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THE UNIVERSITY OF CHICAGO
LAW SCHOOL

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Founded by John D. Rockefeller

ANNOUNCEMENTS

1974–75

Let knowledge grow from more to more;
And so be human life enriched.
CONTENTS

1 THE UNIVERSITY OF CHICAGO LAW SCHOOL

6 PROGRAMS OF INSTRUCTION

11 CURRICULUM AND REQUIREMENTS

32 SCHEDULE OF COURSES BY QUARTERS

34 STUDENT ORGANIZATIONS AND ACTIVITIES

36 RESEARCH AND SPECIAL PROGRAMS

39 PLACEMENT

46 INFORMATION FOR APPLICANTS
   Admissions
   Financial Information
   Financial Aid for J.D. Candidates
   Housing
   Student Health Services

64 APPENDICES
   Special Funds
   Honors and Prizes
   Degrees Conferred, 1974
   Information on Student Body
   The Alumni Association
   The Law School Visiting Committee
   The Development Council
   Publications of the Faculty, 1973–74
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The Law School Quadrangle is pictured at the top with the main campus of the University across the Midway at the bottom. The American Bar Association headquarters are located to the left of the Law School and Burton-Judson Courts, containing the two law houses, are connected to the Law School on the right.
Students entering the instructional wing of the Law Quadrangle with the courtroom and auditorium at the rear and the Midway on the left.

The Law Library Building reflecting the Burton-Judson Courts.
THE UNIVERSITY OF CHICAGO
LAW SCHOOL

Students thinking of law study soon discover that the programs of most law schools have a great deal in common. The choice of one school over another is not easily made on the basis of catalog descriptions of the teaching methods, course offerings, and formal requirements. The similarity is natural, since most American law schools share the aim of educating lawyers for careers that may take many paths and that will not be limited to any particular state or region. Although many lawyers eventually find themselves practicing within some special branch of the law, American legal education is still fundamentally an education for generalists. It emphasizes the acquisition of broad and basic knowledge of law, an understanding of the functioning of the legal system, and, perhaps even more important, the development of analytical abilities of a high order. This common emphasis reflects the conviction that such an education is the best kind of preparation for the diverse roles that law school graduates occupy in American life and for the changing nature of the problems any individual lawyer is likely to encounter over a long career.

Within this tradition, which it shares, the University of Chicago Law School has been influenced by a special interest, imparted at its inception, in the relationships between law and other social studies and in the interaction of law with its social and human context. Important themes in the School's history and outlook can be suggested by a word about the beginnings of the University and of the Law School.

The University of Chicago, one of the youngest of the major American universities, was founded in 1890. The generosity of its founding donors, led by John D. Rockefeller, enabled the first President of the University, William Rainey Harper, to realize his bold ideas and extraordinary standards in the creation of a new university. Although the initial steps had come from the interest of the Baptist denomination in establishing a strong college in the Middle West, Harper insisted that the new institution must be a true university, with a strong emphasis on advanced training and research as well as undergraduate instruction. The University was launched with a program of ambitious dimensions and with a faculty of remarkable distinction. It became at once one of the leading universities of the world, "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 from the start was stamped by a spirit of innovation, devotion to intellectual inquiry, and a strong sense of mission. As one study of American higher education has said, "No episode 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."

The Law School, part of Harper's original plan but delayed in its fulfillment until 1902, was a product of the same innovative spirit and concern for the common aims of a university. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose but with a broader outlook than was then prevalent in the leading American law schools. It was to be more than a training institution for admission to the bar, a view that prevailed despite the strong skepticism of, among others, Dean Ames of the Harvard Law School, who eventually assisted President Harper by lending Professor Joseph Beale to serve as Dean during the organizing period. The aspirations of the new school were set by Harper's conception of legal education in a university setting: Education in law "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." The effects of this philosophy were seen in a number of developments in which the School had a leading role during its first half-century, including the growth of administrative law, legislation, and comparative law as recognized fields of law school study, the introduction of economics and accounting into the curriculum, the extension of the field of legal research from concern with the rules of law to empirically oriented investigations of the legal system, and the appointment of regular faculty members from disciplines outside the law. In addition, the Law School from the beginning established close relationships with the faculties in other departments of the University, a number of whom each year participate in the teaching of courses and seminars in the Law School.

The present program of the School seeks to combine a rigorous professional emphasis with the search for knowledge about law viewed as a social science. The School has long been noted for work in the field of law and economics, and it now is especially rich also in resources for the study of legal history. Other special emphases in recent years have brought the development of a leading Center
tor Studies in Criminal Justice and an extensive program of courses, seminars, and research on urban problems, in conjunction with the University's Center for Urban Studies. The strong orientation of the faculty toward research provides students with unusually good opportunities for independent research and writing and for employment during term time and summers as research assistants to members of the faculty. The School is the home of three faculty-edited journals—The Supreme Court Review, The Journal of Law and Economics, and The Journal of Legal Studies—as well as a monographic series, Studies in Legal History, published by the Harvard University Press in association with the American Society for Legal History. The School also has close ties with the American Bar Foundation, a research institution affiliated with the American Bar Association, which conducts a broad program of research in law and its processes. The Foundation, located next door to the Law School, also employs students as research assistants.

The program for the professional degree (the J.D. degree) begins with a common program for all students in the first year, covering the basic common-law fields and emphasizing training in legal reasoning, legal research techniques, and exercises in writing various forms of legal documents, as well as an introduction to the arts of appellate advocacy. For most of the first-year work, courses are conducted for the entire class of about 160 in order to provide a unified experience in the foundation subjects. In one or two courses, however, the class is divided into sections. Students also meet in small sections for legal-writing work under the supervision of the Bigelow Teaching Fellows, an important feature of the School's first-year program. The first-year program also includes an elective course in the Spring Quarter chosen from a set of courses representing special perspectives toward law such as history, economics, and legal philosophy.

The work of the upperclass years is entirely elective and permits a fair degree of flexibility to the individual student in planning his program. The expectation is that all students will take work that gives them a strong foundation in the major subject areas, but with an opportunity to cultivate some special interests and to take advantage of the generous scope provided, in seminars and in independent study, for substantial research and writing. A number of courses and seminars, considered especially appropriate for the third year, stress the solution of complex problems or transactions in the form in which they come to the lawyer in practice, drawing upon the theoretical knowledge previously acquired and calling for the application of that knowledge to real situations. Acquaintance with the techniques of litigation is stressed, through Trial Practice courses in which students carry out the steps in the preparation and trial of a
lawsuit under the supervision of trial practitioners and judges drawn from the local courts. The program of the second and third years may also include a certain amount of course work in other departments and schools of the University.

A large proportion of the students engage in at least one intensive extracurricular activity that forms an important part of the educational experience. The School's Mandel Legal Aid Clinic provides exceptional opportunity for in-school experience in a particular kind of law office. The Clinic is one of the major legal-service offices in Chicago. Staffed by six full-time attorneys who supervise the work of students, it permits about seventy students each year (thirty-five each from the second and third years) to have direct responsibility for the problems of actual clients, including participation in litigation. The Clinic's offices are in the Law School building. The recent opening of an affiliated office in the neighborhood, specializing in legal representation and social services for indigent criminal defendants and their families, offers opportunity for supervised clinical experience for an additional forty students. There is an active moot-court program and competition, providing intensive training in the writing of briefs and practice in oral argument before appellate benches. The University of Chicago Law Review, one of the leading student-run legal periodicals, selects its membership partly on the basis of an open competition in which a large number of students participate during the summer between the first and second years; approximately 20 per cent of the student body are on the Review.

The School places a special value on ease of access to the faculty and informal exchange with the faculty as part of the educational process. The building is designed to encourage this atmosphere. Faculty offices are arranged around the working floors of the Law Library, which are used by both students and faculty. The custom is for students to drop in on faculty members at any time and without going through secretaries or other staff. A large lounge, in which students and faculty gather between classes and for coffee breaks, occupies a central place on the main floor of the Law School.

The School is housed in a set of buildings of noted architectural distinction, designed by the late Eero Saarinen and completed in 1960. They include an unusual courtroom complex, the Weymouth Kirkland Courtroom, in which actual sittings of the Supreme Court of Illinois and other courts and agencies are held each year. There is an auditorium with capacity for the entire student body, which is frequently used for lectures, motion pictures, concerts, and similar University functions. The Law Library, which contains over 300,000 volumes, is one of the leading law libraries in the Nation, especially strong as a research library and in its collection of foreign legal materials. A large proportion of its seating is in the form of carrels and
semicarrels spaced throughout the five floors rather than con­cen­trated in a large reading room. The Law School complex, known as the Laird Bell Quadrangle, is completed by a residence hall, the Burton-Judson Courts, in which a large number of the first-year stu­dents and some upperclassmen reside and which is directly con­nected with the academic buildings.

The student body of the School has always been drawn from many colleges and parts of the United States. The alumni, number­ing about 4,500, are widely dispersed throughout the country, with strong concentrations in New York, Washington, Los Angeles, and San Francisco as well as in Chicago. An active alumni program and a well-established Placement Office help assure students a broad range of employment opportunities upon graduation and during the summers between academic 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 will treat the first year of law study as fulfilling part of the requirements for their own Bachelor's degrees.

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 1974-75 academic year is located on the inside back cover of these Announcements.

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 the 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 Students of the Law School and the appropriate officer of the other department.

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 admittance 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. The Workshop in Legal History, held quarterly under the auspices of the Leonard M. Rieser Memorial Fund, brings together faculty and students to discuss a scholarly paper on some topic of legal history.
LAW AND ECONOMICS

The Law School has long been the center of teaching and research on the application of the theories and methods of economics to legal questions. A number of courses are offered in this area; they are described in the section of these Announcements dealing with Curriculum. No other law school provides comparable opportunities for study and research in this field.

Beginning in the Autumn Quarter of 1974, the Law School will make available to members of law school faculties a limited number of Fellowships in Law and Economics. Fellows will spend between one and three quarters at the Law School pursuing individually tailored programs of study in the application of economics to law. The Fellowship program is designed to enhance the research and teaching capabilities of law teachers in this rapidly expanding field.

CRIMINAL JUSTICE STUDIES

To support research relevant to criminal law and criminal procedure, the School in 1965 established The Center for Studies in Criminal Justice. Persons with basic qualifications in law or the social sciences may apply to the Center for positions as Research Fellow. Typically a Fellow has completed law training or a doctorate in a related social science and comes to the Center with a well-defined research project and competence in research methodology. Fellowships are granted for one academic year and can be renewed. The probable quality and importance of the proposed research is the most important factor in selection of Fellows. Usually only one or two Fellows are appointed each year, to assure that each Fellow receives adequate support and guidance from the Center’s senior staff.

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 AND REQUIREMENTS

THE FIRST YEAR

Students in the first year take a prescribed program covering the five principal general branches of the law—contracts, torts, property, criminal law, and civil procedure. In addition to providing this general foundation of legal knowledge, the program is intended to develop an understanding of the process of development of the law through judicial decisions and statutory interpretation, and to cultivate the skill of legal reasoning. Instruction in the first year is based primarily on the so-called case method, centered on class discussion of judicial decisions. To assist the student in adapting to this characteristic method of law school instruction, the course in Civil Procedure is divided in the Autumn Quarter into four small sections, containing approximately forty students each.

All first-year students also participate in the legal writing program, under the supervision of one of the Bigelow Teaching Fellows. The work requires the student to become familiar with the standard tools and techniques of legal research and to write a series of memoranda and other documents representative of the lawyer's regular tasks. In the Spring Quarter each legal-writing section is divided into teams of students to prepare briefs in an appellate case and to argue the case before a panel of judges composed of members of the faculty and practicing lawyers. A prize, the Joseph Henry Beale Prize, is awarded for the outstanding written work in the legal-writing program. The Bigelow Fellows also serve as tutor-advisers on an informal basis, and offer practice in the taking of examinations. Under the arrangement of the first-year program, students will be examined on two courses at the end of the Autumn Quarter and three at the end of the Winter Quarter, thus providing the student with the opportunity to develop the skill of writing examinations at several stages during the year.

