidates, but in some cases undergraduate institutions may grant degrees after the first year of law school work to those students who desire them.

The entering class for the J.D. program is limited to approximately 160 students. All students begin the program during the Autumn Quarter in October. The calendar for the 1972-73 academic year is located on the inside back cover of these Announcements.

PREPARATION FOR LAW STUDY

The Law School does not require that applicants for admission present college credits in any specified subjects. An excellent general education is thought more important for the study of law than specialized study in fields closely related to the law. Ideally such an education should include some study of history and of the social sciences, while not neglecting literature, philosophy, or other humane fields. It should serve to develop the capacity for logical precision; demonstrated competence in mathematics or the physical sciences is to be valued for this among other reasons. Increasingly a mastery of some foreign language is useful in the study of law as the ability to learn about other legal systems becomes more important to our society. But, just as there are many different roads to the acquisition of an inquiring, disciplined, cultivated mind, so there are different ways in which a student may acquire a valuable foundation for the study of law. Perhaps of greatest importance is that the student should have acquired habits of precision, fluency, and economy in speaking and writing.

Prospective applicants may obtain additional information on law school preparation and related matters by consulting the current edition of the Prelaw Handbook, published annually in October and prepared by the Law School Admission Test Council and the Association of American Law Schools. This book includes material on the law and
lawyers, prelaw preparation, applying to law schools, and the study of
law, together with particular information on most American law schools.
It may be obtained at college bookstores or ordered from Educational
Testing Service, Box 944, Princeton, New Jersey 08540.

APPLICATION PROCEDURE

A request for application forms should be addressed to the Dean of
Students, The Law School, The University of Chicago, 1111 East 60th
Street, Chicago, Illinois 60637. The completed application form must
be returned to the same office along with an application fee of $15, in
the form of a check or money order payable to The University of Chi­
cago. The application fee is not refundable. Since applications are con­
sidered as soon as they are completed, candidates are advised to have all
their material submitted by January 1. Applications received after March
1 are considered only in exceptional circumstances.

Applicants must arrange to take the Law School Admission Test and
have an official report of their scores on the test sent to the Law School. Application forms for the test and information about it may be obtained
by requesting the Law School Admission Test Bulletin from LSAT,
Educational Testing Service, Box 944, Princeton, New Jersey 08540. The test is scheduled to be given at selected locations in the United
States and abroad on October 21, 1972; December 16, 1972; February
10, 1973; April 14, 1973; and July 28, 1973. It is recommended that ap­
licants take the test no later than December to ensure timely reporting
of scores to the Law School. Applications to take the test in the United
States must be received by the Educational Testing Service at least three
weeks before the scheduled date of the test. Applications to take the
test at foreign centers must be received at least one month before the
scheduled date. Requests for the establishment of special centers in the
United States or Canada or for special examination dates must be re­
ceived by the Educational Testing Service at least five weeks before the
scheduled test date, and for special foreign centers at least eight weeks
before the scheduled test date.

Applicants should also register with the Law School Data Assembly
Service (LSDAS) by completing and mailing the registration form sup­
plied with each Law School Admission Test Bulletin. A transcript from
each college or university attended should then be sent not to the Law
School but directly to: LSDAS, Educational Testing Service, Box 944,
Princeton, New Jersey 08540. LSDAS will analyze the transcripts and
send copies to this law school and to others designated by the applicant
on the registration form. If accepted, the applicant will be asked to sub-
mit a final transcript, showing the award of a Bachelor’s degree, directly to the Law School. Before that time, additional transcripts should be submitted only in response to a special request from the Law School.

Applicants requesting financial assistance during their first year should submit a financial aid application along with the application for admission. The financial aid application must be supplemented by financial data questionnaires processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS, Box 2614, Princeton, New Jersey 08540. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPSFAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration form.

At the time of application to the Law School, applicants are asked to give the names of at least three persons who will furnish letters of recommendation about them. Each applicant is responsible for seeing that these letters are mailed directly to the Law School. The letters of recommendation must normally be received before an application is considered complete.

In recent years the development of central clearinghouse services such as LSDAS and GAPSFAS has made it easier for applicants to complete the variety of application requirements necessitated by multiple applications. On individual occasions, however, these systems may break down or people may forget to complete letters of recommendation without applicants being aware of such delays. Consequently, the Law School utilizes a sequence of self-addressed notice cards to advise applicants of the completeness of their applications before they are submitted to the Admissions Committee.

The dramatic increase in the number of law school applications has forced most schools to discourage personal interviews as a portion of the admission process. This law school has reluctantly followed the same approach on the theory that it would be unfair to favor some applicants with interviews when all could not be accommodated. On the other hand, prospective students are strongly encouraged to visit the Law School, if convenient, to see the facilities, and more importantly, to talk with current students in order to capture some flavor of the institution. Applicants having questions about the application procedure and the admissions process or applicants wishing to present documentation in support of their applications should feel free to correspond directly with the Dean of Students. The Admissions Committee reviews every portion
of an application and any supporting material before making its decisions. Interviews can be arranged in those special instances when an applicant feels that his or her case cannot adequately be described in writing.

ADMISSIONS PROCESS

Admission to the Law School is based upon a careful review of each application by a faculty Admissions Committee. The Committee considers all evidence that may indicate academic and professional promise. No automatic quantitative criteria are applied, although academic achievement as reflected in the college record and the evidence of intellectual ability provided by the Law School Admission Test are necessarily major determinants. The candidate group accepted for the 1972 entering class had a median LSAT score of 697 and a median cumulative undergraduate grade-point average of 3.65 on a 4.00-point system. One-fourth of those accepted had LSAT scores above 728, and one-fourth had scores below 655, although fewer than 5 percent scored below 610. One-fourth of those accepted had grade-point averages above 3.78, and one-fourth had averages below 3.45, although fewer than 5 percent averaged below 3.0.

Discerning letters of recommendation and personal statements, submitted written material, special distinction in undergraduate work, and outstanding achievements are often crucial factors in the admission decision. Letters of recommendation of particular value are those from former instructors who can comment on an applicant's abilities to analyze complex material and to speak and write with precision, fluency, and economy.

The Admissions Committee follows a rolling admissions process. In late December the Committee begins to act on applications which are complete at that time, and candidates are advised of decisions at the earliest possible date. As a result, the Committee must make many decisions without the benefit of an overview of all applications, and, consequently, there is reluctance to make final determinations on a number of well-qualified applicants until most of the applications have been reviewed. Candidates in this category will be notified that decisions on their applications have been deferred until March, and they will be asked to forward transcripts of their fall academic records. During April the Committee will complete its review of all remaining applications, and a "waiting list" will then be created to fill any openings that may result during the summer.
ADMISSION WITH ADVANCED STANDING

A student in good standing at an approved American law school who has completed at least one year of law study may apply for admission to the Law School with advanced standing. The amount of transfer credit which may be recognized will be determined on the facts of each case. Ordinarily students admitted with advanced standing will be required to complete at least six quarters (two academic years) of residence at the Law School to qualify for the J.D. degree. A Bachelor’s degree from an approved college is a prerequisite to admission with advanced standing upon transfer from an American law school, and no transfer credit will be granted for legal studies for which credit toward a Bachelor’s degree has been received.

A graduate of a foreign law school whose studies have been primarily in the common law may apply for admission as a third-year student and may become a candidate for the J.D. degree. The amount of transfer credit which may be recognized will be determined on the facts of each case. Ordinarily a candidate must complete a minimum of three quarters of residence in the Law School and a minimum of 44 course hours, in a program approved by the faculty, to qualify for the degree.

A graduate of an approved foreign law school whose studies have not been primarily in the common law may apply for admission as a regular student. In the case of such a candidate the requirements for the degree may be met in part by the recognition of up to 45 course hours from earlier work if performance while in residence in the Law School demonstrates the effective value of the student’s earlier legal studies in a foreign system.

Inquiries and requests for application forms concerning admission with advanced standing should be addressed to the Dean of Students.

COMBINED DEGREE PROGRAMS

Students in the Law School may, with the permission of the Graduate School of Business, become candidates for the M.B.A. degree while pursuing their work toward the J.D. degree. By attending the Graduate School of Business during the summer quarters and by using certain courses in partial satisfaction of the requirements for both degrees, such a student may be able to earn both the J.D. and M.B.A. degrees in four calendar years or less. For detailed information about these arrangements, applicants should consult the Dean of Students in the Law School.

Students in the Law School may become candidates for advanced degrees in other fields and earn credit toward such degrees by study during the regular summer quarters of the University while enrolled in the
Law School, where the requirements and offerings of the particular department involved are compatible with such work. Arrangements for such combined programs should be made during the first year of law study, in consultation with the Dean of the Law School and the appropriate officer of the other department.

REQUIREMENTS FOR THE J.D. DEGREE

To receive the J.D. degree a student must have been in residence for nine full quarters, maintained satisfactory academic standing, and received credit for the prescribed courses and other required units of credit. A total of 135 course hours, or 33\(\frac{1}{4}\) course units, is required. (Credit in the Law School is ordinarily measured in course hours but for certain purposes is expressed in course units. A single course unit is the equivalent of four course hours, or four hours per week for one quarter.) To qualify for residence for a full quarter a student must take and complete 12 or more course hours.

In each course, seminar, or other credit work the student receives a final grade according to the following scale: A, 80 and above; B, 74-79; C, 68-73; D, 60-67; F, below 60. (Grades are recorded as numerical grades in the Office of the Law School and as letter grades in the Office of the Registrar of the University.) A grade of 60 or above is required for credit for the work involved.

To maintain satisfactory academic standing a student must receive a weighted grade average of 68 or more for the work of each academic year. In addition, a student who receives two failing final grades in any one academic year, or three failing final grades during his or her period of residence at the Law School, will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuation in the School as well as to graduation.

Regular class attendance is required as a condition of receiving credit for work done. The privilege of membership in the School may be withdrawn for unsatisfactory class work or attendance.

After the first four weeks of any quarter a student is not permitted to withdraw from a course, seminar, or special work for which he or she has registered that quarter except with the permission of the Dean of Students.

The degree of Doctor of Law cum laude is awarded to candidates who have satisfied the requirements for the degree with distinction. The achievement of a weighted grade average of 78 or better is considered to be completion of the requirements with distinction.
THE GRADUATE PROGRAMS

The Law School has for many decades maintained programs of study beyond the first degree in law. In the 1960's the Foreign Law Program helped remedy the shortage of American scholars of foreign and comparative law, while the Comparative Law Program gave many students from abroad an initial exposure to American law and legal institutions. In the years since, the Law School has tended in its graduate programs to emphasize advanced scholarship in areas of particular faculty strengths. A small number of exceptionally qualified candidates continue to be admitted to Master of Laws and Master of Comparative Law programs in which course work predominates. For the most part, however, admissions and fellowships are directed to the support of students who have well-defined research interests. Such students may work as candidates for the advanced degrees of Doctor of Jurisprudence or Doctor of Comparative Law, but degree candidacy is not necessarily required. Graduate study at the Law School is designed, therefore, to provide considerable flexibility in matching the research interests of students and faculty.

Admission to the Graduate Programs, supervision of students' programs, and the administration of requirements for degrees are under the supervision of the faculty Committee on Graduate Studies. The grading system and the requirements for satisfactory academic standing applicable to students in the J.D. program are applicable to students in degree programs, except where higher requirements are imposed by the rules of the Graduate Programs. Students whose native tongue is other than English may receive extra time on examinations with the written permission of the instructor concerned.

THE MASTER OF LAWS DEGREE

The Graduate Program leading to the LL.M. degree is limited to students (1) who have obtained an undergraduate degree from an approved school of Anglo-American law, (2) whose undergraduate record displays high scholarly aptitude, and (3) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will satisfactorily complete the requirements for the LL.M. degree.

The degree of Master of Laws (LL.M.) is awarded to students who have been in residence for three full consecutive academic quarters, have completed their studies with a B average or above, and have satisfactorily completed in the course of their studies a substantial paper under the supervision of a member of the law faculty. To qualify for residence for a full quarter, the student must take and complete the equivalent of
12 or more course hours. Credit for 36 course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

Students admitted to candidacy for the J.S.D. degree will be awarded the LL.M. degree following completion of the year in residence. Students who have been admitted to the J.S.D. program but are denied admission to candidacy for the J.S.D. degree, and who have satisfied the requirements for the LL.M. degree, may be awarded the LL.M. degree upon recommendation of the Committee on Graduate Studies and favorable action by the faculty.

THE DOCTOR OF JURISPRUDENCE DEGREE

The Graduate Program leading to the J.S.D. degree is limited to students (1) who have obtained an undergraduate law degree from an approved school of Anglo-American law, (2) whose undergraduate record displays outstanding scholarly aptitude, (3) who at the time of their admission demonstrate well-defined research interests, and (4) who display qualities of maturity and serious purpose sufficient to justify the expectation that they will successfully complete the requirements of the doctorate.

The degree of Doctor of Jurisprudence (J.S.D.) is awarded to students who have been in residence for three full consecutive academic quarters, have completed their studies with a B average or above, and, after admission to candidacy for the degree, have submitted a dissertation that is accepted by the faculty as a creditable contribution to legal scholarship. To qualify for residence for a full quarter, the student must take and complete the equivalent of 12 or more course hours. Credit for 36 course hours and the maintenance of satisfactory academic standing are needed to qualify for the degree.

The dissertation must be submitted to the Committee on Graduate Studies within five years after the completion of the period in residence. To be acceptable, the dissertation must constitute a creditable contribution to legal scholarship and must be in publishable form. Three typewritten, printed, or duplicated copies must be deposited with the Committee on Graduate Studies not later than five weeks before the date of the convocation at which the degree is to be granted. Dissertations must conform to requirements of form established by the Committee on Graduate Studies and the Dissertation Secretary of the University.

THE COMPARATIVE LAW PROGRAM

The graduate Comparative Law Program makes available to a small number of highly qualified law graduates trained primarily in foreign
legal systems the opportunity to acquire a knowledge of American law and legal institutions, to pursue comparative studies in their fields of special interest, and to engage in research in such fields. The degrees awarded in this program are the Master of Comparative Law (M.Comp. L.) and the Doctor of Comparative Law (D.Comp.L.).

Admission to the Comparative Law Program is open to students who are graduates of approved foreign law schools and whose credentials establish to the satisfaction of the Committee on Graduate Studies that they are qualified to undertake advanced study and research in law.

The degree of Master of Comparative Law is awarded to students who have completed with distinction the residence work required for the degree of Doctor of Comparative Law and who are recommended for the M.Comp.L. degree by the Committee on Graduate Studies and by the faculty.

