THE UNIVERSITY OF CHICAGO
LAW SCHOOL

Inquiries should be addressed as follows:

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

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1111 East 60th Street
Chicago, Illinois 60637
Telephone 312-962-9484

Housing for Single Students:
Office of Student Housing
The University of Chicago
5801 Ellis Avenue
Chicago, Illinois 60637
Telephone 312-962-7366

Housing for Married Students:
Office of Married Student Housing
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824 East 58th Street
Chicago, Illinois 60637
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Let knowledge grow from more to more;  
And so be human life enriched.
The Announcements (USPS 026-480) are published in ten issues annually (once in August and three times each in September, October, and February) by the University of Chicago, 5801 Ellis Avenue, Chicago, Illinois 60637. Second-class postage paid at Chicago, Illinois. POSTMASTER: Send address changes to Announcements, University of Chicago, Administration Building, Room 2, 5801 Ellis Avenue, Chicago, Illinois 60637.

The statements contained in these Announcements are subject to change without notice.
CONTENTS

1 THE UNIVERSITY OF CHICAGO LAW SCHOOL

4 PROGRAMS OF INSTRUCTION

9 CURRICULUM AND REQUIREMENTS

32 SCHEDULE OF COURSES BY QUARTERS

35 STUDENT ORGANIZATIONS AND ACTIVITIES

36 RESEARCH AND SPECIAL PROGRAMS

37 PLACEMENT

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

53 APPENDICES
   Special Funds
   Honors and Prizes
   Degrees Conferred, 1983–84
   Information on Student Body
   The Law School Alumni Association
   The Committee for the Capital Campaign
   The Law School Visiting Committee
   Publications of the Faculty, 1983–84

81 MAP OF THE UNIVERSITY

86 CHICAGO: THE UNIVERSITY AND THE CITY

Inside back cover LAW SCHOOL CALENDAR 1984–85
THE UNIVERSITY OF CHICAGO

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THE LAW SCHOOL

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PRENTICE H. MARSHALL, S.B., J.D., Lecturer in Law.

STEPHEN M. SHAPIRO, A.B., J.D., Lecturer in Law.

Mandel Legal Aid Clinic

GARY H. PALM, Director.

MARK J. HEYRMAN, A.B., J.D., Clinical Fellow and Lecturer in Law. (On leave of absence.)

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STEFAN H. KRIEGER, A.B., J.D., Staff Attorney and Clinical Fellow.

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PAUL MEIER, S.B., A.M., Ph.D., Ralph and Mary Otis Isham Professor, Departments of Statistics and Pharmacological and Physiological Sciences and the College, and Chairman, Department of Statistics.
RESEARCH ASSOCIATES AND VISITING FELLOWS

David W. Brown, A.B., J.D., Victor H. Kramer Foundation Fellow.

Victor P. Goldberg, A.B., A.M., Ph.D., Law and Economics Fellow. (Autumn Quarter.)
WAYNE A. KERSTETTER, A.B., J.D., Research Associate, Center for Studies in Criminal Justice.
BEN S. MEEKER, A.B., A.M., Research Associate, Center for Studies in Criminal Justice.
STEVEN SHAVELL, A.B., Ph.D., John M. Olin Visiting Fellow in Law and Economics.
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 for 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 four faculty-edited journals—The Supreme Court Review, The Journal of Law and Economics, The Journal of Legal Studies, and Crime and Justice: An Annual Review of Research.

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 part of the first-year work, courses are conducted for the entire class of about 170 in order to provide a unified experience in the foundation subjects. In other 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 a program. The expectation is that all students will take work that gives them a strong foundation in the major subject areas, and will do substantial research and writing by taking advantage of the opportunity to cultivate special interests in seminars and independent study. 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 one course 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. In the other trial practice course students receive clinical training in advocacy by participating in trials on behalf of real clients in the courts of Illinois (pursuant to the student practice rule). The Law School’s Mandel Legal Aid Clinic provides supervision by experienced lawyers for sixty or more law students each year. 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. 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 percent 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. Offices are arranged around the working floors of the Law Library; these offices 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 1959. 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 from time to time. The Glen A. Lloyd Auditorium, with a seating capacity of approximately 500, is frequently used for lectures, motion pictures, concerts, and similar University functions. The Law Library, which contains about 425,000 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 5,800, 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.
Programs of Instruction

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 170 students. All students begin the program during the Autumn Quarter in September. The calendar for the academic year is located on the inside back cover of these Announcements.