THE SECOND AND THIRD YEARS

All courses are elective after the first year. This policy does not reflect a view that subject matter is unimportant, or that there are not some subjects of greater general importance than others. Rather, it is intended to permit maximum freedom for each student to tailor his or her program to a considerable extent to his or her own interests and, to the extent that they can be foreseen, future needs. The expectation is that all students will take programs that give them a strong foundation in the standard subject areas of the law. It is hoped, in addition, that most students will find some area or areas that they
want to pursue in special depth and breadth, either because of par­
ticular career inclinations or for the intellectual values that go with
striving for the competence of the expert. The freedom of the elec­
tive policy puts a special responsibility on each student to consider
individual interests and objectives and to plan a coherent program
that meets those needs. Students are encouraged to consult with their
advisers or other members of the faculty for additional guidance on
their programs.

THE SECOND YEAR

Although no courses are required to be taken in the second year,
there are certain courses that are commonly taken by a large pro­
portion of students and have usually been taken in the second rather
than the third year. These courses include Commercial Law I and II,
Federal Taxation I, Constitutional Law I, Corporations, Succession,
Trusts and Estates, and Administrative Law. When it is necessary to
schedule upperclass courses in conflict with one another, these
courses are not infrequently chosen for scheduling against courses
most frequently elected in the third year.

The planning of a student's program will properly take account
of the relationship of some courses as predicates for more advanced
work in the same general field. In the field of business associations,
for example, a second-year student should consider taking Corpora­
tions and Federal Taxation II, which would provide a basis for ad­
vanced work in the third year in such courses as Federal Regulation
of Securities, Corporate Reorganization, and Business Planning. The
courses on the Law of Succession and Trusts and Estates form an­
other sequence which should be given special consideration for
election in the second year, especially for students who will be
interested in taking Federal Taxation III (estate and gift taxation)
in the third year. Although either Succession or Trusts and Estates
may be taken alone, the course on Succession deals with material
that forms important background for the study of trusts and estates.
Administrative Law, has most often been taken as a second-year
course, since it is a survey of general principles in the field and thus
forms a background for understanding the operation of adminis­
trative agencies and procedures in a variety of special subject areas,
such as labor law, securities regulation, taxation, public utility regu­
lation, the communications industry, etc. Although Evidence is more
commonly regarded as a third-year subject, students who plan to
take one of the Trial Practice courses or to work intensively in the
Legal Aid Clinic program may be well advised to defer some other
subjects and take Evidence, and possibly Criminal Procedure, in the
second year.
The program of the School emphasizes the interrelations between law and economics and seeks to equip students to use economic theories and methods in the solution of practical problems of law and public policy encountered in private practice, government service, or teaching. A prerequisite to some of the courses and seminars in the law-economics area is Law 423, Economic Analysis, unless the student has equivalent prior training. For this reason, and because of its value in a number of substantive law courses such as Antitrust, Labor Law, and Regulated Industries, Economic Analysis should be considered as a possible second-year course.

THE THIRD YEAR

The third year provides an opportunity for the student to round out his or her knowledge of basic subject areas and to take courses in fields of special or contemporary interest. It should also have distinct intellectual objectives. Three such objectives can be identified: (1) The taking of advanced courses or seminars in a field in which the student has acquired some foundation in the second year. An example would be the business or corporate area mentioned above. (2) The taking of courses that cut across subjects previously studied and emphasize the application of legal principles to concrete problems as they come to the lawyer in practice. Land Development, Business Planning, and the courses in Trial Practice are examples. (3) Studies, which may be thought of as cultural or perspective studies, that help give the student a broad and critical appreciation of legal institutions and their development. History, jurisprudence, comparative legal studies, and international law are examples. In particular, the School's increasingly rich offerings in the fields of law and economics and legal history afford an opportunity for cultivating a special dimension to legal studies.

WRITING

While there is no formal seminar or writing requirement after the first-year tutorial program, the policy of the faculty has been to provide wide opportunities for individual writing and research projects, either through seminars or through arrangements with faculty members for independent research supervision. Students are encouraged to make use of these opportunities. It is generally regarded as desirable for each student to have at least one and perhaps two experiences in law school in which she or he is called upon to produce a substantial paper based on intensive research on a limited topic or
problem. For most students it may be well to consider including one such effort in each of the second and third years. Because of the special demands on the time of a student made by such a project, a student may ordinarily not be enrolled in more than one seminar at one time.

CLINICAL PROGRAM

In the second and third years, students have the opportunity to obtain practical training through the School's clinical program, in which students represent indigent clients under the supervision of staff lawyers. The program, which is organized as an extracurricular activity, operates through the Mandel Legal Aid Clinic, located in the Law School buildings, and the nearby Woodlawn Criminal Defense Services office.

The Mandel Clinic renders legal assistance in civil cases, handling approximately 4,000 cases a year. Seventy students participate in its work, conducting weekly interviews and assuming responsibility, under the guidance of a director and six full-time lawyers, 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 problems of professional responsibility and with the special problems of low-income groups. Part of the program is directed toward identifying legal remedies, such as test cases and other types of law reform, for recurrent problems that come to such a clinic.

The Woodlawn Criminal Defense Services office is a pilot program, sponsored by several agencies, to develop a combination of legal representation and social-service assistance to indigent criminal defendants and their families. Thirty students in the clinical program are assigned to this office, handling criminal matters under the supervision of a director and two staff attorneys. The law students collaborate with ten students from the University's School of Social Service Administration and a staff of three professional social workers. The Woodlawn office serves approximately 1,800 clients a year.

The clinical work is planned as a two-year experience. The first year is devoted to out-of-court aspects of practice. In the Spring Quarter of the year, participating students enroll in a seminar on Trial Practice. In the following year the emphasis is on experience in representation of clients in court and on problems of litigation.
REQUIREMENTS AND GRADING

To receive the J.D. degree, a student must have been in residence for nine full quarters, have maintained satisfactory academic standing, and have received credit for the prescribed courses and other required units of credit. A total of 135 course hours, or $33\frac{3}{4}$ 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 4 course hours.) To qualify for residence for a full quarter, a student must take and complete 12 or more course hours.

To achieve credit for 135 course hours in nine quarters, a student must take an average of just under 15 course hours per quarter in the second and third years, for a total of 87 hours in those two years. Since most courses and seminars carry 4 hours of credit, the requirement for graduation will usually be met if a student takes in each of the second and third years 10 courses and one seminar. A student may take more than the required number of courses and may take up to 17 hours in a quarter without special permission. Permission of the Dean is required to take more than 17 hours in a 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 which follow, the number in parentheses at the end of the description represents the value of the course or seminar in course hours per quarter.

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 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 aca-
ademic 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.

**FIRST-YEAR COURSES**

301. **ELEMENTS OF THE LAW.** A course designed to give beginning law students an understanding of ideas basic to the law and of fundamental institutions of the law. Subjects considered are: the sources and forms of American law, the analysis and synthesis of judicial precedents, the role of the advocate in the administration of justice, the interpretation of statutes, and the coordination of judge-made and statute law. Aut (3). Mr. Neal.

302. **CONTRACTS.** The course will deal with the historical development of the enforceability of contractual arrangements, sanctions for their breach, and justification or 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. Epstein.

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 equal sections. For the second half the course will be divided into two sections. Aut (4). Mr. Currie, Mr. Katz, Mr. Kitch, Mr. Stone. Spr (4). Mr. Lucas, Mr. Dam.

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 half 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 half 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. The course will be divided into two sections. Win (4), Spr (4). Mr. Dunham, Mr. Ellickson.

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: Economic Analysis of Law, American Legal History, Development of Legal Institutions, Roman Law, Constitutional Law I. Preferences will be indicated in advance registration during the Winter Quarter. Where necessary in order to limit these courses to a reasonable size, enrollment 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. Epstein and Bigelow Teaching Fellows.

SECOND- AND THIRD-YEAR COURSES

400. INJUNCTIONS. 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. The injunction is examined in a wide variety of litigative contexts—nuisance, labor, antitrust, First Amendment, racial discrimination cases—with the hope of formulating some general principles, both substantive and procedural, that govern their issuance and enforcement. Win (4). Mr. Lucas.

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. (4). Mr. Kimball. [Not offered in 1974-75.]
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 marketplace. 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. (4). Mr. Katz. [Not offered in 1974-75.]

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. There is a unit on spendthrift trusts, and another on the special problems of termination of trusts. 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 developing constitutional law concerning racially restrictive charitable trusts. Spr (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. Spr (4). Mr. Epstein.

408. Natural Resources: Oil and Gas. Systems of property rights in petroleum, water, and other mobile natural resources; legal problems of the oil and gas lease; the content and economic impact of government regulation and taxation of petroleum products. Aut (4). Mr. Ellickson.

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. (4). Mr. Currie. [Not offered in 1974-75.]

COMMERCIAL LAW II. This course continues consideration of the Uniform
Commercial Code. Particular stress will be placed on Article 9 of the Uniform
Commercial Code, which deals with the method by which a consumer or business
unable to obtain credit solely on the strength of a promise to pay may acquire
goods or credit by giving a lien on personal property. Consideration will also
be given to the use of letters of credit in both domestic and international trade.
Commercial Law I is not a prerequisite. Win (4). Mr. Kitch.

INSURANCE LAW. The law of the insurance enterprise: its institutional and
regulatory framework, the relationship of insurance to the evolution of legal
document in torts and other areas, the uses of insurance, the law of the insurance
contract. Win (4). Mr. Kimball.

FAMILY LAW. The course will consider state regulation of sexual and fam­
ily relationships, including entry into marriage, divorce, child custody, and the
property incidents of formation and dissolution of marriage. The course will also
survey the relationship between the state, parents, and children in the ongoing
family, examining the legally unique roles of “parent” and “child” in constitu­
tional, statutory, and common law. Win (4). Mr. Zimring.

SOCIAL WELFARE LEGISLATION AND ADMINISTRATION. This course emphasizes
policy perspectives, not analytical details. The main educational goal is not to
analyze concrete and particular issues in individual cases but to gain experience
in thinking about major policy problems in the perspectives of the entire society,
practices and attitudes of former centuries, and experience over the world in ad­
vanced and developing nations. The focus is on (a) what the overall legislative
policies should be and (b) the gap between legislative objectives and the realities
of administration. The materials of the course are reports of investigations,
excerpts from books, and articles. The factual background comes largely from
the 1969 report of the President’s commission on income maintenance programs.
Appellate opinions are only incidental—not more than a dozen of them. The
subject matter includes such insurance programs as old age and survivors, dis­
ability, unemployment compensation, medicare, and workmen’s compensation;
such assistance programs as aid to families of dependent children, the blind,
the old, general assistance, and medicaid; such social programs as civil rights
legislation; and such proposals as the rejected Family Assistance Plan and the
various current plans for national health insurance. Spr (3). Mr. Davis.

EVIDENCE (a). The content and reform of the law governing proof of
disputed propositions of fact in criminal and civil trials, with incidental treatment
of other adjudicative processes, including burdens of proof, presumptions and
judicial notice; the function of judge and jury and the preservation of errors for
review; the hearsay “rule” and other rules of exclusion; the competency, exam­
ination, and privileges of witnesses. Aut (5). Mr. Meltzer.

EVIDENCE (b). (This is a repeat offering of Law 419.) Win (5). Mr. Stone.

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, includ­
ing 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. Spr (4). Mr. Stone.

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 jus­
tice system as a whole and to understand its interrelationships; a subsidiary pur-

CURRICULUM 19
pose 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. Spring (4). Mr. Zimring.

423. Economic Analysis. A systematic treatment of the economic theory of resource allocation. The topics covered are the theory of choice, the theory of the firm, the organization of firms under competitive and noncompetitive conditions, externalities, and the theory of factor markets. The course emphasizes the usefulness of economic theory as a tool for understanding real-world problems, and the relevance of economic theory to legal analysis. To this end, economic theory is applied to questions of the effects of laws, government regulation of the market, and conservation and pollution. Successful completion of this course will equip the student to take any other course or seminar offered as part of the Law and Economics Program. The course also provides useful background for courses not formally a part of the program—such as antitrust law, taxation, pollution, and labor law—to which economics is relevant. Autumn (4). Mr. Landes.

424. Economic Analysis of Law. A survey of the many applications of economic reasoning to problems in the law. The major topics covered are property rights and liability rules, tort and contract damages, civil and criminal procedure, public and private law enforcement, the regulation of business organizations and capital markets, taxation, the distribution of income and wealth, and the Constitution. No prior acquaintance with economics is required; the relevant economic concepts are developed in the context of particular legal questions. The text is Posner, Economic Analysis of Law (1973). Spring (4). Mr. Posner.

425. 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 423, Economic Analysis, or who have had comparable prior work in economics. Students who have not taken Law 423 must obtain the permission of the instructor before enrolling in the course. Winter (4). Mr. Coase.