The degree of Doctor of Comparative Law is awarded to students who have been in residence for three full consecutive quarters, have completed their studies with distinction, and, after admission to candidacy for the degree, have submitted a dissertation that is accepted by the faculty as a creditable contribution to the literature of comparative law. Dissertations must conform to requirements of form established by the faculty and the Dissertation Secretary of the University. To qualify for residence for a full quarter, the student must take and complete 12 or more course hours. The program is individually arranged with the student's faculty adviser and is expected to occupy the student's full time. At least half of the student's work in residence must be devoted to some phases of Anglo-American law.

LEGAL HISTORY

The Law School is particularly rich in resources for the study of legal history. Several of the faculty are engaged actively in historical research and are available for advice and direction of reading and research. Academic offerings include courses and seminars in American Legal History, English Legal History, European Legal History, and Roman Law.

The Law School co-operates with the Department of History in offering a Ph.D. degree in legal history, under the auspices of the Department, as well as through the J.S.D. degree. In addition to the work of the curriculum, seminars and lectures by outside scholars in legal history occur regularly. Thus the Law School, through the interests and commitment of its faculty and students, is a leader in the field.

The Law School is also the center for the editing of several principal publications in legal history, notably the Supreme Court Review, pub-
lished by the Law School, and a monographic series, *Studies in Legal History*, published by the Harvard University Press in association with the American Society for Legal History.

**ADMISSION**

Inquiries concerning admission to the Graduate Programs should be addressed to the Assistant Dean, Graduate Studies, The Law School, The University of Chicago, 1111 East 60th Street, Chicago, Illinois 60637. Applications for admission should be completed by January 1 before the Autumn Quarter for which the student desires admission.
CURRICULUM

The First Year. The work of the first year is prescribed, except for one elective course in the Spring Quarter. In addition to the required courses, all first-year students perform individual assignments in a tutorial program conducted under the direction of a member of the faculty. In this program each student is assigned to a tutor who is one of the Bigelow Teaching Fellows. The tutorial work emphasizes training in research, in the preparation of legal memoranda and other forms of legal writing, and in oral argument.

The Second and Third Years. The program of the second and third years is elective. The normal course load permits a student to plan a well-rounded program of studies and also to pursue some special interests beyond the basic level. The seminar offerings provide opportunities to explore developing areas of the law, to pursue interdisciplinary aspects of particular legal fields, and to work on individual problems involving research and drafting. In addition, students who wish to develop further their facility in research and writing, or to do intensive work on a particular topic not the subject of a regular seminar, are encouraged to call upon members of the faculty for supervision of individual research projects. Such work may be undertaken for credit (see Law 499 below).

Students may, in their second and third years, take work in other departments and schools of the University for credit in the Law School. Such work may be counted for no more than 8 course hours toward the J.D. degree. Each student must receive advance permission to register in such courses from the Committee on Petitions and Academic Requirements, which will base its judgment on its view of the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student’s course of study in the Law School. Students should consult the Dean of Students for information concerning the procedure to be followed for obtaining permission.

In order to achieve credit for 135 course hours in nine quarters, a student must take an average of 15 course hours per quarter. Except with the permission of the Dean, no student may take more than 17 course hours in any quarter. Each student is responsible for keeping informed of the number of additional credits he or she requires for graduation.

In the course and seminar descriptions the number in parentheses at the end of the description represents the value of the course or seminar in terms of course hours per quarter.
FIRST-YEAR COURSES

301. ELEMENTS OF THE LAW. The functions and problems of tribunals. The theory of legal rules and of the law crafts. The theory and practice of American case law, especially in regard to principle, precedent, statute, and justice, are developed with intensive study of selected case materials. Aut (3). Miss Menschikoff.

302. CONTRACTS. The course will deal with the historical development of the enforceability of contractual arrangements, sanctions for their breach, and justifiable excuses for nonperformance. The nineteenth-century elaboration of such basic contract doctrines as that of consideration will be examined in the light of their decline and fall in our own century. The relationship between contract liability and tort liability, taken as twin halves of a general theory of civil obligation, will be stressed. Aut (4), Win (4). Mr. Gilmore.

303. CRIMINAL LAW. This course relates the general doctrines of criminal liability to the moral and social problems of crime. The definitions of crimes against the person and against property (as they are at present and as they might be) are considered in the light of the purposes of punishment and of the role of the criminal justice system, including police and correctional agencies, in influencing behavior and protecting the community. Aut (3), Win (3). Mr. Morris.

304. CIVIL PROCEDURE. The first part of this course concerns the formulation and defense of legal claims in civil litigation, with special reference to the adversary system and the role of the lawyer in it. It includes an analysis of pleading and discovery procedures and the right and function of jury trial. The second part of the course is a study of jurisdiction and the scope and effect of judgments, with an emphasis upon the problems imposed by a federal system upon complete determination of disputes that cross state lines; state court jurisdiction from Pennoyer v. Neff to present-day “long-arm” statutes; principles of finality of judgments and their implementation through the Full Faith and Credit Clause; proceedings in rem and quasi in rem and interpleader and class actions as devices for extending judgments to the rights of persons beyond the personal jurisdiction of the court; the role of the federal courts under the diversity jurisdiction; the enforcement of judgments. For the first half of the course, the class will be divided into four sections of equal size. Aut (4). Mr. Epstein, Mr. Fiss, Mr. Lucas, Mr. Neal. Spr (4). Mr. Lucas.

305. PROPERTY. This course is an introduction to the legal problems relating to and arising out of the ownership and use of land. The first quarter will focus on the concept of “ownership” by exploring the restrictions imposed or permitted by the law on the owner’s use of his land. The second quarter will focus on problems relating to the commercial transfer of ownership of land, with particular emphasis on the legal problems relating to financing the sale of land. Win (4). Mr. Dunham. Spr (4). Mr. Fiss.

306. TORTS. A detailed study of the Anglo-American system of redress for physical harm to persons or property. The core of the course is the study of inadvertent infliction of physical harm, with special attention being given to the legal theory of negligence and to such concepts as causation, standard of care, the reasonable man, duty, contributory negligence, assumption of risk, and proximate cause. There is also a concentration on the common-law rules of damages for death and personal injury. A central theme is the tension between the negligence system and the areas of strict liability, including the emerging law on products liability. The course concludes with a survey of the implications of insurance and risk-shifting theories for the allocation of liability and with a study of proposals for auto compensation plans. Win (3), Spr (3). Mr. Kalven.
ELECTIVE. In the Spring Quarter first-year students will elect one course from among the following: Accounting, Development of Legal Institutions, Restitution, Seminar on Roman Law. Preferences will be indicated in an advance registration during the Winter Quarter. Where necessary in order to limit these courses to a reasonable size, enrolment by first-year students will be limited by lot.

308. TUTORIAL WORK. Each first-year student is assigned to a tutor for individual and small-group work in legal analysis, research, and exposition, including an exercise in brief-writing and oral argument. Aut, Win, Spr (5). Mr. Posner and Bigelow Teaching Fellows.

SECOND- AND THIRD-YEAR COURSES

Courses marked with an asterisk are treated for scheduling purposes as courses that, if elected, are ordinarily taken during the second year; if postponed to the third year they are likely to be available only at the same hours as other courses more commonly elected in the third year.

400. EQUITABLE REMEDIES. A study of the distinctive characteristics, powers, and problems of a court of equity, with emphasis upon contemporary uses of the injunction as an instrument of social control and reform in such matters as racially discriminatory institutions, interruption of public services by strikes, and interference with constitutional rights. The topics to be explored include: translating considerations of fairness into judicially manageable doctrines; delineating the beneficiaries of a decree and determining the persons responsible for noncompliance; the special problems of massive noncompliance; the procedural aspects of criminal contempt; the place of ex parte injunctions; and the problems of enjoining criminal prosecutions. Win (4). Mr. Fiss.

401. RESTITUTION. The course is concerned with the legal and equitable remedies for redressing unjust enrichment, and with the principles determining the availability of such relief in the varied contexts in which a claim of unjust enrichment may plausibly be asserted. The problems examined cut across, but are not limited to, contracts and torts: they include receipt of unsolicited benefits; gains obtained through the use of ideas originated by others; restitution as an alternative remedy in consensual transactions affected by fraud, mistake, and part performance; and restitution of gains obtained through conduct that is independently tortious. Spr (4). Mr. Kimball.

402. REDRESS OF CERTAIN HARMs. An intensive study of the roles of the tort system in protecting against dignitary harms and umpiring competitive practices in the market place. Emphasis will be placed on the variety of categories through which the law has given protection against insult and indignity and the infliction of emotional harm, intentionally or negligently. There will also be special concern with the law of defamation and with the law on the protection of the right of privacy, with attention being paid to the emerging constitutional developments in both areas. The final segment of the course reviews the tort approaches to unfair competition and emphasizes especially protection against fraud, disparagement, and the appropriation of contract benefits, ideas, effort, and good will. (3). [Not offered in 1972-73.]

404. THE LAW OF SUCCESSION.* This course deals with the characterization of wealth at common law and with the various means by which wealth is transferred gratuitously—by operation of statute upon intestacy, by inter vivos transfer, and by will. A substantial introductory section treats estates in land and future interests, including the rule against perpetuities. The suitability of some of the
more common "will substitutes" is considered: gift, joint ownership, *inter vivos* trust, annuity, life insurance. The final segment of the course deals with testamentary capacity and with the formalities of drafting and revoking wills (but not with probate and estate administration; see Law 405, Trusts and Estates). Each student will be asked to draft a will and to submit an accompanying memorandum explaining its purposes. Aut (4). *Mr. Langbein*.

405. ** Trusts and Estates.** This course continues the material studied in Law 404, The Law of Succession; that course, while not a formal prerequisite, is strongly recommended. The present course considers at the outset the nature of the trust as distinguished from other legal relations of property and contract. After examining the rules concerning the creation of trusts, express and "constructive," the course deals with the administration of *inter vivos* and testamentary trusts. The latter topic leads to a general consideration of probate and estate administration. The duties of trustees, executors, and other fiduciaries are particularly emphasized. The concluding segment of the course studies the law of charitable trusts and foundations, including the relevant federal taxation provisions. Win (4). *Mr. Langbein*.

406. ** Land Development.** This is an advanced real estate course, in which primary attention will be given to the various legal forms for raising capital for real estate ventures, alternative standards for measuring the rate of return on real estate investments, the impact of the tax laws on investment decisions, the problem of syndication, the strategies for dealing with use restrictions, and the role of government subsidies in the development of low-rent housing. The material for the course will consist primarily of prospectuses and case histories of various development projects, rather than judicial opinions. Win (4). *Mr. Epstein*.

409. ** Pollution.** An examination of government's response to pollution. Common-law nuisance; administrative mechanisms at local, state, and federal levels; the role of the private citizen; rule-making, enforcement, and variances; economic theory and alternatives. Spr (4). *Mr. Currie*.


411. ** Commercial Law II.** This course is a sequel to Commercial Law I. It deals with letters of credit and personal property security transactions, under the Uniform Commercial Code and under pre-Code law. It is open only to students who have taken Commercial Law I. Spr (4). *Miss Mentschikoff*.

412. ** The Sale of Goods.** The nineteenth-century origins of sales law will be studied as a basis for the successive codifications of sales law in the Uniform Sales Act and in Article 2 of the Uniform Commercial Code. The role of codification in the law and the problem of statutory obsolescence following a codification will be considered. Exercises in statutory construction will be carried to a point that many students will find repulsive. None of the other commercial law courses is either a prerequisite for, or a bar against, taking this course. (4). *Mr. Gilmore*. [Not offered in 1972–73.]

413. ** Negotiable Instruments.** In general the course description for Law 412, The Sale of Goods, is applicable to this course. The law of negotiable instruments has often been described as a field in which form has triumphed over substance. The role of formalities in the law will be examined in this context in the light of the hypothesis that formalities work well with respect to highly professionalized transactions but break down when amateurs begin to play the
414. Secured Transactions. The course will focus on selected problems in financing on the security of personal property, particularly under Article IX of the Uniform Commercial Code. Students will be assumed to have a general knowledge of the structure of Article IX and its background. Aut (4). Mr. Gilmore.

415. Family Law. The course will consider state regulation of family relationships, including entry into marriage, divorce, child custody, and the property incidents of formation and dissolution of marriage. The family as viewed by legal institutions will be contrasted with the family as seen by other behavioral disciplines. (4). Mr. Zimring. [Not offered in 1972-73.]

416. Law, Social Change, and the Status of Women. Taking as its central focus contemporary problems concerning the legal, economic, and social position of women, the course will attempt to explore the relationships between law and major social changes, including consideration of the kinds of intervention available to the law, their comparative efficacy, and the limits of law as an instrument of change. (4). [Not offered in 1972-73.]

417. Social Welfare Legislation and Administration. The main focus of the course is on ways to relieve poverty, in the light of perspectives about the whole social and economic system. The materials studied are the report of the President's Commission on Income Maintenance, excerpts from other such reports, from books, and from articles, and only incidentally about a dozen judicial opinions. Guaranteed annual income, family assistance programs, and the negative income tax are compared with the present categorical assistance, especially aid to families of dependent children. A good deal of emphasis is given to the gap between statutory objectives and the realities of administration. In order to study ways to organize medical care for the poor, the controversial ideas about health care plans for the whole population are considered. Spr (3). Mr. Davis.

418. Distributive Justice. An inquiry into the role of legal institutions in the distribution of income and wealth. The opening sessions of the course focus on (a) the pattern and causes of the present distribution of wealth in our society and (b) the efforts of economists, philosophers, and political theorists to formulate distributive goals. Against this background, we then consider a variety of specific institutional arrangements concerned with the redistribution of income or wealth. The principal emphasis is on policies and institutions designed to alleviate poverty (with a glance at how the problem of poverty is attacked in other countries); but some attention is also given the distributive effects of tax, labor, antitrust, eminent domain, and other public policies. Mimeographed materials and reading list. (4). Mr. Posner. [Not offered in 1972-73.]

420. Evidence. The law governing the proof of disputed issues of fact in trials at law and equity, with incidental treatment of hearings before administrative agencies, including burden of proof, presumptions, and judicial notice; the functions of judge and jury; the examination, competency, and privileges of witnesses; the exclusionary rules of evidence. Aut (5). Mr. Meltzer.

421. Criminal Procedure. Study of the legal rules governing the operation of the criminal justice system, a multistage screening process by which society selects those to be punished for criminal behavior. Subjects include investigation of crime and acquisition of evidence by such means as electronic surveillance, search warrants, searches incident to arrest, and interrogation; custody of the defendant, including arrest, detention, release on bail; criminal pleadings, including complaint, information, indictment and plea; counsel and other defense resources for the
indigent; function of screening devices, such as prosecutor discretion, preliminary hearing, grand jury, and guilty plea; motion practice and discovery in criminal cases; the criminal trial; post-trial motions and sentencing procedures; appeal and post-conviction proceedings. Win (4). Mr. Kurland.

422. The Criminal Justice System. A study of the operation of the criminal justice system. The primary purpose is to study the operation of the criminal justice system as a whole and to understand its interrelationships; a subsidiary purpose is to train the student in the critical assessment of research data bearing on that system. Topics will include the organization and functioning of the police, the organization of prosecution and defense and the exercise of their respective charging and pleading discretions, bailing, jailing, sentencing, and corrections. Attention will also be given to the administration of the courts of criminal justice and the relationship between judicial administration and policing, sentencing and corrections. In addition to an examination, students will be required to submit an evaluation of a research project in the criminal justice system, discussing its methodology, validity, and utility. The course in Criminal Procedure is a prerequisite. Spr (4). Mr. Morris.

424. Economic Analysis and the Law. An introduction to economic analysis in the context of legal and public policy issues which may be illuminated by a framework of economic principle. Conservation and antipollution, minimum wage, antitrust and civil rights laws, among others, are used to elucidate fundamental economic concepts such as opportunity costs, comparative advantage, demand, market-clearing price, efficiency, competition and monopoly, and to demonstrate their relevance to legal analysis. The role of the private property system in the operation of markets is also examined. Aut (4). Mr. Coase.

NOTE: An understanding of economics is important to the study of a number of legal subjects as taught in the Law School, including competition and monopoly, labor law, natural resources, and regulation of competition, as well as others. Students planning to elect work in one or more of these areas are encouraged to take Law 424 in advance of such work. Students with a strong economics background from undergraduate studies should consult the instructor before enrolling in this course.

425. Personal Liberties and the Market for Ideas. An examination of policy toward areas of conduct in which it is commonly thought that government regulation should be severely restricted if not indeed prohibited, in particular, conduct covered by the First Amendment. The problems will be illustrated by considering the regulation of programming (including commercials) in radio and television. Spr (4). Mr. Coase.

426. Economic Analysis and Public Policy. The application of economic analysis to public policy issues in the fields of antitrust, regulated industries, social cost, and property rights. The course is open to students who have taken Law 424, Economic Analysis and the Law, or who have had comparable prior work in economics. Students who have not taken Law 424 must obtain the permission of the instructor before enrolling in the course. (4). Mr. Coase. [Not offered in 1972-73.]

427. Accounting.* The course is primarily concerned with a study of the major topics making up the body of "generally accepted accounting principles" and the manner in which they enter into legal problems. Introductory material on the record-keeping process and form of financial statements is followed by an analysis of major problem areas: revenue recognition, inventory accounting, depreciation, accounting for debt instruments and for corporate capital. The course is concluded with a section on analysis and interpretation of financial statements. Published corporate financial reports, Opinions of the Accounting Principles Board of the American Institute of CPA's, and Accounting Series Releases of the SEC are used as the basic accounting materials for analysis. Spr (3). Mr. Sorter.
428. Associations. A study of the basic law governing collective activities, such as clubs, churches, political parties, professional associations, unions, co-operatives, savings and loan associations, mutual insurance companies, charities, academic institutions, hospitals, joint ventures, partnerships, and business corporations. Topics studied include the liability of members to third parties for the torts and contracts of the collective entity, the duties and liabilities of members and officers to each other, the control of the assets and policies of the entity, procedures for creation and dissolution of the entity and the expulsion of members, and the consequences of voluntary and involuntary dissolution of the entity. The course is designed to provide a background for further specialized work in corporations, labor law, and taxation. (4). Mr. Kitch. [Not offered in 1972-73.]

429. Corporation Law.* This course considers the nature of the modern business corporation, including small privately held or closed corporations and large publicly held corporations; the role of the modern corporation in the collection and allocation of capital and the relation of the securities laws, corporation laws, and the institutionalized processes of distributing securities to that function; the promotion and organization of corporations; the distribution of power between managers and stockholders; the fiduciary obligations of managers to stockholders and of stockholders among themselves; the proxy device and its regulation, the control of insider trading and profit-taking, recapitalization and rearrangement of stockholders' rights (other than in bankruptcy); the combination of corporations; methods and machinery for protecting stockholders' rights, through derivative suits and otherwise. Win (5). Mr. Kaplan.

431. Federal Regulation of Securities. This course deals with federal regulation of selling, trading, and dealing in securities in accordance with the provisions of the Securities Act of 1933 and the Securities Exchange Act of 1934, together with a consideration of the effect of such laws upon the law of corporations, except to the extent that such matters are considered in the course in Corporation Law. The latter course is a prerequisite. Aut (4). Mr. Kaplan.

432. Reorganization, Recapitalization, and Insolvency. This course considers the adjustment of the rights of shareholders in connection with mergers and also by charter amendment and voluntary exchanges of securities, including the rights of dissenting shareholders through appraisal evaluation proceedings. It then deals with the problems encountered in adjusting debt, especially in the face of financial stress, and in rearranging the rights of shareholders in distress situations. The problems of debt adjustment are examined in a wide variety of contexts, ranging from the individual wage earner and small businessman to the large publicly owned corporation. Attention is directed to the standards of fairness imposed by law on modification of shareholders' rights and rearrangement of relationships between debtor and creditors and among creditors in these various situations. The standards for reorganization in a bankruptcy proceeding are contrasted with the rules of fairness applied where readjustment is voluntary or is compelled by something other than the debtor's financial difficulties. Attention is also directed to the factors in our society which encourage the use of debt or equity capital. Spr (4). Mr. Blum.

433. Public Control of the Modern Corporation. This course will consider the question: What public controls, if any, should be imposed on the modern corporation? We shall begin by examining a number of social science theories of the corporation, primarily economic theories of the firm, with a view to understanding (a) the reasons for adoption of the corporate form and (b) the adequacy of the checks that competitive and other private economic forces might be expected to exercise on the conduct of the corporate management. We shall then address some current issues in corporation law and policy—such as the appropri-
are scope of investor protection under the securities laws, the stockholder’s der-
ivative action, limitations on the transfer of corporate control, political and char-
itable activity by corporations, the conglomerate merger, and perhaps others—
asking, with respect to each, whether there is a persuasive case for limiting free-

434. BUSINESS PLANNING. The aim of this course is to apply the student’s knowl-
dge of taxation and corporation law to the solution of a series of transactional
problems involving typical steps in corporate formation and rearrangement. The
problems include the formation of a closely held corporation, the formation of a
publicly owned corporation, stock redemption, the sale of a business, merger and
other types of combination transactions, and recapitalization, division, and disso-
lution of corporations. Both small-group discussions and lectures will be em-
ployed. Students will be assigned to represent the interests of particular parties,
negotiate transactions, and prepare the necessary documents. The student must
have taken Corporation Law and Federal Taxation II. Spr (4). Mr. Kitch.

435. FEDERAL TAXATION I.* A tax on the income of persons, with rates gradu-
at ed upward, is the most significant element in the tax system adopted by the
federal government. This first course in federal taxation examines the structure
of the current version of the income tax. It emphasizes the problems of deter-
mining what is to be treated as gross income for purposes of the tax, what offsets
are to be allowed in arriving at the amount of net income upon which the tax is
imposed, who will be required to include various items in income or be allowed
to claim various deductions, and when these factors are to be reflected in com-
puting income. Particular attention is devoted to the treatment of gains and losses
from changes in the value of property. Five central questions are continuously
under examination: (1) To what extent do tax rules mean something other than
they appear to mean? (2) What policies underlie the mass of technical detail
which characterizes the law? (3) How much change in conduct is needed to alter
the tax consequences involved in pursuing various goals? (4) What criteria can
be found for choosing among alternative tax policies under a progressive income
tax? (5) Can one discover any directions in which tax policies and tax law are
developing? Aut (4). Mr. Blum.

436. FEDERAL TAXATION II. This course builds upon the basic relationships and
concepts looked at in Federal Taxation I. It deals primarily with the treatment of
business profits under the income tax. The taxation of income generated by sole
proprietorships and the problems of allocating the profits of a partnership to the
partners for tax purposes are explored. The major part of the course is devoted
to analyzing our dual system of taxing the incomes both of corporations and of
their shareholders. Attention is particularly focused on the problems and conse-
quences of taxing business income to an artificial entity as compared to taxing it
directly to the owners of that entity; on the importance of tax considerations in
business decisions; and on evaluating alternative policies for treating corporate
profits under a tax system which subjects personal income to rates graduated up-
ward. Win (4). Mr. Blum.

437. FEDERAL TAXATION III. This course considers the variety of income, gift,
and estate tax problems involved in transfers of property that occur at death or
during lifetime for non-commercial purposes, principally within the family unit.
Income tax subjects include the taxation of annuities and life insurance, alimony
and property settlements, income in respect of a decedent, and the income tax-
ation of trusts and estates. The major concern of the course is the structure and
administration of the federal estate and gift taxes. The subject is organized ac-
cording to various types of property interests (such as joint tenancy, life insur-
ance, or retained life interests), or familiar kinds of conduct (such as gifts in con-
emplation of death or transfers for inadequate consideration). The problems these alternatives pose for a transfer tax are explored, and the content of present statutory or decisional law is contrasted with alternatives suggested by prior law or emerging proposals for reform. Spr (4). Mr. Epstein.

438. STATE AND LOCAL TAXATION. A study of government finance in a federal state with an emphasis upon apportionment of tax resources among governmental units and including an examination of federal and state constitutional provisions, efforts at interstate co-operation, and proposed federal legislative solutions, together with a brief canvass of problems in the administration of typical state-local tax systems. (4). Mr. Lucas. [Not offered in 1972-73.]

440. LABOR LAW I. The legal framework for collective bargaining, strikes, picketing, lockouts, and other forms of pressure; the relationship between that framework and a general antimonopoly policy; the selection of the collective bargaining representative and the representative's authority and responsibility with respect to the individual employee; the negotiation, administration, and enforcement of collective bargaining arrangements. Win (4). Mr. Meltzer.

441. LABOR LAW II. A more intensive examination of the grievance-arbitration process and of individual rights in the enforcement of the agreement; the regulation of union internal affairs, including admission, discipline, elections, fiduciary obligations, and related requirements; interunion relations. Labor Law I (or the consent of the instructor, which will be given only in unusual situations) is a prerequisite. Spr (4). Mr. Meltzer.

445. LAW OF COMPETITION AND MONOPOLY. The course traces the evolution of the main lines of doctrine grafted by the courts upon the Sherman Act and supplemental legislation for controlling the structure and competitive practices of American industry. It explores the legal significance of such concepts as price-fixing, boycotts, monopoly and oligopoly, coercion, leverage, vertical integration and market foreclosure, and their application to important contemporary problems including corporate mergers and restrictive methods of distribution used by single firms. Parallel with the study of legal doctrine, the course examines whether the evidence and the judicial opinions in key cases provide satisfactory economic explanations for the observed business behavior and its assumed effects. Win (4). Mr. Posner.

446. REGULATED INDUSTRIES. This course examines the principles and rationale of comprehensive governmental regulation of individual industries, such as broadcasting, airlines, railroads, natural gas, and electric power. Among the topics discussed are limitations on entry of new competitors, certificates of public convenience and necessity, transfer of operating rights, regulation of maximum and minimum rates, price discrimination, and competition between firms in different industries. Aut (4). Mr. Kitch.

447. LEGAL REGULATION OF THE COMPETITIVE PROCESS. The course deals with federal and state laws designed to protect against unfair competition and the federal law of copyrights, patents, and trademarks. Protections against the dissemination of misinformation and protections accorded to interests in information and ideas having economic value, such as inventions, literary, musical, and other artistic works, designs, commercial symbols, and trade secrets, are studied. An aim of the course is to evaluate the law's accommodations between the competing goals of encouraging innovation and creativity, protecting the reliability of commercial communication, and preserving freedom of trade. Win (4). Mr. Kitch.

448. ADMINISTRATIVE LAW. Administrative law is the law that governs administrative agencies, including executive departments, in their complex tasks of carrying out governmental programs. Governmental control of private activities, espe-
cially of economic life, seems to be everywhere increasing. Legislative bodies determine the general programs, and agencies make them more specific through making rules, adjudicating cases, investigating, prosecuting, and supervising. The main focus of administrative law is on procedural safeguards and on the allocation and control of power, including the structuring, checking, and confining of discretion. A central inquiry repeated in many contexts is how to accommodate procedural fairness to the efficient accomplishment of legislative purposes. The constant quest is for understanding principles of exertion of governmental power and principles of justice that cut across functions of federal, state, and local agencies and their relations with reviewing courts and with legislative and executive authorities. Aut (5). Mr. Davis.

449. Administrative Law.* An analysis of the law, mainly procedural, relating to the executive departments of government, including the independent regulatory agencies. The scope and limits of the administrative process are the overriding theme of the course; subthemes are the role of the judiciary in the control of administrative action, the procedural minima of various forms of such action, and the effectiveness of the administrative process as a method of policy-making and law enforcement. Among specific matters discussed will be the limits of delegation of legislative authority to agencies, the reviewability of official action, the substantial-evidence standard of judicial review, the right to a hearing, administrative remedies, and the doctrine of primary jurisdiction. The course substantially duplicates course 448 and is limited to students who have not taken that course. Spr (4). Mr. Posner.

450. Constitutional Law I.* An examination, in the context of selected contemporary problems, of the functions of the Constitution, the relationships among the several branches of the federal government and between state and federal governments, and the role of judicial review. Major topics to be studied include the case-or-controversy requirement and other aspects of constitutional adjudication; the powers of the President and the commerce, taxing, and spending powers of Congress; and federal and state regulation of the electoral process. Win (4). Mr. Casper.

451. Constitutional Law II: Freedom of Expression. A detailed study of problems of freedom of speech that have a constitutional dimension, including such topics as prior restraints, obscenity, the right of privacy, libel, group libel, fair trial and free press, congressional investigating committees, loyalty oaths, compulsory disclosure laws, sedition, public-issue picketing, symbolic conduct, and protest in public places. Aut (4). Mr. Kalven.

452. Constitutional Law III: The Constitution and Equality. The course will focus on the development of the equal protection clause and, especially, on the recent emergence of the concept of "substantive" equal protection. Particular attention will be paid to the legacy of the Reconstruction Amendments for nonwhites, the poor, and women, in education, voting, legislative reapportionment, housing, employment, and the criminal process. Spr (4). Mr. Katz.

453. Urban Government. The course is concerned with the legal problems of administration of a local government. Special emphasis is given to the problems of supervision by the judiciary and by higher levels of government. The course also considers the issues raised by proposals for greater decentralization (community participation) and for greater centralization (metropolitan government) of local government structures. Aut (4). Mr. Dunham.