426. 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. (4). Mr. Coase. [Not offered in 1974-75.]

427. Statistics and the Law. An introductory course on the theory and methods of statistical analysis and its applications in law. Both descriptive and inferential statistical methods will be treated, with emphasis on applications such as the weighing of uncertain evidence, the evaluation of social innovations, and the role and ethical limitations of controlled experiments in medicine. Topics will include estimation, hypothesis testing, and regression analysis and its interpretation. There will be a laboratory on applications to experimental and observational data in which interactive computation resources (remote consoles) will be provided. A year of college level mathematics would be helpful but is not essential. No prior experience with computational methods is expected. Spring (4). Mr. Meier, Mr. Zabell, Mr. Dam.
428. 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. (4). [Not offered in 1974-75.]

429. CORPORATION LAW (a). 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; the combination of corporations; methods and machinery for protecting stockholders' rights, through derivative suits and otherwise. Aut (5). Mr. Kaplan.

430. CORPORATION LAW (b). (This is a repeat offering of Law 429.) Win (5). Mr. Beardsley.

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. Win (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. Law 429 is a prerequisite. Spr (4). Mr. Blum.

433. BUSINESS PLANNING. The aim of this course is to apply the student's knowledge 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 dissolution of corporations. Both small-group discussions and lectures will be employed. 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. Krane, Mr. Hess.
434. FIDUCIARY AND PROFESSIONAL RESPONSIBILITY. This course will deal with various aspects of the concept of fiduciary obligation in the manifold forms in which it is found in American law: agent-principal, employer-employee, partnership, corporate director, majority stockholder, trustee-beneficiary, investment adviser-advisee, lawyer-client, etc. In exploring the effect of the concept in the lawyer-client relationship, extended attention will be given to the many manifestations of the lawyer's obligation to his client and to the requirements and ethical aspirations in recognized principles of legal ethics expressed in the Code of Professional Responsibility of the American Bar Association. Spr (4). Mr. Kaplan.

435. FEDERAL TAXATION I. A tax on the income of persons, with rates graduated 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 determining 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 computing 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 consequences 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 upward. Win (4). Mr. Blum.

437. FEDERAL TAXATION III. The major concern of the course is the structure and administration of the federal estate and gift taxes. The subject is organized according to various types of property interests (such as joint tenancy, life insurance, or retained life interests), or familiar kinds of conduct (such as gifts in contemplation 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. Kitch.

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 1974-75.]

439. LABOR LAW I. The legal framework for collective bargaining, strikes, picketing, boycotts, lockouts, and other forms of self-help, examined in the context of pertinent historical, social, and economic considerations; regulation of the organizational process, selection of representatives for collective bargaining,
and negotiation, administration, and enforcement of collective agreements; the relationships of the NLRB, courts, and Congress; problems of federalism. Win (4). Mr. Meltzer.

440. Labor Law II. A more intensive examination of the enforcement of collective agreements, including the grievance-arbitration process and its coordination with administrative and judicial tribunals; protection of individual interests in the negotiation and administration of collective agreements; protection of the community against intolerable stoppages; collective action and public employees; union government and administration, including admission, discipline, elections, fiduciary obligations; inter-union relations; the regulation of political expenditures. Labor Law I (or the consent of the instructor, which will be given only in unusual situations) is a prerequisite. Spr (4). Mr. Meltzer.

443. Antitrust Law I. An introduction to the law and economics of antitrust. After a brief consideration of the common law of restraint of trade and the basic antitrust statutes, the course focuses on the practices by which competing firms eliminate, or are alleged to eliminate, competition among themselves. The practices considered include formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, cross-licensing of patents, and mergers to monopoly and other types of horizontal merger. No prior knowledge of economics is assumed. The text is Posner, Antitrust: Cases, Economic Notes, and Other Materials (1974). Aut (4). Mr. Posner, Mr. Landes.

444. Antitrust Law II. A continuation of Antitrust Law I. The focus of the course is on the practices by which firms exclude or are alleged to exclude actual or potential competitors from their markets. Among the practices considered are boycotts, tying arrangements and reciprocal buying, vertical integration, and price discrimination under the Robinson-Patman Act. Vertical and conglomerate mergers, and the modern cases dealing with the offense of monopolization, are discussed. Also considered are the procedural aspects of the private antitrust case. The text is Posner, Antitrust: Cases, Economic Notes, and Other Materials. Antitrust Law I (or the consent of one of the instructors) is a prerequisite. Win (4). Mr. Dam, Mr. Landes.

445. 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. (4). Mr. Kitch. [Not offered in 1974-75.]

446. 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. (4). Mr. Kitch. [Not offered in 1974-75.]

447. Administrative Law (a). 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, especially 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.

448. Administrative Law (b). (This is a repeat offering of Law 447.) Win (4). Mr. Currie.

449. Constitutional Law I (a). 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, especially in federal and state regulation of the electoral process; the commerce, taxing and spending powers of Congress; and the powers of the President. Aut (4). Mr. Dam.

450. Constitutional Law I (b). (This is a repeat offering of Law 449.) Spr (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. (4). Mr. Kalven. [Not offered in 1974–75.]

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. Win (4). Mr. Kurland.

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.

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. Spr (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. Aut (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. (4).
[Not offered in 1974-75.]

460. JURISPRUDENCE. The course will deal with selected nineteenth- and twen­tith-century attempts on the Continent, in England, and in the United States to develop a comprehensive theory of law and society. Emphasis will be placed on sociological approaches toward the relationship between law and the political system. Questions concerning authority and legitimacy will be analyzed. (4). Mr. Casper. [Not offered in 1974-75.]

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; the origins of the privilege against self-incrimination; the deterioration of Chancery procedure and the fusion of law and equity; and the early history of judicial review of admin­istrative action. Spr (4). Mr. Langbein.

465. AMERICAN LEGAL HISTORY. This course deals with selected problems in the development of private and public law in the United States. Among the topics studied are: the Salem witch trials of 1692-93; the emergence and disappearance of the law of seditious libel in early American history; the growth of tort law and the emergence of negligence doctrine in the early nineteenth century; the Americanization of the doctrine of conspiracy and its application to labor law; the desegregation of public high schools and the South after 1954. Emphasis is on law as a product of socioeconomic change rather than as a system of reasoning. Course work centers upon intensive examination of judicial and legis­lative source materials. A paper is required of all students. Spr (4). Mr. Katz.

466. 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. 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. Katz.

467. 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. (4). Mr. Dam. [Not offered in 1974-75.]

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

CURRICULUM 25
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 in other legal periodicals.

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 enrollment is limited to a smaller number. Students will be given an opportunity to sign tentative registration lists for seminars. Selection of enrollment 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.

500. Seminar: Class Actions. The seminar will be devoted to a study of the contemporary use of the class action in federal and state courts, with special attention to problems arising under Federal Rule 23 and the possible need for its revision in the light of the Supreme Court's recent decision in the Eisen case. Aut (4). Mr. Lucas.

506. Seminar: Real Estate Development. The seminar will explore selected current problems in real estate development, including financial and tax aspects. The courses in Land Development and Federal Taxation II are prerequisites. Aut (4). Mr. Blum.

507. Seminar: Land-Use Planning. The seminar will consider land-use planning from the legislative viewpoint. It will explore problems of framing and implementing statutory provisions to control the development or nondevelopment of land, with special attention to the American Law Institute's Model Land Development Code. Win (4). Mr. Dunham.

508. Seminar: Housing Policy. Analysis of government programs that affect (for better or worse) the quality of urban housing and urban neighborhoods. Student papers might investigate such topics as housing credit programs (e.g., FHA, FNMA), public housing and other subsidy programs, housing allowances, urban renewal, urban homesteading, urban development corporations, rent control, housing code enforcement, exclusionary zoning, fair housing legislation, and the impact of tax laws on housing. Spr (4). Mr. Ellickson.

510. Seminar: Legal Problems of City Planning. This seminar will examine selected legal problems encountered in the work of the municipal Plan Commission, such as coordination of various public programs with a comprehensive city plan; administration and determination of planned development issues; creation
of multi-land use, special zoning districts; collaboration of the comprehensive plan and the annual city capital budget; and the role of the city Plan Commission in the environmental impact field. Aut (4). Mr. J. Levi.

515. SEMINAR: JUVENILE JUSTICE. This seminar will examine the principles and institutions of juvenile justice in the United States. Topics will include jurisdiction of juvenile courts in delinquency, child neglect and neglected children, and minors in need of supervision (e.g., truancy cases, runaways, etc.). Major emphasis will be placed on the institutions of juvenile justice: the courts, intake facilities, probation, detention, clinical services, community service agencies and correctional institutions. Enrollment will be limited to fifteen students from the Law School and fifteen students from the School of Social Service Administration. Win (4). Mr. Zimring, Mrs. Rosenheim.

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.

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, insofar 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. 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.

523. 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. Becker, Mr. Stigler.

524. SEMINAR: WORKSHOP IN LAW AND ECONOMICS. This workshop is devoted to the intensive examination of selected problems in the application of economic reasoning to legal questions in such fields as property law, criminal procedure, accident law, and antitrust law. Workshop sessions will be devoted to the presentation and discussion of papers by students and by members of the faculty of the University of Chicago and of other institutions. The workshop will meet every other week throughout the academic year. Students enrolled in the workshop will receive six credits for satisfactory completion of a substantial paper. Aut (2), Win (2), Spr (2). Mr. Landes, Mr. Posner.

525. SEMINAR: REGULATION OF ORGANIZED MARKETS. The seminar will examine the economic, legal, and regulatory aspects of organized stock exchanges and commodities exchanges. Aut (4). Mr. Coase, Mr. Dam, Mr. Lorie.

529. 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. Win (4). Mr. Kaplan.

536. SEMINAR: U.S. TAXATION OF FOREIGN AND INTERNATIONAL TRANSACTIONS. A study of selected problems concerning the taxation of foreign and international transactions. Federal Taxation II is a prerequisite. Spr (4). Mr. Blum.

539. SEMINAR: LABOR-MANAGEMENT RELATIONS. This seminar will deal with selected current labor-management problems in the private and public sectors. Early in the Winter Quarter, students interested in enrolling will be encouraged to propose topics for this seminar. Thereafter, proposed topics for student papers and presentations will be announced, and assignments will be made. The basic course in Labor Law or the consent of the instructor is a prerequisite for enrollment. Spr (4). Mr. Meltzer.

540. SEMINAR: ANTITRUST LAW. The seminar will explore selected problems in antitrust litigation, with emphasis on private actions for treble damages. Students must have taken one of the courses in Antitrust Law. Enrollment is limited to ten students. Win (4). Mr. Neal.

548. 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.
551. Seminar: Equal Protection of the Laws. This seminar will examine standards of judicial review under the Equal Protection Clause of the Fourteenth Amendment. At the outset, the seminar will attempt to isolate the various considerations that might properly be taken into account in formulating a workable definition of the phrase "equal protection of the laws." The seminar will then turn to an analysis of the constantly shifting standards of equal protection review actually employed by the Supreme Court throughout the history of the clause. We will explore the historical, philosophical, and institutional origins and justifications of these standards; the consistency with which they have been applied; and alternative formulations that might better reflect the considerations identified at the outset of our inquiry. Aut (4). Mr. Stone.

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. Enrollment is by permission of the instructor and is limited to approximately nine students. Aut (4). Mr. Currie, Mr. Kitch.

553. Seminar: The Electoral Process. The seminar will deal with constitutional and statutory regulation of the political franchise. Special attention will be paid to voter and candidate qualifications, candidate selection by political party, campaign financing, and the control of campaigns by such strategies as the Hatch Act, equal broadcast time, and the Federal Electoral Campaign Act of 1971. The seminar will study these control mechanisms in their relation to empirical and normative theories about the democratic process. Win (4). Mr. Casper, Mr. Kalven.

554. Seminar: The Legislative Process. The seminar will be concerned with the current work of the Congress. Each student will be required to prepare a paper on one major piece of legislation. The paper will take the form of a report setting out the problem addressed by the legislation, the cures suggested, the political forces on each side, the prognosis for passage, the legal and conditional questions involved, and a conclusion recommending approval or disapproval in whole or in part. Students admitted with the permission of the instructor only. Aut (4). Mr. Kurland.