454. Decisions in Government. What are the procedural and jurisdictional rules that influence decisions in government? Nearly all law school courses are devoted to judicial decisions, but legislative and executive decisions are also of great

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importance to lawyers and to the society. The growth of executive power has been particularly pronounced and has required new procedures and divisions of competence within the Executive Branch. After examining a number of issues conventionally discussed under the rubric of the separation of powers, the course will turn to the internal procedural and jurisdictional rules applied within the Legislative and Executive branches. In the latter category the focus will be on the budget process and on analytical techniques, such as cost-benefit analysis and systems analysis. Throughout the course attention will be devoted to a number of recurring substantive issues cutting across the materials previously studied, including budget expenditures versus tax expenditures, subsidies versus regulation, and services-in-kind versus money transfers. Spr (4). Mr. Dam.

455. Federal Jurisdiction. An examination of the jurisdiction and powers of the federal courts as defined largely by the Judiciary Code and by the Constitution. Subjects emphasized include the diversity, federal-question, and admiralty jurisdictions; Supreme Court review and habeas corpus; governmental immunity, abstention, three-judge courts, and injunctions against suit. Class discussions will focus in large part upon recent decisions in the light of casebook readings. Win (4). Mr. Currie.

456. Admiralty. Historical development of “cases of admiralty and maritime jurisdiction” as an element of the jurisdiction of the federal district courts; the role of the Supreme Court in the “common law” development of the substantive law of the admiralty; a brief introduction to the main elements of the substantive maritime law: the maritime lien, maritime torts and contracts, salvage, general average, and limitation of liability. Win (4). Mr. Lucas.

457. Conflict of Laws. An inquiry into the division of lawmaking and judging authority among the several states and between the states and the federal government, principally through consideration of choice of law, personal jurisdiction, and respect for prior judgments in cases connected with more than one state. Spr (4). Mr. Kaplan.

459. Comparative Legal Institutions. An examination of the machinery of justice in Germany, France, and Italy in its historical development and political setting. A theme of the course will be to consider whether and to what extent the Continental experience affords a basis for critical evaluation of certain contemporary problems of judicial process and administration in the United States. Topics to be explored include the selection, career, and remuneration of judges; the role of the adversary system; legal aid; civil and criminal juries; working methods of the legal profession; and legal education. Aut (4). Mr. Kötz.

460. Jurisprudence. The course will deal with selected nineteenth- and twentieth-century attempts on the Continent, in England, and in the United States to develop a comprehensive theory of law and society. It will be comparative in nature in order to examine the relationship between legal theory and the political and legal system. The conflict between legal positivism and natural law will be considered from this comparative vantage point as distinguished from that of epistemology. No text will be assigned but extensive reading of source materials will be required. The course will place equal emphasis on lecture and discussion. (4). Mr. Casper. [Not offered in 1972-73.]

461. History of Legal Thought. An inquiry into the history of systematic thinking about the legal system. Extensive readings from the works of Blackstone, Bentham, Maine, Holmes, the legal realists, and contemporary scholars who are attempting to apply the methods and insights of the social sciences to an understanding of law. There will be a reading list, and a series of short papers in lieu of an examination. (4). Mr. Posner. [Not offered in 1972-73.]
463. DEVELOPMENT OF LEGAL INSTITUTIONS. An introductory course in the historical background of the modern Anglo-American common law, focusing on the principal structural elements which developed during the Middle Ages and the Renaissance: the jury system; common law criminal procedure; the forms of action; the bar, the yearbooks, and the treatises; illustrative doctrinal development: trespass, case, and assumpsit; the rise of equity; prerogative justice in Council, Admiralty, and Star Chamber; the battle of the courts; the transformation of the juries and the development of the law of evidence; the recasting of criminal procedure: investigation, prosecution, and defense. Spr (4). Mr. Langbein.

464. AMERICAN LEGAL HISTORY. This course will deal with selected problems in the development of private and public law in the United States. Among the topics to be studied will be: law in Puritan New England; the transformation of seditious libel in the eighteenth century; the growth of tort and corporation law in the early nineteenth century; the law of slavery; civil rights legislation and litigation in the century following Reconstruction. Emphasis will be on law as a product of socioeconomic change rather than as a system of reasoning. Course work will center upon intensive examination of judicial and legislative source materials. Aut (4). Mr. Katz.

465. LAW OF THE EUROPEAN COMMUNITY. The course will examine the history of the European communities, the nature of community lawmaking, and the relationship between community law and the law of the member countries, as well as questions concerning harmonization of laws. Attention will also be paid to the problems surrounding accession of the United Kingdom and other countries. In addition to studying the legal, political, and economic development of this new type of international (supranational? federal?) organization, the course will attempt to analyze its impact on the “outside” world. Aut (4). Mr. Casper.

466. REGIONAL AND INTERNATIONAL INSTITUTIONS. Since World War II a large number of regional and international organizations have been created. In the economic arena these institutions have been particularly influential. The course will focus on the interaction between long-standing, constantly evolving international economic problems and these new institutions. Emphasis will be placed on the ways in which legal rules and institutional forms can influence economic outcomes. The principal institutions examined will be the International Monetary Fund, the General Agreement on Tariffs and Trade, and the European Community. Win (4). Mr. Dam.

INDEPENDENT STUDY

499. INDIVIDUAL RESEARCH. In addition to the opportunities for writing of research papers afforded in many of the seminars listed below, second- and third-year students may earn course credit by independent research under the supervision of a member of the faculty. Such projects (commonly known as “499 papers”) are arranged by consultation between the student and the particular member of the faculty in whose field the proposed topic falls. Special rules regarding credit, permission, and requirements for submission of written work are set forth in the regulations of the Law School. Students wishing to register for 499 credit should consult the Dean of Students.

Written work is not a formal requirement for the J.D. degree, but students are encouraged to include some such work in their programs and most students do so, either through participation in a seminar or through 499 credit. Students are encouraged to submit outstanding papers for publication in the Law Review or THE LAW SCHOOL 25
in other legal periodicals. (See statement concerning the policy of The University of Chicago Law Review under Student Activities.)

Before being granted permission to register for 499 work the student must submit a précis of his or her proposed study to the supervising faculty member. In considering possible fields or topics for such projects, students may wish to consider seminars described below but listed as not offered in the current year and to consult the instructors concerned as to the possibility of independent work in those fields.

SEMINARS

No more than twenty students will ordinarily be admitted to a seminar, and in some seminars enrolment is limited to a smaller number. Students will be given an opportunity to sign tentative registration lists for seminars. Selection of enrolment where necessary will be by lot or by a method to be determined by the instructor. Students are not permitted to register for more than one seminar in a quarter except with the permission of the Dean of Students.

501. SEMINAR: AMERICAN LEGAL HISTORY. The topic of the seminar will be the uses of Reconstruction history. The seminar will explore the ways in which the United States Supreme Court has written and rewritten Reconstruction history in the context of cases in which the original intent of the Reconstruction Amendments and civil rights legislation were thought to be of importance to the result. Emphasis will be on understanding the primary sources (amendments, legislation, debates) in their contemporary context. For this purpose secondary literature will also be assigned. The seminar will analyze decisions from the Slaughterhouse Cases to Jones v. Mayer. It will be both a teaching and research seminar. Aut (4). Mr. Casper, Mr. Katz.

503. SEMINAR: GOVERNMENT REGULATION OF RACE RELATIONS. The seminar will be devoted to a study of the limits and potentialities of the American legal system in dealing with race relations. Last year the focus was on the use of law to create and maintain the institution of slavery. This year we will study the role of law in attempting to terminate slavery. We will consider the framing of the original Constitution, the law of manumission, the Emancipation Proclamation, the Thirteenth Amendment, and the laws enacted in response to abolitionism. Win (4). Mr. Fiss, Mr. Kalven, Mr. Katz.

506. SEMINAR: SELECTED TOPICS IN THE ECONOMIC ANALYSIS OF LAW. The seminar will explore the utility of economic analysis in dealing with a variety of topics in the law, including tort and contract damages, criminal punishment, the behavior of administrative agencies, divorce, and the management of trust funds. The Economic Analysis course, or the equivalent, is a prerequisite, but the prerequisite may be waived at the instructor’s option. Win (2), Spr (2). Mr. Posner.


508. SEMINAR: CONSUMER AND ENVIRONMENTAL LITIGATION. The seminar will analyze procedural and jurisdictional issues involved in consumer and environmental litigation. Among the topics covered will be class actions, intervention, standing to sue, and settlement. Attention will be given to issues arising in litigation against
the government, including sovereign immunity, freedom of information, and environmental impact statements. Spr (4). Mr. Dam.

510. Seminar: Law and Problems of Urban Education. Selected readings and preparation of papers, briefs, and proposed forms of legislation relating to problems of urban education, including school district financing, decentralization of school administration and control, and racial segregation. Aut (4). Mr. J. Levi.

512. Seminar: Urban Planning Policies. The seminar will examine the planning process for programming the physical restructuring of cities. The central question will be: How are federal, state, and local policies and programs formulated and carried out? An attempt will be made to broaden the student's understanding of interdisciplinary skills by reading and analysis of the planning literature. The literature on "Cost-Benefit Analysis in City Planning" and on "Planning-Programming-Budgeting Systems" and the problems of carrying out the results of any of these analyses will be examined. Current and future policies and programs will be examined against the background of the literature. The particular problems studied will be primarily housing and employment. Open to law students and, with the permission of the instructor, students from other departments taking work in the Center for Urban Studies. Win (2), Spr (2). Mr. Dunham, with Mr. J. Meltzer of the Center for Urban Studies.


516. Seminar: Law and Psychiatry. The seminar will run through two quarters. The Winter Quarter will be devoted to a study of basic psychiatric disorders, their etiology and treatment. In addition to class discussions, students will visit mental hospitals and outpatient clinics, attend a case demonstration, and observe interviewing methods. Students will be required to live and work in a state mental hospital for one weekend, from Friday night through Sunday night. In the Spring Quarter the focus of attention will shift to selected legal-psychiatric problems in the criminal law and in the hospitalization of the insane and retarded. Visits to correctional institutions and agencies, and to courts responsible for committing the mentally ill, will be arranged. Comparisons between prison and hospital will be drawn, and the conflict between individual freedom and social responsibility will be delineated. A paper or research report will be required. Preparatory reading will include text references and mimeographed material. Enrollment will be limited to twelve third-year students. Win (2), Spr (2). Mr. Morris, Dr. Rubin.

518. Seminar: Social Science Research. The seminar is an introduction to elements of empirical research methodology that may be useful to the lawyer in employing such research for litigation purposes, evaluating the results of such research, and carrying out empirical investigation as a part of the task of legal scholarship. The topics considered include the principles and practice of sampling, design of experiments, design of surveys, statistics as a means of simplified description, statistics as a means of inference from sample to universe, interviewing and reason analysis, and social science research for litigation. Spr (4). Mr. Zeisel.

520. Seminar: Trial Practice A. An introduction to the techniques of advocacy in civil and criminal trials. In civil cases, pleading and discovery and their relationship to trial will be addressed. In criminal cases, the seminar will consider pre-trial proceedings such as commissioner's hearings, preliminary hearings, arraignments, and motions, and post-trial proceedings such as motions for a new
trial and sentencing hearings. Experienced trial lawyers will participate by instruction and demonstration. Members of the seminar will be responsible for either the preparation and trial of simulated civil cases or, in so far as permitted by court rules, actual criminal cases, or both. Students in the seminar should have taken Evidence; those with special interest in criminal trials should have taken or be currently enrolled in Criminal Procedure. Enrollment will be limited to thirty-five students. Permission of the instructor is required. Preference will be given to third-year students. The seminar will extend over two quarters. Win (2), Spr (2). Mr. Meltzer, Mr. Fuller, Mr. Horan.

521. Seminar: Trial Practice B. A two-quarter seminar, beginning in the Spring Quarter and concluding in the following Autumn Quarter. The seminar introduces and develops techniques of trial advocacy, with special emphasis on representation of the poor. During the Spring Quarter members of the seminar make written and oral presentations for critique by the seminar and experienced trial lawyers. In civil cases, seminar topics include investigation, pleading, motions, and discovery and their relationship to trial and possible appeal. In criminal cases, seminar topics include pre-trial hearings and motions, voir dire, trial, post-trial proceedings, and the special problems incident to representation of the incarcerated defendant. During the Autumn Quarter students will prepare and present actual cases in court under the supervision of the instructor and clinic staff attorneys. Preference in enrollment is given to second-year participants in the Mandel Legal Aid Clinic who will be eligible for certification under Illinois Supreme Court Rule 711 to practice with the Clinic during their third year. Students in the seminar should have taken Evidence and Criminal Procedure. Students taking Trial Practice B are not eligible to enroll in Trial Practice A. Spr (2), Aut (2). Mr. Palm.

530. Seminar: Current Corporation Problems. An intensive consideration (more than is possible in the course in corporations) of certain specialized problems in corporations and corporate finance which are current and in flux as, for example: concepts of corporate control; problems of convertible securities; restrictions upon the sale of corporate control; use and character of stock options; special problems of mutual funds; and the allowable extent of exculpatory clauses in charters. Aut (4). Mr. Kaplan.

535. Seminar: The Auto Compensation Plan Controversy. A case study in the politics, rhetoric, and law of basic legal reform—in this instance the contemporary efforts to shift from common-law negligence to auto compensation plans. The range of questions to be explored include: What organizations and groups have economic and other interests at stake in the controversy? What have been their strategies in promoting or defending their interests? How do these strategies relate to the content and rhetoric of various plans which have been offered? How have these strategies been reflected in the mass media? To what extent have the merits of this multisided controversy been clarified or obscured through the operation of the political process? Spr (4). Mr. Blum, Mr. Kalven.

540. Seminar: Sociological Themes in Modern Law: The Expert and the Law. In prior years this seminar has dealt with such problems as privacy and claims of conscience. This year the organizing theme will be the role of the expert and the use of expert knowledge in the formation of policy and the solution of legal problems. Aut (4). Mr. Blum, Mr. Casper, Mr. Shils.

542. Seminar: The Law and Economics of Broadcast Regulation. An analysis from both the legal and economic points of view of selected problems in the regulation of radio and television broadcasting (including cable television) under the
antitrust laws, by the FCC and the FTC, etc. Students are required to write a paper on a selected topic in broadcast regulation or policy. Aut (4). Mr. Peterman.

544. Seminar: Regulation of Inflation, Unemployment, and International Trade and Investment. The seminar will study the legal institutions for the regulation of aggregate economic activity in the United States and the legal regimes governing international trade and investment. Institutions studied will include the Presidency, the Federal Reserve Board, the General Agreement on Tariffs and Trade, and the International Monetary Fund. Win (4). Mr. Kitch.

545. Seminar: Workshop in Industrial Organization. Studies in the structure and behavior of industries, with special emphasis on the role of government regulation. Law students wishing to participate in the workshop may do so by registering for 499 credit, with the permission of the Dean. Aut, Win, Spr. Mr. Stigler, Mr. Coase, and other members of the faculty.