555. Seminar: Comparative Law: French Company Law. The seminar is intended to provide an introduction to the sources and techniques of a major Continental legal system through the intensive study of selected topics relating to the organization, financing, and functioning of the société anonyme and the société à responsabilité limitée. The effects in French company law of Common Market harmonization measures will be examined. Comparison with the treatment of analogous problems in American and English corporation law will be emphasized. A reading knowledge of French will be essential for members of the seminar. Spr (4). Mr. Beardsley.

556. Seminar: French Administrative Law. An examination of the classical Continental system of administrative law, intended to provide a comparative basis for common lawyers. We will begin with the historical origins of the Conseil d'Etat. We will examine the organization, staffing, procedure, and jurisdiction of the Conseil and of the lesser administrative courts. We will conclude with a study of certain of the fields of substantive law which the administrative courts have produced, especially the law of public contracts. The course in Administrative Law is an essential prerequisite for this seminar; it will in no case be waived. All assigned materials for the seminar will be in English although optional reading in French will be suggested; knowledge of the French language will be required.
only of students who wish to substitute a research paper for what will otherwise be a 48-hour take-home examination. (4) Mr. Langbein. [Not offered in 1974–75.]

557. 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.

559. SEMINAR: ENGLISH LEGAL HISTORY: THE LAW OF EVIDENCE. 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 1645; 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.

560. 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 557, Seminar: Roman Law. Students with adequate command of German, French, Italian, or Dutch may substitute a paper for the examination.) (4). Mr. Langbein.

561. SEMINAR: AMERICAN LEGAL HISTORY: PHILANTHROPY, PUBLIC POLICY, AND SOCIAL REFORM, 1865–1969. The seminar will concern itself with the transforma­tion from the private to the public sector in the management of American so­cial reform. We are interested in the process by which private reform and philan­thropic organizations became public institutions or had their functions amalgamated into government. Seminar meetings will be devoted to intensive dis­cussion of prepared materials on a series of topics designed to illustrate the private-public tension in reform management: the emergence of the modern foundation; conservation of natural resources; public health; social welfare; Indian Americanization; Black integration; the consumer movement; federal in­volvement in education. The assigned materials will be drawn from both legal and historical sources. This seminar is open to law students and graduate stu­dents in the social sciences. Graduate students may enroll for a second quarter in the spring. A research paper will be required of all students. Mr. Katz, Mr. Karl. [Not offered in 1974–75.]

562. SEMINAR: SLAVERY AND THE LAW. This is the fourth phase of a sequence devoted to the study of slavery. In the first year we studied the use of law to create and maintain the institution of slavery. In the second year we examined the role of law in attempting to terminate slavery through prohibitions on the slave trade, manumission, and emancipation. Last year we studied abolitionism. The current seminar will focus on the interstate problems created by the insti­tution of slavery: the status of slaves who crossed voluntarily or escaped into
free jurisdictions; complications created by the interstate slave trade and other forms of interstate commerce; the impact of regionalism on the question of slavery in the territories. In general, we will consider the significance of federalism in the history of slavery in the United States. A series of short papers (or, alternatively, a long research paper) will be required of each student. In addition, there will be weekly reading assignments in prepared course materials. The aim of the seminar is both historical and jurisprudential, to get a better understanding of slavery and the nature of American law. Spr (4). Mr. Kalven, Mr. Katz.
# SCHEDULE OF COURSES BY QUARTERS

## 1974–75

### FIRST-YEAR COURSES

- **Autumn**
  - 301. Elements: 3 hours
  - 302. Contracts: 4 hours
  - 303. Criminal Law: 3 hours

- **Winter**
  - 302. Contracts: 4 hours
  - 303. Criminal Law: 3 hours
  - 305. Property I: 4 hours

- **Spring**
  - 304. Civil Procedure II: 4 hours
  - 305. Property II: 4 hours
  - 306. Torts: 3 hours

### SECOND- AND THIRD-YEAR COURSES

- **Autumn**
  - 404. Succession: 4 hours
  - 408. Natural Resources: Oil and Gas: 4 hours
  - 410. Commercial Law I: 4 hours
  - 419. Evidence (a): 5 hours
  - 423. Economic Analysis: 4 hours
  - 429. Corporation Law (a): 5 hours
  - 435. Federal Taxation I: 4 hours

- **Winter**
  - 400. Injunctions: 4 hours
  - 411. Commercial Law II: 4 hours
  - 412. Insurance Law: 4 hours
  - 415. Family Law: 4 hours
  - 420. Evidence (b): 5 hours
  - 425. Economic Analysis and Public Policy: 4 hours
  - 430. Corporation Law (b): 5 hours

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**Autumn**

- 304. Civil Procedure I: 4 hours
- 308. Tutorial:

**Winter**

- 306. Torts: 3 hours
- 308. Tutorial: 3 hours

**Spring**

- 308. Tutorial: 4 hours

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**Autumn**

- 443. Antitrust Law I: 4 hours
- 447. Administrative Law (a): 5 hours
- 449. Constitutional Law I(a): 4 hours
- 453. Urban Government: 4 hours
- 456. Admiralty: 4 hours
- 466. Law of the European Community: 4 hours

**Winter**

- 431. Federal Regulation of Securities: 4 hours
- 436. Federal Taxation II: 4 hours
- 439. Labor Law I: 4 hours
- 444. Antitrust Law II: 4 hours
- 448. Administrative Law (b): 4 hours
- 452. Constitutional Law III: 4 hours

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**Curriculum**
405. Trust and Estates 4
406. Land Development 4
417. Social Welfare Legislation 3
421. Criminal Procedure 4
422. The Criminal Justice System 4
424. Economic Analysis of Law* 4
427. Statistics and the Law 4
432. Reorganization, Recapitalization, and Insolvency 4

SEMINARS

500. Class Actions 4
506. Real Estate Development 4
510. Legal Problems of City Planning 4
521. Trial Practice (b)+ 2
523. Workshop in Industrial Organization+ 4
524. Workshop in Law and Economics+ 2

Spring

433. Business Planning 4
434. Fiduciary and Professional Responsibility 4
437. Federal Taxation III 4
440. Labor Law II 4
450. Constitutional Law I(b)* 4
455. Federal Jurisdiction 4
463. Development of Legal Institutions* 4
465. American Legal History* 4

507. Land-Use Planning 4
516. Law and Psychiatry† 2
520. Trial Practice (a)+ 4
523. Workshop in Industrial Organization† 4

Autumn

525. Regulation of Organized Markets 4
551. Equal Protection of the Laws 4
552. The Supreme Court 4
554. The Legislative Process 4
559. English Legal History 4

Winter

524. Workshop in Law and Economics† 4
529. Current Corporation Problems 4
540. Antitrust Law 4
548. Discretionary Justice 4
553. The Electoral Process 4

508. Housing Policy 4
516. Law and Psychiatry† 2
520. Trial Practice (a)+ 2
521. Trial Practice (b)+ 2
523. Workshop in Industrial Organization† 4
524. Workshop in Law and Economics† 2

Spring

536. U.S. Taxation of Foreign and International Transactions 4
539. Labor-Management Relations 4
555. Comparative Law: French Company Law 4
557. Roman Law 4
562. Slavery and the Law 4

* First-year elective.
† Extends over more than one quarter.
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. In recent years, over 20 percent of the students in each first-year class have been invited to participate on the Review. 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.

The Mandel Legal Aid Association is the student organization associated with the work of the Mandel Legal Aid Clinic and the Woodlawn Criminal Defense Services office. The Mandel Clinic, housed in the Law School, operates as an office of the Legal Aid Society of Chicago. It is directed by Gary H. Palm, Associate Professor in the Law School. Its staff attorneys are Clinical Fellows in the Law School. The Woodlawn Criminal Defense Service is sponsored by the Family Service Bureau and the Legal Aid Bureau of United Charities of Chicago and the Illinois Department of Children and Family Services. The director of its legal staff is David C. Thomas, and its staff attorneys are Paul M. Brayman and Alan Brothers. The clinical program is described more fully elsewhere in these Announcements.

The Law Student Association is the student government organization. Its president and five representatives from each class are elected annually by the student body. The Association organizes social and other extracurricular activities during the academic year and, through its officers and committees, serves as a means of com-
municating student opinion on academic and other matters. The Association sponsors the weekly Wine Mess for students and faculty, a traditional feature of social life in the School, and arranges for faculty-student lunches, speaker programs, and athletic events. Other student activities at the Law School include the Environmental Law Society, a group of students who organize seminars, conduct research, and disseminate reference materials in the field of environmental law; the Civil Rights Research Council, which provides field and research assistance in the areas of civil rights and poverty law for community organizations and members of the bar and assists in a summer program for placing students in law offices and organizations active in these fields; Canon II, a group of students concerned with exploring the development of new approaches to the provision of legal services to moderate and low-income groups; BALSA, a local chapter of a national organization concerned with the interests of black students in law schools; the Law Women's Caucus, a group concerned with the role of women in the legal profession; and the Douglas Inn of Phi Delta Phi, a national legal fraternity, which organizes a program of professional and social activities for its student membership.
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* 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 non-
professionals and ex-offenders as probation officer assistants; an anal-
ysis of the operation of deterrent processes in the criminal law; the
current status of American jails and prospects for alternative mea-
sures; the evaluation of drug-abuse programs and public policy re-
lated 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. Professors Norval Morris and Frank
Zimring are Co-Directors of the Center.

The School is presently embarked on the development of a Pro-
gram in Legal History which seeks to stimulate research in this
emerging field, especially with reference to American legal history,
and to help train prospective law teachers and historians for work
in the field. Significant research projects presently under way con-
cern the history of criminal procedure, the role of private founda-
tions in social reform legislation, and the legal framework surround-
ing the institution of slavery. Besides regular curricular offerings, the
program sponsors special lectures and conferences each year and a
Workshop in Legal History that meets at intervals throughout the
academic year. The faculty of the Law School includes two his-
torians, and members of the History Department of the University
participate in the teaching program of the Law School. A mono-
graphic series, Studies in Legal History, published by the Harvard
University Press in association with the American Society for Legal
History, is edited by Professor Stanley N. Katz of the Law School
faculty.

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 tech-
niques of other disciplines concerned with social organization. Con-
tinuing 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.
The Law School maintains a Placement Office to provide information about career opportunities and to enable students to meet with prospective employers. Students are encouraged to discuss their career objectives individually with the Assistant Dean, who directs the Placement Office. In addition, members of the faculty are called upon extensively to provide guidance and assistance in the placement of graduates of the School.

The Placement Office maintains regular contact with law firms, government agencies, corporate law departments, and other organizations affording careers for persons with legal training. Facilities for interviewing are provided at the School. Employers seeking University of Chicago students visit the School to interview for both permanent employment and summer positions. In 1973–74 approximately 240 employers held such interviews. Law firms accounted for approximately 85 per cent of this figure. The cities with the largest number of interviewers were Chicago (66), New York (29), Washington, D.C. (25), Los Angeles (18), Cleveland (10), San Francisco (9), Philadelphia (7), Minneapolis (6), Atlanta (5), Milwaukee (5), Boston (4), and Phoenix (4). 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.

The majority of graduates in the classes of 1973 and 1974 accepted positions outside the Midwest. Twenty-five per cent located in the Northeast and 15 per cent went to the Far West. The cities of Atlanta, Boston, Chicago, Denver, Los Angeles, New York, Portland, San Francisco, Seattle, and Washington, D.C. accounted for over 90 per cent of the graduates.

Over 55 per cent of the 1973 and 1974 graduates entered law firms upon graduation. These graduates were distributed approximately equally among firms of over 50 lawyers, firms of under 15 lawyers, and firms of intermediate size. Approximately 15 per cent of the graduates received appointments to judicial clerkships. During the 1973–74 and 1974–75 terms, five Law School graduates have served or will be serving as clerks for justices on the United States Supreme
Court. A substantial number of graduates have gone with federal and state government agencies (10 per cent), corporations (8 per cent), and organizations specializing in legal services or public interest law (6 per cent).

Dean Phil C. Neal and a student at the orientation picnic held on the lawns behind the Law School.

Professor Bernard D. Meltzer announces the results of a contest at a student/faculty party.
The Easter Bunny comes to Professor Stanley A. Kaplan's class on Reorganization, Recapitalization, and Insolvency.

Professor Harry Kalven, Jr.
Professor Stanley N. Katz leads the discussion at a conference on “Equality and Discrimination in American Law” sponsored by the Law School.

Mr. Justice William H. Rehnquist, Supreme Court of the United States (center) questioning a point at the Hinton Moot Court Finals as The Honorable Elbert P. Tuttle, United States District Court of Appeals, Fifth Circuit (left) and The Honorable John Paul Stevens, United States Court of Appeals, Seventh Circuit (right) listen.
Professor John H. Langbein talks with students at a Law School party.

Edward H. Levi, President of the University and Professor of Law, attends Wine Mess, the traditional Friday afternoon session for faculty and students.

Law faculty recessing from the Spring Convocation held at Rockefeller Chapel.

Professor Emeritus Malcolm P. Sharp talks to students and alumni about the Rosenberg trial in the upper Law Lounge of Burton-Judson Courts.
INFORMATION FOR APPLICANTS

ADMISSIONS

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 Chicago. The application fee is not refundable. Since applications are considered as soon as they are completed, candidates are advised to have all their material submitted by January 1. Ap-
Applicants 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 12, 1974; December 7, 1974; February 8, 1975; April 19, 1975; and July 26, 1975. It is recommended that applicants take the test no later than December to insure 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 received 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 supplied 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 submit 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 large number of Law School applications makes it necessary to forgo personal interviews as a required part of the admission process. Prospective students are encouraged, however, to visit the Law School, if convenient, to see the facilities, talk with students, and familiarize themselves with the School. 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. Interviews can be arranged in those special instances when an applicant feels that his or her case cannot adequately be described in writing. After the Committee begins acting on applications, a number of candidates will be invited to have interviews, generally in February and March, with representatives of the Committee either at the Law School or at other locations around the country.

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 1974 entering class had a median LSAT score of 718 and a median cumulative undergraduate grade-point average of 3.70 on a 4.00-point system. One-fourth of those accepted had LSAT scores above 743, and one-fourth had scores below 692, although fewer than 5 per cent scored below 632. One-fourth of those accepted had grade-point averages above 3.87, and
one-fourth had averages below 3.52, although fewer than 5 per cent averaged below 3.2.

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 have special knowledge of the candidate's abilities.

Once an application is complete it is given to the Admissions Office for the first consideration. This process begins in late December. The Committee uses a rolling admissions procedure, and applicants will be notified of decisions at various times in the year. The Committee is reluctant to make final decisions on a number of well-qualified candidates without the benefit of an overview of all applications. As a result, some applicants will not be admitted or denied during their first review. These applicants will be notified that final decisions have been deferred until later in the year. In late spring the Committee will complete its review of all deferred applications, and, after some candidates have been admitted, a waiting list will 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. In reviewing these applications the Admissions Committee looks at the same criteria that it considers for entering first-year students. If an applicant has applied in the past, then his or her earlier application material will be on file, and it will not be necessary to resubmit this information or tender another application fee. If the applicant is applying here for the first time, then all of the supporting material must be submitted. In either case, the most important documents will be the record of first-year law performance and any letters of recommendation from law school professors. Applications may be made at any time during the year, but they will not be considered complete until the transcript of the first-year legal work has been received. Applications submitted after the first of July are normally not considered. In recent years, between four and eight new students have enrolled with advanced standing annually. Students who enroll with advanced standing are invited to partici-
pate in all the activities of the Law School, including Law Review, Moot Court, and the legal aid clinics. Transfer students are also eligible for selection to the Order of the Coif and may graduate with honors based upon their two years of work at the Law School.

A graduate of a foreign law school whose studies have been primarily in the common law 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 six quarters of residence in the Law School and a minimum of 90 course hours in a program approved by the Admissions Committee to qualify for the degree. The Law School Admission Test will be required of all candidates who apply for this program.

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

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 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 1974–75 is $1,100 per quarter, or $3,300 for the nine-month academic year. 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 $22.50 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 1974–75 academic year each student can expect to pay about $3,500 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 $6,150, including tuition, for the academic year. Married couples should anticipate expenses of about $7,400, 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 $4,300 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, and potential leadership. Stipends are in the amount of tuition ($3,300) and, in certain cases, up to $1,000 for living expenses; 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, Standard Oil Building, 200 East Randolph Drive, Chicago, Illinois 60601.
In addition to scholarship assistance, the University administers three separate loan programs which are described in the following sections. Loans up to $3,300 per year 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. The University also offers to law students short-term emergency loans of up to $200. Such loans may be obtained within 48 hours to meet a genuine emergency and must be repaid within three months.

(1) FEDERALLY INSURED STUDENT LOAN PROGRAM (FISL). Since the University of Chicago has become a lender under the FISL program, any student in the Law School will be eligible for a maximum annual loan of $2,500 at 7 per cent interest, and may accumulate a total of $10,000 in Federally Insured (and/or State Guaranteed) loans during all undergraduate and graduate years.

The federal government will pay the 7 per cent interest while the student is in school if the student demonstrates sufficient financial need according to government criteria, which include an assessment of parental resources for all students not certifiably independent of their parents by federal standards. Nine months after a student earns the J.D. degree or leaves school, he or she must begin monthly payments on the principal and on the interest which, if the student was eligible for the federal interest subsidy, begins to accrue at this time. Payment of the loan and accrued interest must be completed within ten years of the time at which payment on the principal first became due. Because the FISL program is the same as the various State Guaranteed Loan programs, no student may secure both a State Guaranteed Loan and a Federally Insured Loan within the same academic year. Law students who are United States citizens or permanent residents are eligible for Federally Insured Student Loans, regardless of their state of residency. The University urges students to try to secure their initial loan through the State Guaranteed Loan program of their home state, since the University must make every effort to extend its limited student aid funds to as many students as possible. If a State Guaranteed Loan is not available to a student for any reason, however, the student should certainly apply to the University for a Federally Insured Student Loan.

(2) NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL). NDSL funds will generally be reserved for those students who have already received the maximum $2,500 in either a State Guaranteed Loan or a Federally Insured Student Loan, and have additional need beyond the $2,500 available under these programs. The NDSL funds available to the University will be used to lend such students the differ-
ence between their FISL or State Guaranteed Loans and their tuition for an academic year of three quarters.

NDSL loans are free of interest while the student is in school. Nine months after the borrower leaves school, he or she must begin repayment on the principal and on the interest, which begins to accumulate at the rate of 3 per cent per year. The payments may be in monthly, bimonthly, or quarterly installments. NDSL funds, like Federally Insured or State Guaranteed Loans, are restricted to United States citizens or permanent residents.

(3) UNIVERSITY RESTRICTED LOAN FUNDS. Over the years a number of donors have given funds to the University to establish student loan funds. These loans are made to students who have particular circumstances which may make them ineligible for the federal loans or who have special qualifications. Applications are not necessary to receive initial consideration for these loans.

For further information on these guaranteed loan programs, contact the Loan Counselor at 5801 South Ellis Avenue (753-4595).

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. A more detailed guide to student housing patterns for the current student body is available from the Dean of Students upon request.

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 1974-75 is $1,835 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 $192 to $208 for rooms with twin beds, from $218 to $268 for single rooms, and from $296 to $328 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 per person for the first fourteen days and $5 per day thereafter. All rooms are furnished, including blankets and bed linen. Residents on contract are required to pay a food service fee of $89 per quarter, which enables them to purchase those meals they wish at significantly reduced prices.

All inquiries should be addressed to the Office of Admissions, International House, 1414 East 59th Street, Chicago, Illinois 60637 ([312] 753-2270).
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 $122 to $230 monthly; those for unfurnished are from $108 to $226 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 other than telephone are included in the rental rate for furnished apartments but not in that for unfurnished units. 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).

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.

The University House System, consisting of twenty-one College Houses and eight 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 SERVICES

Medical care for University students is provided in the University Health Services located in the University Hospitals. All registered students are required to have hospitalization insurance to supplement the Student Health Program, which provides comprehensive ambulatory care. The Student Blue Cross–Blue Shield policy is recommended as the most effective and economical policy to fulfill this requirement. This provides 120 days of hospitalization in University hospitals, commencing with the first day. 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 the Blue Cross–Blue Shield program or files a properly completed affidavit.
Students in the Law Library.

A reception in honor of the graduating class.

Students in a seminar.
A study group conferring in a study area of the Law Library.
The main reading room in the Law Library.
Final arguments in the Hinton Moot Court Competition in the Weymouth Kirkland Courtroom.

A football game behind the Law School at the orientation picnic.

Between classes in the Harold J. Green Lounge on the main floor of the Law Library.
APPENDICES

SPECIAL FUNDS

PROFESSORSHIPS AND TEACHING FUNDS

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 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 Harold J. and Marion F. Green Professorship in International Legal Studies was established in 1973. The professorship was made possible through the generosity of Harold J. Green and a matching grant from the Ford Foundation. Mr. Green is an alumnus of the Law School in the Class of 1928.

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 Karl N. Llewellyn Professorship in Jurisprudence was established in 1973 by former students, colleagues, family, and other friends of Professor Llewellyn, a member of the Law School faculty from 1951 until his death in 1962.

The Carl S. Lloyd Faculty Fund was established in 1973 by Carl S. Lloyd, a member of the Class of 1920, to assist in providing faculty support.

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 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 Bernard G. Sang Faculty Fund was established in 1973 by Bernard G. Sang, a member of the Class of 1935, to assist in providing faculty support.

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.

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.

SCHOLARSHIP FUNDS

The Paul G. Annes Prize Scholarship, established in 1973 by friends of Mr. Annes in his honor. Mr. Annes is a graduate of the Law School, Class of 1923.

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 Bar Foundation Scholarship, made possible by annual contributions to the Law School for this purpose by the Chicago Bar Foundation.

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 George W. Friede 1931 Scholarship, established by a gift and bequest of the late George W. Friede, J.D., 1931. The scholarship is awarded to qualified students who are graduates of a college or university in the state of Oregon or who have been domiciled in that state for the three years preceding the award of the 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 who was a member of the Class of 1929, 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., 1935, 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 David Levinson Scholarship Fund, established in 1973 in memory of David Levinson, J.D., 1912, by his friends.

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 Law School Alumni Scholarships, provided annually out of funds contributed by the alumni to the Fund for the Law School.

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 Maurice A. and Rose Rosenthal Scholarship was established in 1972 by Maurice A. Rosenthal, an alumnus of the Law School in the Class of 1927.

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

The Stepan Chemical Company Scholarship, established in 1972 by the Stepan Chemical Company, is to be awarded on the basis of academic achievement and financial need to a third-year student, a person likely to make a constructive contribution to society either as a practicing lawyer or in other leadership capacities within the profession. Paul H. Stepan is a member of the Class of 1970.

The Charles Weinfield Scholarship, established in 1972 as a memorial to Charles Weinfield, who was born on April 2, 1882, and died on January 24, 1957, by the Charles Weinfield Memorial Foundation.

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 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.

Commonwealth Fellowships, available for a year of study at the School to a limited number of students from the British Commonwealth who are graduates in law or in jurisprudence of universities of the British Commonwealth.

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.

LOAN FUNDS

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 Harold S. Lansing Loan Fund, established in 1972 in memory of Mr. Lansing, a graduate of the Law School in the Class of 1928, through the generosity of his friend and classmate, Harold J. Green.

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 Alia 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 Dwight P. Green, Sr., Fund for Studies in Criminal Justice was established in 1973 by Dwight P. Green for support of the Law School's continuing research and teaching program in crime control and criminal justice. Mr. Green is an alumnus of the Law School in the Class of 1912.


The Leonard M. Rieser Memorial Fund was established in 1959 by the family and friends of Leonard M. Rieser, a distinguished Chicago lawyer 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. Currently the fund supports the Workshop in Legal History in the Law School.

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 David M. Sloan Memorial Fund was established in 1973 in memory of David M. Sloan, J.D., 1951, by his family and friends.

The Max Swiren Memorial Fund was established in memory of Max Swiren, J.D., 1927, by his daughters, Marcia Swiren Edelstein, Class of 1957, and Paula Swiren Pollans.

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 Leslie A. Gross Memorial Library 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 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 Wendell M. Levi Library Fund was established in 1973 by Mr. Levi, a member of the Class of 1915.

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 Max Thelen Memorial Book Fund was established in 1973 in memory of Mr. Thelen by Herbert A. Thelen for materials on corporations.