549. Seminar: Discretionary Justice. Most injustice in the legal system results from discretion, not from application of rules and principles. The strongest need and the greatest promise for improving the quality of justice to individual parties in the entire legal and governmental system are in the areas where decisions necessarily depend more upon discretion than upon rules and principles and where formal hearings and judicial review are mostly irrelevant. The seminar demonstrates that discretionary power is susceptible of meaningful study; it focuses on problems that are common to discretionary power of judges, police, prosecutors, regulatory agencies, welfare agencies, and other administrators, with a view to understanding what is done and what can be done to confine, to structure, and to check discretionary power. To some extent, thinking is stimulated by contrasting European systems and attitudes. Win (4). Mr. Davis.

552. Seminar: The Supreme Court. An analysis of cases on the docket of the Supreme Court in the current term. The members of the seminar prepare draft opinions after studying the briefs filed in the Supreme Court. The opinions are circulated and then discussed in the seminar, usually in advance of the actual decision of the particular case by the Court. The required written work consists of the several opinions which each student must prepare. Enrolment is by permission of the instructor and is limited to approximately nine students. Win (4). Mr. Currie, Mr. Neal.

555. Seminar: Comparative Law. The seminar will deal with constitutional review in the Federal Republic of Germany, focusing on decisions of the German Constitutional Court in the area of free speech and the electoral process. It will use the cases under study as the basis for the exploration of historical origins, institutional techniques, attitudes, and legal theory. Comparison will be used in order to outline the profile by contrasting the system with that of the United States. By emphasizing the court's attempt to clarify constitutional and political commitment of the postwar German polity, the seminar should contribute to the use of court decisions for understanding political value conflicts and their authoritative resolutions. Win (4). Mr. Casper.

556. Seminar: Roman Law. An examination of selected topics in the Roman law of contracts, torts (delict), property, and procedure. Topics will be selected in order to shed light on the relationship between common-law and Roman law treatment of certain problems of current interest. The seminar is not designed to provide a comprehensive knowledge of all the detailed workings of Roman law. No knowledge of Latin will be required for the seminar. Spr (4). Mr. Epstein.
557. Seminar: Research in English Legal History. The seminar will examine the formation of the common law of evidence in the seventeenth and early eighteenth centuries, a subject on which there exists little secondary literature. Among the topics appropriate for research papers are the English witchcraft trials, mainly from 1556 to 1643; the political trials of the later Stuarts and the Treason Act of 1696; the Statute of Frauds of 1677; the development of appellate review for insufficiency of the evidence following the abolition of prerogative review in 1641; the growth of the several judicial controls upon submissions to the jury; the expansion of the lawyer's role from pleading to trial advocacy; the origins of the common-law treatise on evidence. (Prerequisite: Law 463, Development of Legal Institutions, or the permission of the instructor.) Aut (4). Mr. Langbein.

558. Seminar: European Legal History. A reading seminar designed to provide students of Anglo-American legal history with a basis for comparative study. Part I: The sources of European law in the Middle Ages—canon law, vulgar Roman law, Germanic law, feudal law, urban law. Part II: The revival of Roman law in Italy and the differentiation of the national legal systems in the North. Part III: The “reception of Roman law” in the Renaissance. Part IV: The assimilation of Roman law and the origins of the codification movement. (Prerequisites: Law 463, Development of Legal Institutions, and Law 556, Seminar: Roman Law. Students with adequate command of German, French, Italian, or Dutch may substitute a paper for the examination.) (4). Mr. Langbein. [Not offered in 1972-73.]

561. Seminar: Classics of English Jurisprudence, Fortescue to Blackstone. The seminar will deal with the English legal tradition as a focus of political thought in the early modern period. The works to be read and discussed in class will reflect the general thought of lawyers, reformists, and philosophical critics of the law, and ideas about the nature of law current in society at large. Students will be expected to write a paper on a legal author or a political theorist, permissibly from a somewhat wider chronological range than that of the assigned readings. Aut (4). Mr. Gray.

565. Seminar: Dispute Settlement Mechanisms. This seminar will examine theoretical and empirical aspects of dispute settlement machinery in selected private, national, and international groups. Win (4). Miss Mentschikoff.

SCHEDULE OF COURSES BY QUARTERS

1972–73

FIRST-YEAR COURSES

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Hours</th>
<th>Winter</th>
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<tr>
<td>304. Civil Procedure</td>
<td>4</td>
<td>306. Torts</td>
<td>3</td>
<td>[Elective]</td>
<td>3 or 4</td>
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<tr>
<td>308. Tutorial</td>
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30 THE UNIVERSITY OF CHICAGO
## SECOND- AND THIRD-YEAR COURSES

### Autumn | Winter | Spring
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404. Law of Succession* | 400. Equitable Remedies | 401. Restitution
414. Secured Transactions | 405. Trusts and Estates* | 409. Pollution
431. Federal Regulation of Securities | 421. Criminal Procedure | 422. Criminal Justice System
446. Regulated Industries | 436. Federal Taxation II | 427. Accounting*†
459. Comparative Legal Institutions | 450. Constitutional Law I*† | 441. Labor Law II
| | 466. Regional and International Institutions | 454. Decisions in Government

* Courses commonly considered as especially appropriate for the second year.
† Courses that will be considered for scheduling purposes in 1973-74 as having been taken in the second year, if taken at all.
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<th>Course Code</th>
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<tr>
<td>501</td>
<td>American Legal History</td>
<td>4</td>
<td>503</td>
<td>Government Regulation of Race Relations</td>
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<td>507</td>
<td>Illinois Civil Procedure</td>
<td>4</td>
<td>506</td>
<td>Selected Topics in the Economic Analysis of Law ‡</td>
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<td>510</td>
<td>Law and Problems of Urban Education</td>
<td>4</td>
<td>512</td>
<td>Urban Planning Policies ‡</td>
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<td>521</td>
<td>Trial Practice B ‡</td>
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<td>516</td>
<td>Law and Psychiatry ‡</td>
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<td>530</td>
<td>Current Corporation Problems</td>
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<td>520</td>
<td>Trial Practice A ‡</td>
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<td>540</td>
<td>Sociological Themes in Modern Law: The Expert and the Law</td>
<td>4</td>
<td>544</td>
<td>Regulation of Inflation, Unemployment and International Trade and Investment</td>
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<td>542</td>
<td>Law and Economics of Broadcast Regulations</td>
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<td>Workshop in Industrial Organization</td>
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<td>Discretionary Justice</td>
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<td>557</td>
<td>Research in English Legal History</td>
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<td>552</td>
<td>The Supreme Court</td>
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<td>555</td>
<td>Comparative Law</td>
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<td>561</td>
<td>Classics of English Jurisprudence</td>
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<td>565</td>
<td>Dispute Settlement Mechanisms</td>
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‡ Extends over more than one quarter.
The Law School publishes four professional journals, *The University of Chicago Law Review*, *The Supreme Court Review*, *The Journal of Law and Economics*, and *The Journal of Legal Studies*. The *Law Review* is a quarterly published under the management of a board of student editors. *The Supreme Court Review* is an annual volume devoted to responsible professional criticism of the current decisions of the Supreme Court. *The Journal of Law and Economics* provides a forum for the publication of writings by economists and lawyers on problems that are both economic and legal and seeks to stimulate scholarly investigation of such problems. *The Journal of Legal Studies*, a new publication, provides a forum for basic theoretical and empirical research into the operation of legal systems and institutions.

The School's long-standing concern with the relationships between law and economics is reflected in the Law-Economics Program, under which lawyers and economists interested in problems in this area have been encouraged to spend some time at the Law School working on problems of their choice. The aim of the Law-Economics Program is to advance understanding of the effects of laws, and hence to enlighten both economic theory and proposals for law reform, by systematic investigation of aspects of the legal system in a framework of economic analysis. A continuing series of studies has focused on problems in the antitrust field. Recently attention has been given to problems of public ownership and public regulation of economic enterprise, to problems of labor organization and technological advance, and to the problems of allocation of rights in underseas resources. Recent studies have examined decisions in the field of accident law, land-use patterns occurring in the absence of intensive control through zoning laws, the United States postal system, the oil-import quota system, the regulation of the taxicab industry in Chicago, and the allocation of enforcement resources by the Antitrust Division of the Department of Justice. Professor Ronald H. Coase is Director of the Program.

The Center for Studies in Criminal Justice, established in 1965 under a grant from the Ford Foundation, is concerned with enlarging knowledge of behavior defined as criminal; with studying the operation and assisting in the development of the agencies of criminal justice and other agencies of social control; and with providing graduate training in the methodology and practice of research in these areas. The Center maintains close working relationships with other disciplines in the behavioral sciences relevant to the prevention and treatment of crime, and with the
operating agencies of criminal justice at the local, state, and federal levels. Current research projects include an evaluation of an experiment in probation utilizing nonprofessionals and ex-offenders as probation officer assistants; an analysis of the operation of deterrent processes in the criminal law; the current status of American jails and prospects for alternative measures; the evaluation of drug-abuse programs and public policy related to narcotics; the relationship of weapons to homicide rates and gun-control measures; the formulation and implementation of the proposed new Illinois code of corrections; and alternative ways of dealing with the competency to plead question. Other planned projects will deal with the impact of the Omnibus Crime Control and Safe Streets Act of 1968 on the agencies of criminal justice, with several aspects of the administration of justice in juvenile and family courts, and with the testing of citizen-alarm devices in the reduction of crime and the fear of crime. Professor Norval Morris is Director of the Center.

The program in Law and the Behavioral Sciences has for some years been supporting studies aimed at increasing knowledge about legal institutions by drawing upon relevant knowledge and techniques of other disciplines concerned with social organization. Continuing projects under this program are an empirical study of the behavior of juries in civil and in criminal cases, which seeks among other things to isolate the characteristics of jury determination which differentiate it from decisions by judges without juries; a study of the role of lay judges in the Austrian courts; studies of the causes of court congestion and certain proposed remedial devices; and a study of existing systems of lawmaking by arbitration.

The Comparative Law Research Center, established in 1949, serves as a means of encouraging and guiding research projects in the field of international legal relations and comparative private law. It also serves as a clearinghouse of information for foreign research and teaching institutions and provides advice to scholars and students abroad who are engaged in studies touching upon American law.

The Law School maintains close working relations with the American Bar Foundation, the research affiliate of the American Bar Association. The Foundation, located across the street from the Law School in the American Bar Center, carries on a broad program of research in law and its processes, notably in criminal law, legal problems of the poor, and judicial administration. The program of the Foundation provides opportunities for students in the Law School to work as research assistants while in school and during the intervening summers. The Executive Director of the Foundation is Professor Spencer L. Kimball. Members of the Law School faculty act as consultants in the Foundation’s work.
A group of faculty members, occasionally joined by members of the Sociology Department and the Department of Statistics, meets every second week in the Workshop on Empirical Research in the Law. The Workshop discusses new studies, invites scholars from other universities, and thus keeps the faculty abreast of developments in this fast-growing area. Students with special interests in the topics are invited as guests. The Workshop is directed by Professor Hans Zeisel.

BUILDINGS AND LIBRARY

The Laird Bell Law Quadrangle consists of four connected buildings surrounding an open court. It connects directly with the Burton-Judson Residence Halls in which the residence houses for law students are located. Immediately east of the Law Quadrangle are the buildings of the American Bar Center, occupied by the national headquarters of the American Bar Association, the National Conference of Commissioners on Uniform State Laws, the library and research activities of the American Bar Foundation, and various other national legal organizations.

One building of the Law Quadrangle contains the auditorium, seating 475 persons, and a courtroom, the Weymouth Kirkland Courtroom, which was designed and is used for the hearing of official cases as well as moot cases argued by the law students. The classroom building includes four classrooms of varying sizes, a number of seminar and conference rooms, student lounges and lockers, and a suite of offices for the Mandel Legal Aid Clinic. Administrative offices are located in a separate wing which connects the library building and the residence halls.

The Law Library and faculty offices occupy the large central building of the group, immediately adjacent to the classroom area. Faculty offices, research offices, student study rooms, and carrels surround the stack areas of the library. The book stacks are open to all students and the plan of the building provides direct access to members of the faculty as well as convenient facilities for study throughout the book areas. The building contains offices for student organizations, a typing room, a rare book room, and a periodicals room.

The Law Library collection covers substantially all fields and systems of law. The Anglo-American Law section contains an almost complete collection of the statutes, session laws, and reported decisions of the courts of each jurisdiction. It includes also an extensive collection of the original briefs and records of cases in the Supreme Court of the United States and a representative collection of the reports and opinions of the federal and state administrative agencies. The Law Library is a desig-
nated depository for United States government documents. In addition the Anglo-American Law section comprises substantial collections of digests, encyclopedias, loose-leaf services, periodicals, treatises, and bar association proceedings. The Foreign Law section contains basic source and secondary materials relating to early legal systems and the law of European and African countries, including the latest codes, laws, decisions, and current periodicals. There are also special sections on legal history, biography, jurisprudence, comparative law, canon law, and international law. A collection of materials concerning the laws of oriental countries can be found in the Library of the Oriental Institute and Far Eastern Library. Law students have ready access to the Joseph Regenstein Library and the other libraries of the University, to the library of the nearby Public Administration Service, and to the library of the American Bar Center. The professional schools of the University include the Graduate Library School, which offers certain programs of study designed to prepare students for law librarianship. Information about these programs may be obtained directly from that School.

STUDENT ORGANIZATIONS AND ACTIVITIES

The University of Chicago Law Review, founded in 1933 and published by the School, is written and managed by students. Students who submit promising drafts of comments in an annual writing competition, as well as students who rank highest in scholarship upon completion of their first year, are invited to become candidates for election to the Review staff. From these groups, the managing board and associate editors are chosen. Students who are not invited at the end of the first year but who later write comments that are accepted for publication in the Review may be asked to join the staff.

The Hinton Moot-Court Committee conducts a two-year program in appellate advocacy. The program, open to all second- and third-year students, uses actual cases to provide students with instruction and experience in the arts of brief writing and oral argument. Hinton Competition judges are chosen from the faculty of the Law School, practicing attorneys, and judges in state and federal courts. Student counsel and Hinton judges discuss the case and counsel’s performance at informal receptions following each argument. Judges for the final argument of the third-year Hinton Competition in 1972 were Mr. Justice William H. Rehnquist, Supreme Court of the United States; The Honorable Elbert P. Tuttle, United States District Court of Appeals, Fifth Circuit;
and The Honorable John Paul Stevens, United States Court of Appeals, Seventh Circuit.