The Lester R. Uretz Memorial Library 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 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 awarded each year for the outstanding paper written by a student in the Law School. 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 per cent of the graduating class who rank highest in scholarship.
DEGREES CONFERRED, 1974

MASTER OF COMPARATIVE LAW

Wilfred G. Goris
Michael Quaas

DOCTOR OF LAW

Franklin Gordon Allen III
Susan Elizabeth Anderson
Warren John Archer
Mark Alan Aronchick (*cum laude*)
Margaret DuBose Avery
Robert Michael Axelrod
Thomas Alan Baker
James M. Ball
Sheldon Irwin Banoff
James Edgar Bartels
Philip Horton Bartels
Barry Roy Bartlett
Clinton R. Batterson
James Payne Beckwith, Jr.
Mark Roland Berman
Frederick W. Bessette
Keith H. Beyler (*cum laude*)
Susan Helen Bitensky
Roger Anthony Bixby
William H. Block (*cum laude*)
James Lawrence Blomstrom
Joseph D. Bolton
Kathleen Wilson Bratton
Richard J. Bronstein (*cum laude*)
Ellen Higgins Brower
Stephen Richard Buchenroth
Richard Ford Buckley
John Edward Burns
Robert P. Burns
Anthony John Castelbuono
Benson Theodore Caswell
James Joseph Clarke II
John Michael Clear (*cum laude*)
Michael G. Cleveland
Walter Ronald Cooper
John Robert Crosson
Rudolph Ford Dallmeyer
Nathan H. Dardick
Berk Boosalis Davis
Geoffrey Goddard Dellenbaugh
Darrell Lee DeMoss

Carl Franklin Dixon
Judith Lindquist Dowdle (*cum laude*)
Christopher James Duerksen
John Patrick Cavanaugh Duncan
Patrick James Ellsworth
June Marie Eloie
H. Anderson Ellsworth
David B. Feingold
Yvonne Fonvielle
James M. Friedman
Philip Edward Garber
Jeffrey W. Gettleman
Nordon Scott Gilbert
Louis Budwig Goldman (*cum laude*)
Dennis Alan Goldstein
Howard Hart Greengard
Robert Kenneth Hagan
Mary Reynolds Hardin
Steven Edward Marshall Hartz
Michael R. Hassan
Stephen Langtree Haynes
James Merkin Hirschhorn (*cum laude*)
Kathleen Jill Hittle
William Custer Hogan
James Edward Honkisz (*cum laude*)
Barry Howard
Glen Scott Howard
Eric B. Howell
John A. Hubbuch
John Kevin Hughes
Donald L. Hunt
Ted Richard Jadwin (*cum laude*)
Russell David Jones
Arthur Grant Kidman
John Martin Kimpel
Keith Allen Klopfenstein, Jr.
Herbert W. Krueger
Robert George Krupka (*cum laude*)
Alexandra Mary-Stasia Kwoka
Roy F. Lawrence
Alan Martin Levin
Jack Kay Levin
Scott A. Levine
Thomas M. Levine
Peter A. Levy  
Glen Sheldon Lewy (cum laude)  
Robert W. Linn  
Kenneth W. Lipman  
Robert W. Love  
Jeffrey Scott Lubbers  
Alan Hall Maclin  
Joan Caflin Maclin  
Jeffrey Lee Madoff  
Christopher Ryan Manning  
William H. Mansker  
Paul Campbell Marengo  
Arthur Lee Martin, Jr.  
John James McCarthy  
Lucinda Omea McConathy  
James Bernard McHugh  
  (cum laude)  
John Alan McLees  
Raymond Melvin Mehler  
Linda Susan Miller  
Mark R. Miller  
Michael Mills  
Michael Hall Mobbs  
H. Preston Moore  
Michael Ralph Moravec  
James William Morris  
Franklin Alan Nachman  
Martha Stein Nachman  
Daniel Jurg Niehans  
Stuart I. Oran  
John Thornton Pain III  
Harold Frank Parker  
Jeffrey A. Parness  
William Zane Pentelovitch  
Matthew J. Piers  
Michael Edward Pietzsch  
Cary Newman Polikoff  
George L. Priest  
Emilie Pilliod Pritchard  
Paul Jason Pritchard, Jr.  
John Dallas Reagh III  
Robert Jay Reynolds  
Jack Richter  
Lewis Rinder  
Stephen N. Roberts  
Bruce Lindsley Rockwood  
Richard John Roddewig  
Matthew A. Rooney (cum laude)  
Lawrence Rosen  
Michael Allan Rosenhouse  
Ralph Thomas Russell, Jr.  
Steven Ira Saltzman  
Nancy Schaefer  
Kay Louise Schichtel  
Glen Edward Schreiber  
Donald L. Schwartz  
Susan Jane Schwartz  
Keith Edward Secular  
Donald Allan Shapiro  
Mark Lawrence Shapiro  
Leonard Stewart Shifflet  
Duane Edward Shinnick  
Harry Low Simons  
Karen P. Smith  
Miles Oliphant Smith  
Stephen Lee Speicher  
Irwin Paul Stortzky  
John Anthony Strain (cum laude)  
Paul Alan Strandberg  
Robert James Straus  
Carl Weger Struby  
Barry Sullivan  
Peter Susi  
James Stewart Thayer  
Frederick B. Thomas  
Doreen E. Thompson  
Maureen Therese Thornton  
Judson Eugene Tomlin, Jr.  
Kenneth M. Vittor  
Phillip H. Wallin  
Vernon Lane Wharton  
James Stanton Whitehead  
  (cum laude)  
John B. Whitton  
Marc R. Wilkow  
James Gordon Wilson  
Erich Paul Wise  
Neal Lloyd Wolf  
Merideth Wright  
Frank S. Wrobel  
Richard Alan Wueste  
Allyn Naomi Yamanouchi  
Francis Isami Yamashita  
Lucy A. Williams Yeager  
James D. Zalewa  
Julian John Zweber
## Schools, Colleges, and Universities Represented in the Student Body During 1973–74

<table>
<thead>
<tr>
<th>University/City</th>
<th>No. of Students</th>
<th>University/City</th>
<th>No. of Students</th>
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<tr>
<td>University of Adelaide, Australia</td>
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<td>Gustavus Adolphus College</td>
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<td>American University</td>
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<td>Illinois Institute of Technology</td>
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<td>Denison University</td>
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<td>Montana State University</td>
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<td>Drexel University</td>
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<td>New York University</td>
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<td>Fordham University</td>
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<td>George Washington University</td>
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<td>Georgetown University</td>
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<tr>
<td>Grinnell College</td>
<td>2</td>
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</table>

**INFORMATION ON STUDENT BODY**

74
| University of North Carolina                        | 2 |
| North Central College, Illinois                    | 1 |
| Northeast Louisiana State College                  | 1 |
| Northwestern University                            | 11 |
| Notre Dame University                              | 10 |
| Oberlin College                                    | 2 |
| Occidental College                                 | 1 |
| University of Oklahoma                             | 2 |
| University of Oregon                                | 1 |
| University of the Pacific                          | 1 |
| University of Pennsylvania                         | 10 |
| Pennsylvania State University                      | 3 |
| Pepperdine College                                 | 1 |
| University of Pittsburgh                            | 3 |
| Pomona College                                      | 2 |
| Princeton University                                | 14 |
| Purdue University                                   | 3 |
| Radcliffe College                                   | 3 |
| Reed College                                         | 2 |
| Ripon College                                       | 4 |
| University of Rochester                             | 8 |
| Roosevelt University                                | 1 |
| Rutgers University                                  | 2 |
| St. John's College, Maryland                        | 2 |
| St. John's College, Minnesota                       | 1 |
| St. Joseph's College, Pennsylvania                  | 1 |
| St. Louis University                                | 1 |
| St. Mary of the Lake Seminary                       | 1 |
| St. Mary's College, Indiana                         | 1 |
| St. Mary's College, Minnesota                       | 1 |
| St. Olaf College                                    | 2 |
| Sarah Lawrence College                              | 1 |
| Shimer College                                      | 2 |
| Simmons College                                     | 1 |
| Smith College                                       | 3 |
| University of the South                             | 2 |
| University of Southern California                   | 2 |
| Southern Illinois University                        | 1 |
| University of Southwestern Louisiana                | 1 |
| Stanford University                                 | 14 |
| Swarthmore College                                  | 4 |
| Syracuse University                                 | 1 |
| Temple University                                   | 1 |
| University of Tennessee                             | 1 |
| University of Texas                                 | 1 |
| Trinity College, Connecticut                        | 1 |
| Trinity College, District of Columbia                | 1 |
| Tufts University                                    | 2 |
| Tulane University                                   | 3 |
| United States Air Force Academy                     | 1 |
| United States Naval Academy                         | 1 |
| Vanderbilt University                               | 7 |
| Vassar College                                      | 1 |
| University of Virginia                              | 2 |
| Wabash College                                      | 1 |
| Washington University                               | 9 |
| Washington State University                         | 1 |
| Washington and Jefferson College                    | 1 |
| Wayne State University                              | 2 |
| Wellesley College                                   | 2 |
| Wesleyan University                                 | 10 |
| Wheaton College, Massachusetts                      | 1 |
| Williams College                                    | 1 |
| University of Wisconsin                             | 13 |
| Wittenberg College                                  | 2 |
| Yale University                                     | 25 |
| Number of colleges represented                      | 155 |

INFORMATION ON STUDENT BODY 75
## Residence of Members of the Student Body

### United States

#### I. Northeast
- Vermont: 4
- New Hampshire: 0
- Massachusetts: 15
- Maine: 3
- Connecticut: 10
- Rhode Island: 2

#### II. Southeast
- Virginia: 8
- North Carolina: 2
- South Carolina: 0
- Georgia: 3
- Florida: 4
- Alabama: 3
- Mississippi: 0
- Louisiana: 5
- Tennessee: 4
- Kentucky: 3

#### III. Middle West
- Ohio: 29
- Michigan: 7
- Indiana: 17
- Illinois: 149
- Wisconsin: 16

#### IV. Southwest
- Arkansas: 0
- Oklahoma: 6
- Texas: 4
- New Mexico: 1
- Arizona: 1

#### V. Plains Area
- Minnesota: 10
- North Dakota: 2
- South Dakota: 0
- Iowa: 7
- Nebraska: 4
- Kansas: 7
- Missouri: 11

#### VI. Far West
- Montana: 3
- Wyoming: 1
- Colorado: 2
- Idaho: 1
- Utah: 6
- Nevada: 0
- Washington: 7
- Oregon: 5
- California: 30
- Hawaii: 3
- Alaska: 0

### Foreign Countries

<table>
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<tr>
<th>Country</th>
<th>No. of Students</th>
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<tr>
<td>Canada</td>
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<td>Israel</td>
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<table>
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<th>Country</th>
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<tr>
<td>West Germany</td>
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</table>

- Total number of candidates: 513
- J.D. candidates: 511
- Candidates for graduate degrees: 2
- Number of states represented: 43
- Foreign countries represented: 3
THE ALUMNI ASSOCIATION
OF THE UNIVERSITY OF CHICAGO
LAW SCHOOL

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Robert McDougal, Jr., '29, Chicago.
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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. Schaef er, '28, Supreme Court of Illinois, Chicago.
Edward L. Wright, Wright, Lindsey and Jennings, Little Rock, Arkansas.

Terms Expiring in 1974-75

The Honorable George N. Leighton, Illinois Appellate Court, First District, Chicago.
George A. Ranney, Jr., '66, Counsel, Inland Steel Company, Chicago.
The Honorable Alvin B. Rubin, United States District Court, Eastern District of Louisiana, New Orleans.
Justin A. Stanley, Mayer, Brown and Platt, Chicago.
Marvin T. Teperman, '49, Vice-President, Hyatt Corporation, Burlingame, California.
Kenneth S. Tolle t, '55, Distinguished Professor of Higher Education, Howard University, Washington.
The Honorable Philip W. Tone, United States Court of Appeals, Seventh Circuit, Chicago.

DONALD J. YELLON, '48, Senior Vice-President and General Counsel, The First National Bank of Chicago, Chicago.

Terms Expiring in 1975-76

LAURA BANFIELD, '67, White and Case, New York City.

The Honourable Robert H. Bork, '53, Solicitor General of the United States, Department of Justice, Washington, D.C.

FRANK H. DETWEILER, '31, Cravath, Swaine and Moore, New York City.

JOHN DOAR, Special Counsel, Committee on the Judiciary, U.S. House of Representatives, Washington, D.C.

ANTHONY C. GILBERT, '63, Cooley, Godward, Castro, Huddleson and Tatum, San Francisco.

RICHARD M. HARTER, '61, Bingham, Dana and Gould, Boston.

PETER T. JONES, Vice-President, Legal and Government Affairs, Marcor, Chicago.