The Mandel Legal Aid Association is the organization through which students participate in the work of the Edwin F. Mandel Legal Aid Clinic, a branch office of the Legal Aid Bureau of Chicago located in the Law School. The Clinic renders legal assistance to indigent persons in the community adjacent to the University and handles approximately 4,000 cases per year. Seventy students selected for membership in the Association conduct weekly office hours in the Clinic and, under the guidance of the director and staff attorneys, assume responsibility for the cases of the clients who are interviewed. Under Illinois law third-year students in the Clinic are authorized to appear on behalf of clients in the state courts. The program is intended to complement the academic study of law with experience in interviewing clients, investigating facts, dealing with adverse parties, and participating in court proceedings. In addition it seeks to acquaint students with the legal problems encountered by individuals and groups in an inner-city community; part of the program of the Association is directed toward identifying and pursuing generally applicable remedies, such as test cases on recurrent problems that may alleviate the conditions giving rise to individual legal difficulties. The Director of the Mandel Legal Aid Clinic is Gary H. Palm, Assistant Professor of Law.

The Summer Internship Program in State and Local Government, supported by a grant from the Ford Foundation, provides ten summer fellowships for internship experience in agencies of state and local government. Open to students who have completed their first or second year of law study, the program is designed to broaden the understanding of law graduates concerning the problems of government at the state and local levels; to interest students in the possibility of careers in government; to assist agencies of government by providing short periods of service by talented young men and women with legal training; and to encourage critical thought and scholarly research on law-related aspects of state and local government. The Director of the Program is Professor Allison Dunham.

The University of Chicago Law School Student Association is composed of the entire student body and is affiliated with the American Law Student Association, a national organization sponsored by the American Bar Association. The Student Association sponsors a variety of social and extracurricular programs throughout the year, including
weekly faculty-student luncheons, coffee hours, speaker programs, and athletic events. Other student activities at the Law School include the Douglas Inn of Phi Delta Phi, a national legal fraternity, which maintains a program of professional and social activities for its student membership; the Law Students Civil Rights Research Council, which provides field and research assistance in the areas of civil rights, civil liberties, and poverty law for community organizations and members of the bar and assists in a summer program in which students are placed in positions with private attorneys, legal aid groups, or community organizations in both the North and the South; the Black American Law Student Association, a local chapter of a national organization designed to promote the interests of black students in law schools; the University of Chicago Law School Environmental Law Society, which provides a vehicle for legal environmental education and action on the part of law students and whose recent activities have included a one-day course in pollution control law, supplemented by a Pollution Control Law Handbook, a continuing series of weekly lectures on various aspects of environmental law, legal actions before the Illinois Pollution Control Board and the Chicago Department of Environmental Control Appeals Board, and the publication of Illinois Environmental News; and the Law Women's Caucus, which was created to explore the role of women in law.

PLACEMENT

The Law School's Placement Office serves the clearinghouse function of making available to students and alumni information on a wide range of job opportunities covering the entire spectrum of law-related positions. Students are encouraged to supplement this information from prospective employers by discussing their career interests with the Assistant Dean in charge of placement.

Throughout the academic year representatives from employers around the country visit the Law School to interview candidates for permanent and summer employment. Many employers also correspond with the Placement Office indicating the availability of permanent, summer, and part-time legal positions. In addition to information about specific openings, the Placement Office maintains an extensive collection of material concerning legal career opportunities, including bar admission requirements for all states, listings and descriptions of law firms, and descriptions of corporations and government agencies. The Placement Office also acquires information on judicial clerkships, teaching positions, graduate programs, and other career and training opportunities of interest to students graduating from law school.
In recent years the pattern of positions taken by students upon graduation has been approximately the following: law firm associates, 50 percent; judicial clerkships, 15 percent; state and federal government attorneys, 15 percent; legal services positions, 10 percent; corporation attorneys, 5 percent; and teaching, further education, and other positions, 5 percent. The typical geographic distribution of a class following graduation has been the following: Midwest, 40 percent; Northeast, 25 percent; Far West, 20 percent; and the rest of the country or overseas, 15 percent. Approximately 60 percent of a graduating class will locate in one of the following five cities: New York, Washington, Chicago, San Francisco, and Los Angeles.

**HOUSING**

The University provides a variety of housing units for single and married graduate students. All are within walking distance of the campus or near the route of the Campus Bus, an inexpensive shuttle service run by the University. In addition, Hyde Park has a number of rental apartments ranging from one to eight rooms in size, both in walkup and elevator buildings. Some students choose to live in nearby South Shore, also served by the Campus Bus, where rents are lower. Most law students prefer to live in University housing during their first year, and information about available accommodations is set out below.

**SINGLE STUDENT HOUSING**

A majority of the first-year single men and women live in Linn House and Mathews House, the Law School residences, located in the Burton-Judson Courts and connected with the Law School buildings. The residences include dining hall and lounge rooms, television, recreation, and laundry facilities, as well as living quarters for law students. The rooms are furnished for either single or double occupancy. The lounges in the Burton-Judson Courts also provide a meeting place for law students and a center for extracurricular activities of the School.

Unless special arrangements are made, the assignment of rooms is for a period of three academic quarters. Room contracts include board, and the room and board rate for 1972-73 is $1,557 for the academic year, payable in an initial deposit and three quarterly installments.

There are five other houses for single graduate students provided by the University. For the most part these buildings are coeducational and well mixed in regard to the number of departments and professional schools represented. Campus buses run frequently during the day and evening between these buildings and the Law School.
All inquiries concerning University housing for single students should be addressed to the Office of Student Housing, The University of Chicago, 5801 Ellis Avenue, Chicago, Illinois 60637 (753-3414). Students are advised to apply early in order to obtain the desired accommodations. More than five hundred graduate men and women live in International House, an international student center on campus which houses both American and foreign students—about half and half—from the University and other colleges and universities in the Chicago area. International House offers a varied program of cultural and social activities planned to give opportunities for the students to acquire knowledge of each other’s customs and culture. Informal discussion groups interpret the historical, political, and sociological aspects of various countries. Social events include dances, concerts, receptions, and programs presenting activities of a national character. Opportunities are provided for foreign and American students to work together in many types of student enterprise. Facilities include a large dining room with year-round cafeteria service, tennis courts, lounges and television rooms, and an assembly hall. Quarterly rates for rooms in International House range from $175 to $190 for rooms with twin beds, from $200 to $250 for single rooms, and from $270 to $310 for a limited number of suites with baths. Short periods of residence (minimum three weeks) are arranged for at favorable weekly rates, which vary according to length of stay and type of room. The daily rate is $7.00 per person for the first fourteen days and $3.50 per day thereafter. All rooms are furnished, including blankets and bed linen. Moderately priced meals are served in the cafeteria, which is open to all University students and faculty members. All inquiries should be addressed to the Office of Admissions, International House, 1414 East 59th Street, Chicago, Illinois 60637 ([312] 753-2280).

MARRIED STUDENT HOUSING

The University has over one thousand apartments in thirty buildings for the housing of married students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates for furnished apartments are from $116 to $164 monthly; those for unfurnished are from $109 to $215 monthly. Apartments are rented on a twelve-month basis, but special arrangements can be made to terminate the lease as of the first day of an academic quarter. Utilities are included in the rental rate for furnished apartments but not in that for unfur-
The furnished apartments do not include bedding, linens, dishes, silver, or kitchen utensils. Both furnished and unfurnished apartments are provided with a stove and a refrigerator, and all apartments have a private bath.

The University will assist each married applicant to find housing, but it cannot guarantee University-owned housing to incoming married students. Applications should be made well before the time when the accommodations will be needed. Further information and application forms can be obtained by writing to the Office of Married Student Housing, The University of Chicago, 824 East 58th Street, Chicago, Illinois 60637 ([312-]753-2218).

MEAL SERVICE

Arrangements may be made by law students not living in Linn and Mathews Houses to purchase special meal cards for breakfast, lunch, or dinner, or any combination, in the Burton-Judson dining halls. Meals are also available in Woodward Commons, Pierce Commons, Billings Hospital, International House, and the Center for Continuing Education.

HOUSING STAFF POSITIONS

The University House System, consisting of nineteen College Houses and seven Houses for graduate students, provides opportunities for law students to serve in the staff positions of Resident Head or Assistant Resident Head. Members of the staff are expected to give informal guidance and encouragement to the students as individuals and in groups in their social and cultural activities supplementary to the academic program. The Resident Head receives a furnished suite, board, weekly maid service, telephone privileges, and, in the large houses, a cash stipend. All Assistant Resident Heads receive a single room. In the first year each Assistant also receives the equivalent of one-half of a board contract; in the second year of service he or she receives a full board contract. Generally, successful applicants will be students who have been in residence for at least one year. Applications and information may be obtained from the Office of Student Housing, Room 201, Administration Building.

STUDENT HEALTH

Medical care for University students is provided in the University Health Services located in the University Hospitals. Starting with the Autumn Quarter, 1972, all registered students are required to have hos-
pitalization insurance to supplement the Student Health Program, which provides comprehensive ambulatory care and the first two days of care in the University Hospitals. The Student Blue Cross–Blue Shield policy is strongly recommended. It provides comprehensive hospital-medical-surgical coverage beginning with the third day in the University Hospitals, and beginning with the first day in other hospitals when the student is unable to get to our own hospital. Students with some other form of group hospital-medical-surgical insurance which provides equivalent or greater coverage can meet the new requirement by completing an affidavit that includes the name of the insurance company and the number of the policy. Individual hospital insurance policies are not acceptable.

Registration shall not be completed until the student subscribes to our Blue Cross–Blue Shield program or files a properly completed affidavit.

FINANCIAL INFORMATION

FEES

Application fee. An application fee of $15 must accompany each original application for admission to the Law School. No part of the fee is refundable, nor is it applicable as an advance payment of other fees.

Deposit on admission. Each applicant who is accepted for admission into the Law School is required to make a deposit of $100 to secure a place in the entering class. Candidates who have applied for scholarship assistance before notification of acceptance will not be required to pay deposits prior to notification of action upon their scholarship applications.

The acceptance deposit will be applied to the tuition fee and will not be refunded, unless illness, induction into the military service, or other sufficient cause prevents an applicant from entering the Law School in the year for which he or she has been accepted.

Tuition. Tuition in the Law School for 1972–73 is $925 per quarter, or $2,775 for the nine-month academic year. A student who furnishes evidence to the Registrar that he must withdraw in order to perform his compulsory military service shall be granted a full tuition reduction for the quarter for such courses as he is unable to complete. A student who is required to withdraw for disciplinary reasons shall not be entitled to any reduction of tuition or fees.

Health insurance fee. University policy requires that each student must be covered by adequate health and hospitalization insurance. Students must pay a quarterly premium of $15 for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.
Special fees. The University charges $25 for late registration, $5 for late payment of tuition, and $2 for each change in registration.

EXPENSES

During the 1972–73 academic year each student can expect to pay about $2,950 for tuition, fees, books, and supplies. Expenses for room, board, laundry and cleaning, clothing, recreation, travel, and incidentals will vary depending upon individual taste and circumstances. A single student may expect to pay about $5,500, including tuition, for the academic year. Married couples should anticipate expenses of about $6,800, with an additional $1,000 for each dependent.

FINANCIAL AID FOR J.D. CANDIDATES

Approximately 60 percent of the students at the Law School receive some financial aid. Since scholarship funds are insufficient to cover all needs, nearly all assistance involves a combination of scholarship grants and loans. Decisions as to the amount of financial aid to entering students are based primarily on considerations of need. Academic achievement is also taken into account, particularly in determining the proportion of scholarship and loan assistance. Each spring, first- and second-year students seeking financial assistance apply for the following year; awards are made on the basis of the same general criteria as first-year awards, taking account of changed circumstances.

Applicants requesting financial assistance during their first year should submit a financial aid application along with the application for admission. The financial aid application must be supplemented by financial data questionnaires processed by the Graduate and Professional School Financial Aid Service (GAPSFAS). The GAPSFAS application may be obtained from the financial aid officers at most undergraduate institutions or from GAPSFAS, Box 2614, Princeton, New Jersey 08540. Applicants should complete their own questionnaires and arrange to have parents and spouses or spouses-to-be complete the appropriate questionnaires. The questionnaires should then be sent to GAPSFAS, where they will be analyzed, duplicated, and sent to each law school designated on the registration form.

SCHOLARSHIPS

A substantial program of scholarship assistance is made possible by certain endowed funds, generous annual giving by alumni and other
friends of the Law School, and the general funds of the University. A list of the funds and gifts from which scholarships are assigned is set forth elsewhere in these Announcements. Three scholarship funds of particular interest to entering students are described below.

The Floyd Russell Mechem Prize Scholarships. Each year the Law School offers these scholarships, which provide a stipend of $3,800 per year (renewable for the second and third years) to a limited number of entering students with exceptional promise. The awards are based entirely on academic promise, and financial need is not a consideration. In recent years Mechem recipients have generally had LSAT scores in the middle or high 700's and have had undergraduate and graduate grade-point averages in excess of 3.8 on a 4.0 scale. Applicants who wish to be considered for Mechem Scholarships should so indicate on their application for admission. Only candidates whose applications have been completed by February 1 will be eligible.

The La Verne Noyes Foundation Scholarships. Although most scholarship funds are unrestricted and thus available to all qualified applicants, some funds are restricted by the donors. One such fund is the La Verne Noyes Foundation, which provides scholarship assistance where need exists to direct blood descendants of veterans who served in the Armed Forces of the United States during World War I. Service requirements for establishing eligibility to receive Noyes funds call for not less than five months of active duty, and, where the active duty began after May 11, 1918, it must have been overseas service beginning before November 11, 1918. There is a space on the financial aid application for applicants to indicate probable Noyes qualification. Accepted applicants will be asked to complete a Noyes Foundation application and supply appropriate documentation.

The Weymouth Kirkland Law Scholarships. A number of full-tuition awards are made each year by the Weymouth Kirkland Foundation to entering law students whose state of legal residence (not necessarily where they are attending college) is Illinois, Indiana, Iowa, Michigan, or Wisconsin. Recipients may use Kirkland funds only to attend a law school in one of the same five states. Selection of recipients is made by a special committee on the basis of scholarship, good character, personality, potential leadership, and need. Stipends are in the amount of tuition ($2,775) and, in certain cases, up to $1,000 for living expenses, and grants are renewable at the discretion of the Trustees for the second and third years of study. For further information and special application forms prospective candidates should write directly to the Weymouth Kirkland Foundation, Suite 2900, Prudential Plaza, Chicago, Illinois 60601.
LOANS

In addition to scholarship assistance, the University administers funds under the provisions of the National Defense Education Act, maintains a private tuition loan program, and offers short-term cash loans through several specially endowed funds. Loans are available to students in the Law School upon demonstration of financial need, subject to recommendation by the Dean of Students and approval by the University Cashier.

Students may borrow up to $2,500 per year, not to exceed a total of $7,500. Notes securing such loans are free of interest so long as the borrowers remain in a full-time program of study, and thereafter they bear interest at the annual rate of 3 percent. After graduation borrowers are expected to make regular monthly payments of at least $20 but may have as long as ten years in which to complete the repayment of their loans.

Guaranteed loans are granted by banks, credit unions, and savings and loan associations in each state. The terms of the loan vary somewhat from state to state, but all are subject to the following provisions: (1) The loan ceiling ranges from $1,000 to $1,500 per academic year, up to a total of $7,500 for all years. (2) If the family’s taxable income is under $15,000 per year, the government will pay all interest charges while the student is in school, and the student begins monthly payments at 7 percent interest after leaving school. If the family income is over $15,000, the student must pay all interest charges. Applications are available at the student’s community bank. For further information on these guaranteed loan programs, contact the Loan Counselor at 5801 South Ellis Avenue (753-4595).

Special loan funds are available to students who have unexpected medical expenses or are confronted with other emergencies.

SPECIAL FUNDS

PROFESSORSHIPS

The Harry A. Bigelow Professorship in Law was established in 1967 in honor of the late Harry A. Bigelow, who was Dean of the Law School from 1929 to 1939 and a member of the faculty of the Law School from 1904 until his death in 1950.

The James Parker Hall Professorship in Law was established in 1930 by the alumni of the School in memory of James Parker Hall, Dean of the School from 1904 until his death in 1928. Past holders of the James Parker Hall Professorship have been Edward Wilcox Hinton, George Gleason Bogert, Wilber Griffith Katz, and Sheldon Tefft.

The Julius Kreeger Professorship in Law and Criminology was established in 1965 through the generosity of Mrs. Arthur Wolf, in memory of her late husband, Julius Kreeger, a graduate of the Law School in the Class of 1920.
The Clifton R. Musser Professorship in Economics was established in 1970 by members of Mr. Musser's family, to provide a permanent professorship in economics in the Law School.

The Max Pam Professorship in Comparative Law was established in 1935 in memory of Max Pam, a member of the Chicago Bar, with funds allocated by the Trustees under the will of Mr. Pam. The holder of the Max Pam Professorship is Max Rheinstein.

The Arnold I. Shure Professorship in Urban Law was established in 1971. The professorship was made possible by a grant from the Ford Foundation. Matching gifts were contributed by many friends and alumni of the Law School in honor of Mr. Shure, an alumnus of the Law School in the Class of 1929.

Under the will of the late Leo Spitz, J.D., 1910, provision is made for the establishment of The Caroline and Henry Spitz Professorship, in honor of Mr. Spitz's parents, as a professorship in world organization, law and government, and related problems, including the protection of human rights and the peaceful settlement of international legal and political disputes.

The John P. Wilson Professorship in Law was established in 1929 with funds contributed for the John P. Wilson Memorial Foundation by John P. Wilson, Jr., and Anna Wilson Dickinson as a memorial to their father, a member of the Chicago Bar. Past holders of the John P. Wilson Professorship have been Ernst Freund, Harry Augustus Bigelow, Wilber Griffith Katz, and Roscoe T. Steffen.

SCHOLARSHIP FUNDS

The James B. Blake Scholarship Fund, established in 1951 as a memorial to James B. Blake, J.D., 1907, by his friends.

The Walter H. Chambers Scholarship Fund, established in 1970 by a bequest under the will of Walter H. Chambers, LL.B., 1912.

The Chicago Title and Trust Company Foundation Scholarships, made possible through gifts to the Law School by the Chicago Title and Trust Company Foundation.


The Andrew D. and Eleanor C. Collins Scholarship Fund, established in 1969 by bequest under the will of Eleanor C. Collins.

The Farmers Insurance Group Scholarship.

The Milton A. Gordon Scholarship, established in 1964 through the generosity of Milton A. Gordon, J.D., 1931.

The Anna Weiss Graff Honor Scholarship, established in 1961 by the Julian D. Weiss and Shirley W. Weiss Foundation.

The George and Mary Gregory Memorial Scholarship Fund, established in 1969 by Chris D. Gregory in honor of his parents, to provide scholarships in the Law School.

The Stuart Cardell Hyer Scholarship, established in 1972 as a memorial to Stuart C. Hyer, J.D., 1955, by his parents, Ebba Cardell Hyer and Stanton E. Hyer, J.D., 1925.

The Francis S. Kosmerl Fellowships, established in 1948 by a bequest under the will of Francis S. Kosmerl, J.D., 1918.
The Hilda Loth Memorial Scholarship Fund, established in 1968 by Alan Loth, 1914, in memory of his wife, Hilda Loth, to provide an annual law scholarship.

The Edwin B. Mayer Scholarship.

The Class of 1915 Scholarship, endowed by the Class of 1915 and awarded annually to a second-year student in the Law School.

The Class of 1932 Scholarship Fund, established in 1968 by members of the Class of 1932 to provide scholarships in the Law School.

The Class of 1933 Scholarship Fund, established in 1968 by members of the Class of 1933 to provide scholarships in the Law School.

The Class of 1935 Scholarship Fund, established in 1968 by members of the Class of 1935 to provide a full tuition scholarship annually to a student in the Law School.

The Class of 1959 Scholarship, provided each year since 1960 by the members of that class.

The La Verne Noyes Foundation Scholarships, available to all students of the University who are descendants of veterans of World War I. Special applications are available from the Law School.

The Walter M. Parker Scholarship Fund, established in 1970 by a bequest under the will of Walter M. Parker, J.D., 1915.

The Phi Sigma Delta Scholarship, established by members of the Phi Sigma Delta fraternity.

The James Nelson Raymond Scholarship, established in 1930 from a fund given by Anna Louise Raymond in memory of her husband, James Nelson Raymond.

The Frances S. Schaffner Scholarship Fund, established in 1970 by a bequest under the will of Frances S. Schaffner.

The William W. and Tamara Wilkow Scholarship, established in 1971 by the William W. and Tamara Wilkow Foundation, to provide an annual scholarship to a third-year student who has maintained a superior academic record for the first two years of law school and who requires financial assistance to complete his or her legal education.

The Leo F. Wormser Scholarships, established in 1935 by friends of Leo F. Wormser, J.D., 1909, as a memorial to him. In 1940 a gift to this fund was made by Mrs. Leo F. Wormser in memory of Mr. Wormser’s mother, Mrs. Frida Wormser; from time to time additional gifts have also been made by the family and friends of Mr. Wormser. In 1956 the scholarship fund was augmented by a bequest from the estate of Mrs. Leo F. Wormser.

FELLOWSHIP FUNDS

The Baker and McKenzie Fellowships in international legal studies.

The Bayer Fellowship in Foreign Law, contributed annually by the Farbenfabriken Bayer Corporation of West Germany. The fellowship supports the work of a student in the Foreign Law Program.

The James Nelson Raymond Fellowship, created in 1933 and 1934 by Anna Louise Raymond.

The Roesing Family Fellowship Fund, established in 1970 by Robert B. Roesing for an annual scholarship for a graduate student in the Law School.
The Harry A. Bigelow Loan Fund, established in 1929 by the Law School Class of 1929 in honor of the late Dean Bigelow.

The Bernhardt Frank Loan Fund, established in 1952 by Louis H. Silver, J.D., 1928, in honor of his brother-in-law, an outstanding appellate lawyer.

The Ernst Freund Loan Fund, established in 1922 by the late Professor Ernst Freund and since his death augmented by other contributions.

The Raphael and Rose Golde Loan Fund, established in 1955 by provision of the will of the late Joseph A. Golde, J.D., 1915, in memory of his parents.

The James Parker Hall Loan Fund, established by the alumni of the Law School in memory of the late Dean Hall.

The Ronald G. Hillebrand Memorial Loan Fund, established in 1962 by the Class of 1962 and other friends of Ronald G. Hillebrand in his memory; it is available to third-year, married students of the Law School.

The Law School Student Loan Fund.

The Louis M. Mantynband Loan Fund, established by his partners in memory of Mr. Mantynband, a member of the Class of 1920.

The Floyd R. Mechem Loan Fund for law students, established in 1921 by the late Professor Floyd R. Mechem.

The Esther Jaffe Mohr Memorial Loan and Scholarship Fund, established in 1966 in memory of Mrs. Mohr, J.D., 1920, a distinguished Chicago lawyer, by Judith Mohr Joyce, Elaine Goodman Mohr, J.D., 1954, and David L. Mohr, J.D., 1959. Preference is to be given to women.

The Harvey Puchowitz Loan Fund, established in 1955 by friends of Harvey Puchowitz, J.D., 1954, in his memory.

The Ernst W. Puttkammer Loan Fund, established in 1956 by students in the Class of 1958.

The Anna Louise Raymond Loan Fund, established in 1932 for the benefit of students in the Law School, preference to be given to women.


The Earl K. Schiek Loan Fund, established through the generosity of the late Mr. Schiek, a member of the Law School Class of 1920.

The Alta N. and Channing L. Sentz Loan Fund for worthy and deserving students was established in 1971 by a bequest under the will of Channing L. Sentz, a graduate of the Law School in the Class of 1908.

The Frederick and Edith Shaffer Sass Loan Fund, established by Frederick Sass, Jr., Ph.B., 1930, J.D., 1932, and Louis Sass, S.B., 1932, in memory of their parents.

The Ben and May Shapiro Loan Fund, established by Robert B. Shapiro, J.D., 1935, in memory of his parents, is available to students, preferably in the Law School, who are dependent in whole or in part upon their own efforts to secure an education.


The Clark B. Whittier Law Loan Fund, established by Professor Clark B. Whittier, a former member of the Law School faculty.
Research and Other Funds

The Abelson Law-Economics Fund was established in 1970 through a gift from the Lester S. Abelson Foundation for support of the Law School's continuing research into the field of law and economics. Mr. Abelson is a member of the Class of 1925.

The Abelson Legal Aid Fund was established in 1970 through a gift from the Lester S. Abelson Foundation to support the Law School's educational program in the Mandel Legal Aid Clinic. Mr. Abelson is a member of the Class of 1925.

The Akiba Foundation Memorial Fund, established in 1965 in memory of Joseph Rosenbaum, an alumnus of the Law School.

The Arnold M. Chutkow Memorial Fund was established in 1958 as a memorial to Arnold M. Chutkow, J.D., 1951, through a gift from Samuel Chutkow, J.D., 1920, and the friends and classmates of Arnold Chutkow, to support the student moot-court competition.

The William Crosskey Lectureship in Legal History, established in 1968 in memory of Professor William Crosskey.

The Andrew J. Dallstream Memorial Fund, established in 1962 by the friends and colleagues of Mr. Dallstream, J.D., 1917, an eminent Chicago attorney who had served as president of the Law Alumni Association.

The William B. Graham Endowment Fund was established in 1971 by William B. Graham, a member of the Class of 1936, to assist in providing financial support to strengthen the faculty of the Law School.

The Leslie A. Gross Memorial Fund was established in 1970 in memory of Leslie A. Gross, a graduate of the Law School in the Class of 1949, by his family and friends.

The Karl N. Llewellyn Memorial Fund was begun in 1962–63 by former students, colleagues, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.

The Seymour Logan Endowment Fund was established in 1971 by Mrs. Seymour Logan and children as a memorial to Seymour Logan, a member of the Class of 1944, to assist in providing financial support (for example, by funding leaves of absence for research purposes) to strengthen the faculty of the Law School.

The Leonard M. Rieser Fund was established in 1959 by the family and friends of Leonard M. Rieser, an eminent member of the Chicago Bar, and a former Lecturer in Law at the Law School, as a memorial to him to be used in a manner consistent with his wide and varied interests in law.

The Morton C. Seeley Fund was established in 1971 by a bequest under the will of Mrs. Morton C. Seeley in memory of her husband, Morton C. Seeley, a graduate of the Law School in the Class of 1910.

The Frieda and Arnold Shure Research Fund was established in 1945 by Frieda and Arnold Shure, J.D., 1929, for the publication of legal studies of immediate importance for the public welfare.

The Lester R. Uretz Memorial Fund was established in 1972 in memory of Lester R. Uretz, a graduate of the Law School in the Class of 1948, by his family and friends.

The Harry N. Wyatt Faculty Fund was established in 1971 by Harry N. Wyatt, a member of the Class of 1921, to assist in providing research leaves and other forms of support for the research of the Law School faculty.
LIBRARY FUNDS

_The Charles W. Boand Library Fund_ was established in 1967-68 by Mr. Boand, a member of the Class of 1933.

_The Allan T. Dunham Memorial Fund_, established in 1964 by Professor and Mrs. Allison Dunham in memory of their son, for a general reading collection.

_The Jerome N. Frank Memorial Library Fund_, established in 1961 by the friends of Judge Jerome Frank, J.D., 1913.

_The Maurice and Muriel Fulton Fund_ was established in 1967-68 for the purchase of books for the Law Library. Mr. Fulton is a member of the Class of 1942.

_The William B. Hale Fund_, established in 1944 by the family of Mr. Hale for the collection of materials for research and study in the field of monopoly.

_The Wallace Heckman Memorial Fund_, established in 1929 by Mrs. Wallace Heckman as a memorial to her husband, business manager of the University from 1903 to 1924.

_The David Horwich Memorial Law Library Fund_, established in 1965 in memory of David Horwich for furthering the study of Ethics and Law.

_The Archibald H. Kurland Memorial Book Fund_ was established in 1971 in memory of Archibald H. Kurland by his family and friends.

_The Essington and McKibbin Memorial Fund_, established in memory of two distinguished lawyers and public servants, Thurlow G. Essington, J.D., 1908, and George B. McKibbin, J.D., 1913, by Mrs. Essington and Mrs. McKibbin.

_The James Nelson Raymond Memorial Fund_, established in 1929 by Anna L. Raymond as a memorial to her husband, James Nelson Raymond.

_The Edwin P. Wiley Law Library Fund_ was established in 1969 by Mr. Wiley, a member of the Class of 1952.

_The Frederic Woodward Law Library Fund_, established in 1961 by friends of Frederic Woodward, formerly a member of the faculty of the Law School, and a Vice-President of the University.

A special _Law Library Endowment Fund_ has been established under the guidance and with the help of Arnold I. Shure, J.D., 1929.


HONORS AND PRIZES

_The Joseph Henry Beale Prize_, named in honor of the first Dean of the Law School, is awarded to the first-year student or students whose work in the first-year tutorial program is judged by the faculty to be most worthy of special recognition.

_The D. Francis Bustin Educational Fund for the Law School_ was established in 1971 by provision of the will of D. Francis Bustin, a 1917 alumnus of the University, to give awards or prizes from time to time for a valuable and important contribution, proposal, or suggestion for the improvement and betterment of the processes, techniques, and procedures of our government or any of its branches or departments, at city, state, or federal level.
The Edwin F. Mandel Award is made annually to those members of the graduating class who, during their Law School career, have contributed the most to the Legal Aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

The Robert H. Jackson Prize is awarded annually to the students who submit the best papers in connection with the work of the Seminar on Constitutional Law.