Abe Krash, '49, Arnold and Porter, Washington, D.C.

MARY LEE LEAHY, '66, Special Assistant to the Governor, Executive Office of the Governor, Springfield.

The Honourable Harold Leventhal, United States Court of Appeals, District of Columbia Circuit, Washington, D.C.

JUDSON H. MINER, '67, Davis, Miner, Barnhill and Bronner, Chicago.

JAY A. PRITZKER, Pritzker and Pritzker, Chicago.


GEORGE L. SAUNDERS, Jr., '59, Sidley and Austin, Chicago.

Wallace J. Stenhouse, Jr., '55, Chairman of the Board and Chief Executive Officer, American Reserve Corporation, Chicago.

STEPHEN E. TALLENT, '62, Gibson, Dunn and Crutcher, Los Angeles.


The Honourable John Minor Wisdom, United States Court of Appeals, Fifth Circuit, New Orleans.
THE DEVELOPMENT COUNCIL, 1974–75

The formation of the Development Council for the Law School in 1971 was prompted by the need for the Law School to look ahead at ways of maintaining and increasing the flow of support that is vital to the future of the School. The purpose of the Development Council is to provide counsel for developing support from a broader range of sources than the traditional Fund for the Law School. In addition to assisting with the design of the Fund for the Law School, the Development Council is concerned with private foundation support, a deferred giving program, and special development projects for particular needs in the Law School program to raise $12.5 million for the Law School as part of Phase II of the Campaign for Chicago.

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BERNARD G. SANG, '35
JEROME S. WEISS, '30
WILLIAM W. WILKOW, '48
HARRY N. WYATT, '21

PUBLICATIONS OF THE FACULTY, 1973–74

WALTER J. BLUM

GERHARD CASPER
Apportionment and the Right to Vote: Standards of Judicial Scrutiny, 1973 Supreme Court Rev. 1.
RONALD H. COASE  
*United States Policy Regarding the Law of the Seas*, Hearings before the Subcommittee on Minerals, Materials and Fuels of the Senate Committee on Interior and Insular Affairs, 93d Cong., 2d sess., Part 2, at 1160 (March 5, 6, and 11, 1974).  

KENNETH CULP DAVIS  

ALLISON DUNHAM  

RICHARD A. EPSTEIN  
*Substantive Due Process by Any Other Name: The Abortion Cases*, 1973 Supreme Court Rev. 159.  

HARRY KALVEN, JR.  

STANLEY A. KAPLAN  

SPENCER L. KIMBALL  

EDMUND W. KITCH  

PHILIP B. KURLAND  


*The New Supreme Court*, 2 *Student Lawyer* 16 (1974).


*Some Constitutional Aspects of Watergate* (Selected Papers No. 44, University of Chicago School of Business, 1974).


**William M. Landes**


**John H. Langbein**


**Bernard D. Meltzer**


*A Note on Trust Powers after Termination*, 55 *Chicago Bar Rec.* 286 (May-June, 1974).
NORVAL MORRIS


Minimum Standards for Medical Services in Prisons and Jails, in Medical Care of Prisoners and Detainees 37 (Ciba Foundation Symposium 16, ASP, Amsterdam, 1973).


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RICHARD A. POSNER


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MAX RHEINSTEIN

Einführung in die Rechtsvergleichung (Introduction to Comparative Law), translated and edited by R. V. Borries (Munich: Beck, 1974).


**Adolf Sprudzs**


**Hans Ziesel**


**Franklin E. Zimring**


CHICAGO
The University and the City
HARPER'S UNIVERSITY

When The University of Chicago was still in the blueprint stage more than eighty years ago, a prominent eastern educator wrote that placing a major institution of learning in Chicago was "the next thing to putting it in the Fiji Islands."

It took courage to put a university in the uncultivated Middle West, but William Rainey Harper, the University's first president, and John D. Rockefeller, its founder, wanted a university that defied tradition. They wanted a university that would be a force the day it opened, that would "revolutionize university study in this country."

Harper instituted the four-quarter system, laid the groundwork for the junior college system, and established the first university extension program. He demanded equality of opportunity for women in the student body and on the faculty, at a time when women faculty at the university level were almost unknown. And he announced that his institution would be primarily devoted to graduate studies.

Harper died in 1906, but the University continued in the pattern he had stamped on it. Rockefeller was to say, "It's the best investment I ever made."
CHICAGO stands as one of the world's foremost private universities. After revisiting it a few years ago, the late John Gunther, Class of 1922, wrote:

Perhaps the single element that best characterizes the University is its incessant search for quality, which goes back all the way to Harper. If a case need be made for the private urban university in our contemporary life, surely Chicago makes it. Between the Atlantic and Pacific it towers like a lonely colossus, symbolizing the aspirations and achievements of one of the most fruitful areas of our country, the Middle West.

Quality aside, this is a school which stands for freedom of expression, freedom to speculate and experiment, freedom for spacious inquiry, freedom to be a gadfly if necessary and freedom not only to be right but to take a chance on being wrong . . . . It still has its unique atmosphere of vitality and gives forth a sense of endurance as well as youth. My own feeling is that it is still the most exciting university in the world.
SINCE its founding, Chicago has offered distinguished graduate education. Of the approximately 7,600 students enrolled, about 2,200 are in the undergraduate College, the remainder in the four graduate Divisions (Biological Sciences, Humanities, Physical Sciences, and Social Sciences) and seven Professional Schools (Business, Divinity, Education, Law, Library Science, Medicine, and Social Service Administration). The American Council on Education’s 1971 ratings identified Chicago’s graduate programs over all as among the top three in the nation, on the basis of the number of departments in the top five. A study of advanced professional education conducted in 1973 included Chicago as one of the four leading universities providing high-quality education in a variety of professional disciplines.

Chicago’s small size and the emphasis on graduate studies have encouraged unusual interaction between disciplines. While traditional departments exist at Chicago, almost all academic programs embrace specialists from different disciplines. This is also true of the Professional Schools, which are all located on the main campus and which enjoy unusually close relationships with the rest of the University. Many of the faculty hold appointments in more than one department or School, and students are encouraged to take courses, and to pursue research, in other areas. A large number of interdisciplinary committees and academic centers and institutes (described in the appropriate Announcements) facilitate such interaction.

As a producer of college and university teachers, the University is perhaps unique. A significant proportion of Chicago’s Ph.D.’s—at least two-thirds—go into college teaching. The University’s Pritzker School of Medicine has a higher percentage of its graduates on the faculties of medical schools than any other school of medicine. At last count, 2,500 University alumni were teaching in over fifty leading universities, and more than 140 men and women who have been associated with the University as students, faculty, or administrators are now serving as college and university presidents.

Perhaps more importantly, Chicago continues to be a university primarily dedicated to research. President Edward H. Levi has said:

The University’s emphasis on research is paramount. It includes within research the understanding of our own and other cultures and the appreciation of the works of the mind. It includes the search for knowledge so basic as to vastly change man’s powers and comprehension. And this is not just the goal but in fact the achievement. Whatever the strains, it believes that research and teaching are closely related. Research itself—the restructuring of subject matter, the revelation of insights, new and old—can be the highest form of teaching. The obligation which the University has assumed is not only to give the individual scholar the freedom and intellectual environment required for research but to undertake to transmit the qualities and understanding of research into all of its teachings.
THE QUADRANGLES

A metropolitan environment is enjoyed by most great universities, and The University of Chicago is no exception. However, students who visit the campus for the first time are often delighted to find that it is not a typical urban campus surrounded by concrete and busy streets. They find instead a pleasant island of green grass and trees located in a residential community some seven miles south of Chicago’s Loop.

There are more than 125 buildings located on the 165-acre campus. The main campus, north of the tree-lined Midway Plaisance, retains the style set down by the original builders. The gray limestone buildings display the gargoyles, ivy, and spires characteristic of collegiate Gothic and are arranged in a series of tree-shaded quadrangles. The South Campus is quite different. Here the works of major twentieth-century architects include Eero Saarinen’s famed Law School, Edward Durrell Stone’s Center for Continuing Education, and Ludwig Mies van der Rohe’s School of Social Service Administration. The works of major sculptors dot the campus, perhaps the most famous being Henry Moore’s “Nuclear Energy,” commemorating the spot where Chicago scientists achieved man’s first self-sustaining chain reaction in 1942.

Of the buildings that have gone up since the early 1960’s, the Joseph Regenstein Library, which opened in 1970, has had the greatest impact on graduate study at Chicago. It is the home of the University’s Graduate Library School and houses the University’s extensive collections in the social sciences and the humanities. It is perhaps an unparalleled research facility, designed to facilitate interdisciplinary as well as traditional research, to provide efficient access to the collections, and to offer attractive and comfortable study areas. The Library is one of the largest academic library buildings in the country.

8a CHICAGO
DIVERSIONS

Shortly after The University of Chicago opened, President Harper announced that “sports will be conducted for the students, not for the spectacular entertainment of enormous crowds of people.” This spirit of extracurricular life at the University continues very much unchanged. The emphasis is still on the individual; participation, while encouraged, is entirely a matter of taste.

Despite an extensive and varied social calendar, no single activity captures the interest of the campus as a whole. Rather, if one force may be said to bind the University community, it is a dedication to that most nebulous and satisfying of pursuits, “the life of the mind.” Extracurricular activity at Chicago is an extension of that pursuit—a love for discovering the possible wherever
it is to be found, in frivolity or seriousness, on the athletic field or in the library, at the bridge table or in political debate. As a consequence, “student activities” at the University are not simply the province of students but are a meeting ground for faculty, staff, and alumni alike.

Diversity in tastes and opinions is a hallmark of the University. A new student is almost certain to discover either a formal or an informal group that shares his interests, whether they run to chess, film, mountain climbing, judo, skiing, theater, or folkdancing. By the same token, social contacts are not forced, and one may strike out on the path of his choice. Typically, a student will identify less with his class or department than with a circle of friends who, in turn, will offer avenues to a wider range of activities and friendships. One finds few activities that attract huge numbers but a
wealth of smaller gatherings reflecting the varied interests of the community.

The University has no central student union building; instead, there are a number of places where students gather for sustenance, amusement, and conversation. Ida Noyes Hall has meeting rooms, a small theater, a television lounge, and facilities for billiards, badminton, table tennis, and swimming. It is also the home of "The Frog and the Peach," an unabashedly eclectic café, and a pub that serves beer nightly and features pub concerts on weekends with local jazz and blues groups. The Reynolds Club offers lounges, billiards, and a student-run book and record shop; adjacent are Hutchinson Commons and the C-Shop, respectively the largest and the speediest dining rooms on campus. And there is "Jimmy's," a sprawling public tap just off campus, which has become a Hyde Park and University institution.

Many departments and Schools have their own lounges or coffee shops; for example, the "Nonesuch," the center for humanities students, and the "Swift Kick," the Divinity School coffee shop. Good talk and good cheer are periodically available at departmental sherry hours. Every Thursday afternoon students in the Graduate School of Business congregate for the "Liquidity Preference Function," a beer-and-pretzel gathering. The Law School holds an open "Wine Mess" each Friday.

Aficionados of film have an opportunity to indulge their tastes almost nightly. Doc Films, the oldest campus film society in the country, promotes American and foreign cinema; Contemporary European Films shows recent Continental releases; and Science Fiction Films promotes the study and delights of this branch of popular culture.

Music at Chicago attracts both participants and auditors. The University Symphony, Concert Choir, and Chamber Orchestra are all open to students by audition. The Concert Band performs out-of-doors in warm weather. Other groups include the Collegium Musicum, which re-creates ancient music; the Allegro Conspirito; the Musical Society; the Contemporary Chamber Players, and a number of ad hoc ensembles. Each January the Folklore Society holds a Folk Festival of growing natural reputation. And the Rockefeller Chapel Choir, in addition to weekly services, performs five or six oratorios each year with members of the Chicago Symphony. Eleven "first chairs" of that great orchestra performed in University dormitories last year and lectured on their instruments. The entire orchestra came to the Quadrangles in the spring.
Chicago has no formal theater department, yet there is a tradition of innovative and exciting student theater and a remarkable list of actors who have come out of the University—Mike Nichols, Alan Arkin, Paul Sills, Fritz Weaver, and Will Geer among others. In an average year University Theatre stages perhaps twenty productions. Another student group, the Blackfriars, produces an original musical comedy each year, and the Renaissance Players
revive fifteenth- and sixteenth-century drama each spring. Over the summer, Hutchinson Court becomes the al fresco stage for Court Theatre, a coalition of students, community residents, and professional actors who produce three plays during June, July, and August.