The Jerome N. Frank Prize for distinguished Law Review writing is awarded annually for the outstanding comment produced by a third-year member of *The University of Chicago Law Review*.

The Hinton Moot Court Competition Awards are made to the winners of the third-year moot court competition.

The Karl Llewellyn Memorial Cup is presented each year to the highest scoring team in the second-year moot court competition.

The Casper Platt Award is given in recognition of an outstanding student paper dealing with legal problems in the fields of criminal law, administration of justice, social legislation, or other problems of immediate social significance. The Award is supported by the Casper Platt Memorial Fund, established in 1968 in honor of the late Casper Platt, J.D., 1916, who served with distinction for many years as United States District Judge for the Eastern District of Illinois.

The Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10 percent of the graduating class who rank highest in scholarship.

DEGREES CONFERRED, 1972

DOCTOR OF COMPARATIVE LAW
Eric Eugene Bergsten

MASTER OF LAWS
Joe E. Hershfield, David Ross Warner, Jr.

DOCTOR OF LAW
David Alurray Allen
Mary Donohue Allen
Kenneth Edwin Armstrong
James Donald Arundel
Nicholas Askounes Ashford
Gary Dean Babbitt
Marian S. Badger
Carlton Bailey
Samuel M. Baker
Arthur Leon Beamon
Wendy Carol Binder
Roy Blieweiss
Marie Corlett Blits
David Charles Bogan
Fern Cheryl Bomchill
Arlie Oliver Boswell
Stephen Stuart Bowen (*cum laude*)
Timothy D. Bradbury
Michael Allen Braun
Alvin Oris Glenn Brazzell
Joanne Aly's Briggs
Joseph J. Bronesky
Robert Loring Brubaker
John Joseph Buckley (*cum laude*)
James Edmund Burns
Lawrence R. Cahill
Stephen A. Canders
Michael Brooks Carroll


Eileen Silverstein  
Brian Kent Smith  
Robert Henry Smith  
James Stephen Sorrels  
Robert Steven Spear  
James Ernest Spitto  
Stephen Lincoln Spitz  
Jordan Steven Stanzler  
Neal J. Strauss  
Stephen Frank Stroh  
Richard Arnold Sugar  
Richard R. Syre  

Robert J. Tonos  
Charles Henry Troe  
Thomas Alan Waite  
Jeffrey Dean Warren  
Robert Roy Watson  
Lawrence Craig Weinstein  
James Theodore Weisman  
Dodge Wells  
Mark Stephen Wintner  
Charles H. Wolfinger, Jr.  
James Skelly Wright, Jr.

**INFORMATION ON STUDENT BODY**

**SCHOOLS, COLLEGES, AND UNIVERSITIES REPRESENTED IN THE STUDENT BODY DURING 1971-72**

<table>
<thead>
<tr>
<th>School Name</th>
<th>No. of Students</th>
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<td>Indiana University</td>
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<td>Iona College</td>
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<td>University of Iowa</td>
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<td>Lawrence University</td>
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<td>Marquette University</td>
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<td>NO. OF STUDENTS</td>
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## Residence of Members of the Student Body

### United States

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<td>Iowa</td>
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<td>New Mexico</td>
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<td>Arizona</td>
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<tr>
<td>Kentucky</td>
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<tr>
<td>Total</td>
<td>35 (7%)</td>
<td>Total</td>
<td>17 (4%)</td>
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<td>III. Middle West</td>
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<td>VI. Far West</td>
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<td>Montana</td>
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<td>Michigan</td>
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<td>Total</td>
<td>213 (42%)</td>
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### Foreign Countries

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<th>Country</th>
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<tr>
<td>Australia</td>
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<td>Israel</td>
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<td>Canada</td>
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<td>West Germany</td>
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Total number of students: 509
J.D. candidates: 503
Candidates for graduate degrees: 6
Number of states represented (including District of Columbia): 45
Foreign countries represented: 4
THE ALUMNI ASSOCIATION
of
THE UNIVERSITY OF CHICAGO LAW SCHOOL

THE OFFICERS FOR 1972-73

J. Gordon Henry, '41, President
Jean Allard, '53, First Vice-President
Morris E. Feiwell, '15, Vice-President
Richard H. Levin, '37, Vice-President
Milton I. Shadur, '49, Vice-President
James J. McClure, Jr., '49, Vice-President
Alan R. Orsche1, '64, Vice-President
William L. Achenbach, '67, Secretary
Arnold I. Shure, '29, Treasurer

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Milton I. Shadur, '49, Chairman

Terms Expiring in 1971-72

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Richard F. Babcock, '46, Ross, Hardies, O'Keefe, Babcock, McDugald and Parsons, Chicago.
Milton H. Cohen, Schiff, Hardin, Waite, Dorschel and Britton, Chicago.
The Honorable Walter J. Cummings, United States Court of Appeals, Seventh Circuit, Chicago.
Nicholas DeB. Katzenbach, Vice President and General Counsel, IBM Corporation, Armonk, New York.
The Honorable Wade H. McCree, Jr., United States Court of Appeals, Sixth Circuit, Detroit.
Donald C. McKinlay, '40, Holme, Roberts and Owen, Denver.
William R. Ming, Jr., '33, McCoy, Ming and Black, Chicago.
The Honorable Hubert L. Will, '37, United States District Court, Northern District of Illinois, Chicago.
Terms Expiring in 1972-73

Jean Allard, '53, Vice-President for Business and Finance, University of Chicago.
Charles W. Davis, Hopkins, Sutter, Owen, Mulroy and Davis, Chicago.
John Eckler, '39, Bricker, Evatt, Barton and Eckler, Columbus.
Alex Elson, '28, Elson, Lassers and Wolff, Chicago.
The Honorable Henry J. Friendly, United States Court of Appeals, Second Circuit, New York.
Lillian E. Kraemer, '64, Cleary, Gottlieb, Steen and Hamilton, New York.
Glen A. Lloyd, '23, Bell, Boyd, Lloyd, Haddad and Burns, Chicago.
The Honorable Robert D. Morgan, '37, United States District Court, Southern District of Illinois, Peoria.
Alexander Polikoff, '53, Executive Director, Businessmen for the Public Interest, Chicago.
A. Bruce Schimberg, '52, Leibman, Williams, Bennett, Baird and Minow, Chicago.
The Honorable John Paul Stevens, United States Court of Appeals, Seventh Circuit, Chicago.
Edwin M. Zimmerman, Covington and Burling, Washington.

Terms Expiring in 1973-74

Hammond E. Chaffetz, Kirkland and Ellis, Chicago.
Frank Cicero, Jr., '65, Kirkland and Ellis, Chicago.
Frank Greenberg, '32, Greenberg, Keele, Lunn and Aronberg, Chicago.
J. Gordon Henry, '41, Northern Trust Company, Chicago.
William E. Jackson, Milbank, Tweed, Hadley and McCloy, New York City.
Robert J. Kutak, '55, Kutak, Rock, Campbell and Peters, Omaha.
Rex E. Lee, '63, Dean, J. Reuben Clark Law School of Brigham Young University, Provo, Utah.
Frank D. Mayer, Jr., '59, Mayer, Brown and Platt, Chicago.
Robert McDougal, Jr., '29, Chicago.
The Honorable Stanley Mosk, '35, Supreme Court of California, San Francisco.
Dallin H. Oaks, '57, President, Brigham Young University, Provo, Utah.
Roberta C. Ramo, '67, Rodey, Dickason, Sloan, Akin and Robb, Albuquerque, New Mexico.
Grantlen E. Rice, '69, Morrison, Foerster, Holloway, Clinton and Clark, San Francisco.
The Honorable Walter V. Schaefer, '28, Supreme Court of Illinois, Chicago.
Edward L. Wright, Wright, Lindsey and Jennings, Little Rock, Arkansas.
THE DEVELOPMENT COUNCIL

Co-Chairmen: Maurice S. Weigle, '35
Elmer W. Johnson, '37

Russell Baker, '25
Walter J. Blum, '41
William G. Burns, '31
Robert S. Fifer, '47
Robert M. Green, '56
Frank Greenberg, '32
J. Gordon Henry, '41
Eugene P. Heytow, '58
Lorenz F. Koerber, Jr., '42
Richard H. Levin, '37

Richard L. Marcus, '62
Frank D. Mayer, Jr., '59
J. James McClure, Jr., '49
Keith I. Parsons, '37
George B. Pletsch, '44
Don S. Samuelson, '67
Charles D. Stein, '48
Jerome S. Weiss, '30
Maynard I. Wishner, '47

PUBLICATIONS OF THE FACULTY, 1971–72

Walter J. Blum

"Is Estate Planning Still with It?" 49 Taxes 659 (1971).

Gerhard Casper

With Hans Zeisel: Lay Judges in the German Criminal Courts, 1 J. Legal Studies 135 (1972).

Ronald H. Coase

Durability and Monopoly, 15 J. Law & Econ. 143 (1972).

Kenneth W. Dam


Kenneth Culp Davis


Allison Dunham


Owen M. Fiss

The Charlotte-Mecklenburg Case—Its Significance for Northern School Desegregation, 38 U. Chi. L. Rev. 697 (1971); reprinted in Hearings before the Select Committee on Equal Educational Opportunity, U.S. Senate, 92d Con-
Injunctions (2d tentative ed., 1971).

Julius G. Getman


Grant Gilmore


Harry Kalven, Jr.

The Supreme Court, 1970 Term—Foreword: Even when a Nation Is at War, 85 Harv. L. Rev. 3 (1971).

Stanley A. Kaplan


Stanley N. Katz


Edmund W. Kitch

With Marc Isaacson and Daniel Kasper: The Regulation of Taxicabs in Chicago, 14 J. Law & Econ. 285 (1971); also Brookings Institution Reprint No. 225 (1972).
With Harvey S. Perlman: Legal Regulation of the Competitive Process: Cases, Materials and Notes on Unfair Business Practices, Trademarks, Copyrights and Patents (Foundation Press, 1972).
The Shortage of Natural Gas (Occasional Paper No. 2, University of Chicago Law School, 1972).

Philip B. Kurland

1970 Term: Notes on the Emergence of the Burger Court, 1971 Supreme Court Rev. 265.
Toward a Political Supreme Court, reprinted in The Supreme Court in American Politics 82 (Forte, ed., Heath, 1972).
Edward H. Levi
The Place of Professional Education in the Life of the University, 32 Ohio State L. J. 229 (1971); reprinted in 19 U. Chi. L. S. Rec., Winter, 1972, at 3.
Discovery and the Individual—the University and Education, 100 School and Society 155 (1972).
An Adventure in Discovery (University of Chicago, Fall, 1971).
Jo Desha Lucas
1972 Supplement to Lucas, Cases on Admiralty (Foundation Press).
Bernard D. Melitzer
Privileges against Self-incrimination and the Hit-and-Run Opinions, 1971 Supreme Court Rev. 1.
Norval Morris

Richard A. Posner
The Appropriate Scope of Regulation in the Cable Television Industry, 3 Bell J. Econ. & Management Sci. 98 (1972).
A Theory of Negligence, 1 J. Legal Studies 29 (1972).
Power in America (Review Essay), The Public Interest, Fall, 1971, at 114.
The Behavior of Administrative Agencies, 1 J. Legal Studies 305 (1972).

Max Rheinstein
Zur Einführung: Rechtsvergleichung (Introduction to Comparative Law), 12 Juristische Schulung 65 (1972).

Adolf Sprudzs
Benelux Abbreviations and Symbols—Law and Related Subjects (Oceana Publications, 1971).
Chronological Index to Multilateral Treaties in Force for the United States (as on January 1, 1972), with the assistance of Peter True (University of Chicago Law School Library, 1972).

Hans Zeisel
With Gerhard Casper: Lay Judges in the German Criminal Courts, 1 J. Legal Studies 135 (1972).
With Harry Kalven, Jr.: Introduction to Law-Engineering Analysis of Delay in Court Systems (University of Notre Dame, 1972).
FRANKLIN E. ZIMRING

Getting Serious about Guns, 214 Nation 457 (1972).
The Medium Is the Message: Firearm Caliber as a Determinant of Death from Assault, 1 J. Legal Studies 97 (1972).
Firearms Control—Hard Choices, Trial, January/February, 1972, at 53.
# LAW SCHOOL CALENDAR FOR 1972–1973

## 1972 AUTUMN QUARTER

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<thead>
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<th>Date</th>
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<th>Event</th>
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<td>September 28</td>
<td>Thursday</td>
<td>Registration for first-year students</td>
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<tr>
<td>September 29</td>
<td>Friday</td>
<td>Registration for second- and third-year students</td>
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<tr>
<td>October 2</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>October 3</td>
<td>Tuesday</td>
<td>Registration for Autumn Quarter ends</td>
</tr>
<tr>
<td>November 23</td>
<td>Thursday</td>
<td>Thanksgiving Day: a holiday</td>
</tr>
<tr>
<td>November 24</td>
<td>Friday</td>
<td>Classes will not meet</td>
</tr>
<tr>
<td>December 1</td>
<td>Friday</td>
<td>Classes end, Reading period begins</td>
</tr>
<tr>
<td>December 5</td>
<td>Tuesday</td>
<td>Registration for Winter Quarter begins</td>
</tr>
<tr>
<td>December 11</td>
<td>Monday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>December 15</td>
<td>Friday</td>
<td>Examinations end, Registration for Winter Quarter ends, Autumn Convocation</td>
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## 1973 WINTER QUARTER

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<td>Tuesday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>March 2</td>
<td>Friday</td>
<td>Classes end, Reading period begins</td>
</tr>
<tr>
<td>March 6</td>
<td>Tuesday</td>
<td>Registration for Spring Quarter begins</td>
</tr>
<tr>
<td>March 12</td>
<td>Monday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>March 16</td>
<td>Friday</td>
<td>Examinations end, Registration for Spring Quarter ends, Winter Convocation</td>
</tr>
</tbody>
</table>

## 1973 SPRING QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Monday</td>
<td>Classes meet, Second- and third-year classes end, Reading period begins for second- and third-year students</td>
</tr>
<tr>
<td>May 18</td>
<td>Friday</td>
<td>First-year classes end, Reading period begins for first-year students</td>
</tr>
<tr>
<td>May 25</td>
<td>Friday</td>
<td>Examinations begin for second- and third-year students, Memorial Day observance: a holiday</td>
</tr>
<tr>
<td>May 28</td>
<td>Monday</td>
<td>Examinations end for second- and third-year students</td>
</tr>
<tr>
<td>June 1</td>
<td>Friday</td>
<td>Examinations begin for first-year students, Grades for graduating seniors due</td>
</tr>
<tr>
<td>June 4</td>
<td>Monday</td>
<td>Examinations end for first-year students, Spring Convocation</td>
</tr>
</tbody>
</table>

Because a limited number of Announcements are printed, students are asked to retain their copies for reference throughout the academic year.