The plastic arts at Chicago are at their liveliest when the Joseph R. Shapiro Collection of over four hundred pieces of original contemporary art is loaned out at the beginning of each quarter—an event for which hundreds of students queue up overnight. With the recent completion of the Cochrane-Woods Art Center and Smart Gallery, the University's permanent collection is now on regular display. The enterprising will also find their way to the Art Department's Midway Studios on Sixtieth Street to inspect recent faculty and student work.

Each May students bring all the cultural threads of the University together in the annual Festival of the Arts, a month-long program of poetry readings, dance recitals and workshops, sidewalk chalk drawing, art exhibits, and musical events—all of which culminate in one last gala night complete with fireworks, searchlights, and the pealing bells of Rockefeller Chapel.
ORGANIZED ATHLETICS

For a university whose former president, Robert M. Hutchins, is rumored to have said, "When I feel like exercising, I lie down until the feeling goes away," Chicago shows a remarkable enthusiasm for athletics. Each year more than 3,800 students—about half of them graduate students—compete in twenty-two intramural sports. The most popular are basketball, softball, and touch football, although soccer, swimming, bowling, handball, squash, riflery, tennis, golf, and horseshoes draw enthusiastic participants. There are intramural activities for women in nine different areas: archery, badminton, basketball, bowling, jogging, table tennis, softball, swimming, and volleyball. In addition, men and women compete together in archery, badminton, horseshoe pitching, softball, and volleyball.

Most of the graduate departments and Professional Schools organize their own teams, often including faculty as well as students. In one recent year, for example, the English Department
softball team—"The Fat City Nine"—included a professor of English, three assistant professors, and several graduate students.

Besides the profusion of intramural teams, there are clubs promoting cricket, judo, karate, squash, folk and modern dance, mountaineering, skiing, canoeing, and Rugby. Twenty-four tennis courts are scattered over the campus. The University's athletic fields and the Midway offer large grassy areas for ball playing, jogging, and even for following Mr. Hutchins' example.

The embodiment of intramural athletics at the University may be discovered in The University of Chicago Track Club. Organized over twenty years ago by Coach Ted Haydon and continuing under his direction, the UCTC brings together men and women of both average and exceptional ability, from within and outside the University, who share a desire for excellence in track and field. The Club counts among its triumphs both last-place finishers who have bettered personal records and the like of Rick Wohlhuter, who set world records for the 880-yard and 1,000-meter runs in the summer of 1974.

Varsity athletics not only exist at Chicago but in many cases
flourish. They do so, however, in the “Chicago style,” illustrated by the cheer: “Themistocles, Thucydides, the Peloponnesian War, X squared, Y squared, H₂SO₄, Who for, What for, Who we gonna yell for... MAROOONS!!”

The half-time entertainment at varsity football games has a distinctive Chicago flavor, featuring a 12-foot kazoo, an all-kazoo band, and, once, the crowning of a refrigerator as Homecoming Queen. The varsity basketball team, another of the twelve varsity teams at the University, went to a postseason NCAA tournament in 1974. Its captain broke the University’s all-time personal scoring record and won a national NCAA graduate fellowship—to The University of Chicago’s Graduate School of Business.
HYDE PARK

"HYDE PARK and The University of Chicago are practically inseparable. Faculty, University staff, married students, graduate and undergraduate students, alumni, and friends of the University are clustered about the campus in new and old houses, townhouses, and apartments. And a large percentage of the non-University residents of this interracial community are business and professional people."—IRA BACH, Chicago on Foot: Architectural Walking Tour.

Hyde Park is a residential community just 15 minutes south of Chicago's Loop. Flanked by Lake Michigan and two large parks, it is a sophisticated neighborhood with a long history of progressive thinking and social action. A politically independent community (Hyde Park elected the city's first independent alderman), it prides itself on the level of activity, political and social, generated by its residents. Neighborhood lore goes that if you put two Hyde Parkers in the same room you have an argument; three, a committee. Such a tradition is hardly surprising, in that some 70 per cent of the University's faculty and 95 per cent of its students live in the immediate Hyde Park–Kenwood area.

The community, integrated and stable, is cited as a model for other cities. The population of Hyde Park has stabilized at about 30 per cent black, 70 per cent white. Some twenty churches, syna-
gogues, and other religious institutions are located in Hyde Park and adjacent Kenwood. Services are also held in Rockefeller chapel and in Bond Chapel on the Quadrangles. Three large shopping centers, and several smaller ones, serve the neighborhood, with stores offering a wide range of products and prices, some at special student rates. Included is a cooperative market—the largest in the city—and Harper Court, a center for the community's artisans, craftsmen, and small businessmen. While ordinary products and services are easily available, Hyde Park is also a community where you can have a zither repaired, pick up a live lobster, rent an oil painting, buy your favorite brand of Japanese beer, or find a tutor in Swahili. If you're buying or selling secondhand goods, you can make good use of one of the public kiosks where hundreds of Hyde Parkers thumbtack their notices.

The crime rate is one of the lowest in the city. Incidents of the kind normally associated with urban living occur, however, and the University maintains a security force to help deal with these problems.

In sum, Hyde Park offers all the advantages and many of the problems of city living. But it is city living with a difference. Isaac Rosenfeld writes, in *An Age of Enormity*: "Nowhere else in a city of comparable size is there quite the same 'small town' feeling as in this [Hyde Park] community. It has a relatively rooted, peaceful look, and in some sections, an aged dignity far beyond its years."

THE UNIVERSITY AND THE CITY 25a
"THAT TODDLIN’ TOWN"

"THE TYPICAL Chicagoan . . . has an irrational love for his city and a pride in it he can’t explain. He may occasionally grumble about conditions and he’s likely to be irritable during a siege of violent weather, but his complaining is not a symptom of chronic dissatisfaction; merely his annual mid-winter catharsis. The day the sun shines again, so does he, and his Chicago looks better than ever. It’s a great town, a great place to live—though if you ask him, he can’t tell you why."—JORY GRAHAM, Chicago: An Extraordinary Guide.
Chicago may suffer from a "Second City" complex, but it is neither recreationally nor culturally deprived. Its Art Institute houses one of the world's great collections of French Impressionists and other masters. Igor Stravinsky once called the Chicago Symphony, third oldest in the country and currently under the direction of Sir Georg Solti, the finest in the world. The symphony's spring concerts at the University are invariably sold out.

The Lyric Opera offers a ten-week season in the autumn, and throughout the year Chicagoans can enjoy visiting performances by the nation's foremost ballet companies.

Professional theater is not strong, but, if one ventures beyond
the Loop to Chicago’s “off-Broadway,” one can find dozens of exciting community and campus productions. A large number of movie houses show first-run films, and a smaller number offer underground, experimental, and foreign language films, revivals, and classics.

Summer in Chicago brings with it a wealth of cultural activities. Free open-air concerts by classical and jazz artists are presented summer evenings in the Grant Park Bandshell adjacent to Lake Michigan. The Ravinia Festival offers summer performances by the Chicago Symphony and ballet, jazz, and folk concerts in a lush park setting. Some Sunday afternoons the Chicago Chamber Orchestra gives free concerts alongside the lagoon in Jackson Park near the University.

Drama flourishes as the University’s own Court Theatre, the Ravinia Theater, the Theater-on-the-Lake, and a variety of summer stock companies mount productions. June brings the Old Town and Fifty-seventh Street Art Fairs, followed in August by the Gold Coast Art Fair. Throughout the summer, street fairs blossom in Chicago’s neighborhoods; some fairs are remarkable for their commercialism, others for the glimpses they offer into ethnic life.

The Museum of Science and Industry, a few blocks east of the University, demands comfortable shoes and lots of time for its fourteen acres of exhibits. The Field Museum of Natural History, a few miles to the north, is outranked only by the Smithsonian Institution and the American Museum of Natural History. The Shedd Aquarium, near the Field Museum, has the world’s largest exhibit of marine and fresh-water creatures, and the adjacent Adler Planetarium offers an astronomical museum and a daily star show.

For entertainment: Rush Street is the nightclub district that caters to the convention crowd and offers some top-level performers. Old Town, on Chicago’s North Side, has become commercial and overpriced, but a newly developing area nearby, dubbed New Town, offers interesting boutiques, shops, pubs, restaurants, and night spots.

Perhaps the most interesting areas, though, are the ethnic neighborhoods that have remained intact through the years. The Chinese, Greek, Italian, German, Lithuanian, and Mexican communities offer unpretentious but excellent restaurants, gourmet food stores, and specialty shops.

Within one to three hours’ drive from the city there are a great
many places to which one can go for a day’s or a weekend’s outing, ranging from the dunes of Indiana and Michigan (the Indiana state line is ten miles from Hyde Park via the Chicago Skyway) to the kettle moraine country of Wisconsin. The Mississippi River is two hours to the west of Chicago, Milwaukee is two hours to the north. (The corn belt and the coal belt lie south of the city, and the oil refineries of Hammond and the steel mills of Gary are to the southeast.)

Bicycle trails lead along the lakefront, through the prairies of the western suburbs, along the Skokie lagoons north of the city. The more ambitious cyclist can tackle some or all of the Wisconsin bicycle trail that goes along back roads from the Mississippi River at La Crosse to Lake Michigan at Kenosha.
Recreational opportunities in and around Chicago are only hinted at in these pages; the *Chicagoan* magazine, in its July 1974 issue, listed “700 ways to do the town”; Jory Graham, in each Friday’s *Sun-Times*, describes new places to go and things to do on the weekend.

Chicago is renowned for its vitality, for the breezes that blow along its lakefront, for the lakefront itself just a few blocks to the east of the campus. It is the only industrial city along the Great Lakes that has preserved its lakefront as open park along which the people may drive, stroll, swim, sail, bike, picnic, fish, or just take in the splendid view.

Chicago is, indeed, “that toddlin’ town” of the song which bears its name.
LAW SCHOOL CALENDAR FOR 1974-1975

1974 AUTUMN QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 26</td>
<td>Thursday</td>
<td>Registration for first-year students</td>
</tr>
<tr>
<td>September 27</td>
<td>Friday</td>
<td>Registration for second- and third-year students</td>
</tr>
<tr>
<td>September 30</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>October 1</td>
<td>Tuesday</td>
<td>Registration for Autumn Quarter ends</td>
</tr>
<tr>
<td>November 27</td>
<td>Wednesday</td>
<td>Classes end. Reading period begins</td>
</tr>
<tr>
<td>November 28</td>
<td>Thursday</td>
<td>Thanksgiving Day: a holiday</td>
</tr>
<tr>
<td>December 3</td>
<td>Tuesday</td>
<td>Registration for Winter Quarter begins</td>
</tr>
<tr>
<td>December 9</td>
<td>Monday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>December 13</td>
<td>Friday</td>
<td>Examinations end. Registration for Winter Quarter ends. Autumn Convocation</td>
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1975 WINTER QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>March 7</td>
<td>Friday</td>
<td>Classes end. Reading period begins</td>
</tr>
<tr>
<td>March 11</td>
<td>Tuesday</td>
<td>Registration for Spring Quarter begins</td>
</tr>
<tr>
<td>March 17</td>
<td>Monday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td>March 21</td>
<td>Friday</td>
<td>Examinations end. Registration for Spring Quarter ends. Winter Convocation</td>
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1975 SPRING QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 31</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>May 23</td>
<td>Friday</td>
<td>Second- and third-year classes end. Reading period begins for second- and third-year students</td>
</tr>
<tr>
<td>May 26</td>
<td>Monday</td>
<td>Memorial Day: a holiday</td>
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<tr>
<td>May 30</td>
<td>Friday</td>
<td>First-year classes end. Reading period begins for first-year students</td>
</tr>
<tr>
<td>June 2</td>
<td>Monday</td>
<td>Examinations begin for second- and third-year students</td>
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<tr>
<td>June 6</td>
<td>Friday</td>
<td>Examinations end for second- and third-year students</td>
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<tr>
<td>June 9</td>
<td>Monday</td>
<td>Examinations begin for first-year students. Grades for graduating seniors due</td>
</tr>
<tr>
<td>June 13</td>
<td>Friday</td>
<td>Examinations end for first-year students. Spring Convocation</td>
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Because a limited number of Announcements are printed, students are asked to retain their copies for reference throughout the academic year.