The 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 using certain courses in partial satisfaction of the requirements for both degrees, a student may be able to earn both the J.D. and the M.B.A. degrees in four calendar years. For detailed information about these arrangements, applicants should consult the Dean of Students in the Law School.

Law students may use several courses offered in the Law School’s Law and Economics Program to satisfy course requirements in the Department of Economics for the A.M. and Ph.D. degrees in economics, and thereby obtain such degrees in less than the normal time required.

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. The Law School is flexible in granting leaves to those students who wish to pursue advanced degrees in other departments of the University in conjunction with their work toward the J.D. degree.

The University’s Committee on Public Policy Studies offers a one-year program leading to the Master of Arts degree in public policy. The program is available to law students who desire to develop expertise in the area of public policy. A full description of the program is contained in the section on Research and Special Programs. The Law School will grant a one-year leave to any student who wishes to participate in this program.

The Graduate Programs

The Law School has for many decades maintained programs of study beyond the first degree in law. In the 1960s 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.

Inquiries concerning admission to the Graduate Programs should be addressed to the Dean of Students, The Law School, The University of Chicago, 1111 East 60th Street, Chicago, Illinois 60637. Initial inquiries concerning the Graduate Programs must be received by January 15 and applications for admission should be completed by March 15 before the Autumn Quarter for which the student desires admission.

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 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. A student admitted to the Comparative Law Program may, at any time during his period of study in residence, petition for admission to candidacy 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 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 com-
pleted 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
credible 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 credible 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 Com-
mittee 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. Foreign law school graduates who
have been admitted to the LL.M. program may, at any time during their period
of study in residence, petition for transfer to the Comparative Law Program.

The degree of Master of Comparative Law is awarded to students in the Com-
parative Law Program who have been in residence for three full consecutive
academic quarters, have satisfactorily completed their studies and are recom-
manded for the M.Comp.L. degree by the Committee on Graduate Studies and
by the faculty. 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 studies
of Anglo-American law. Students will normally be expected to arrange their
programs so as to include courses in civil procedure, constitutional law, torts,
and contracts.

The degree of Doctor of Comparative Law is awarded to students who are
graduates of approved foreign law schools, have completed with distinction the
residence work required for the M.Comp.L. or LL.M. degrees and, after ad-
mission to candidacy for the degree, have submitted a dissertation that is accepted
by the faculty as a credible contribution to the literature of comparative law.
Dissertations must conform to the requirements of form established by the Com-
mittee on Graduate Studies and the Dissertation Secretary of the University.
The Legal History Program

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 cooperates with the Department of History in offering a Ph.D. degree in legal history, under the auspices of the Department. Specialization in legal history can also be pursued within the degree programs of the Law School. For the academic year 1984–85, we should like to call particular attention to the following courses: 476, Development of Legal Institutions; 481, Roman Law. Also of interest are the following seminars: 504, Supreme Court History; 549, English Legal History; 550, Anglo-American Legal History; 555, Research in American Legal History; 562, Legal History; 563, Early Proof Procedures and the Origin of the Jury. 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 periodically 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.

The Law and Economics Program

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.

The Law School has available to members of law school and economics faculties a limited number of Fellowships in Law and Economics. Fellows 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 and economists in this rapidly expanding field.

The Center for Studies in Criminal Justice

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 Fellows. 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.
Curriculum and Requirements

The First Year

Students in the first year take a prescribed program covering five principal 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.

All first-year students also participate in the legal writing program, under the supervision of one of the six 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 each legal-writing section. 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 two 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 with the exception of the course on the legal profession, which all students must take prior to graduation in order to meet requirements set by the bar. This policy does not reflect a view that all courses have the same general importance. Rather, it is intended to permit students maximum freedom to tailor their programs to a considerable extent to their own interests and, to the extent that they can be foreseen, future needs. The section on course offerings is organized according to general subject matter areas and, within these categories, courses which are closely related are ordinarily grouped together. A careful examination should provide the reader with some insight into interconnections.

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 to pursue in special depth and breadth, either because of particular career inclinations or for the intellectual values that go with striving for the competence of the expert. However, students are warned against excessive specialization. It will be impossible to foresee with any precision future career changes and challenges, and lawyers are not expected to be specialists when they graduate from law school. The freedom of the elective policy places responsibility on students to plan a coherent program that provides a sound general background and meets individual interests and objectives. Some specific considerations are set forth in the comments on the second year and on the third year. Students are encouraged to consult with members of the faculty for additional guidance on their programs.
As should be obvious from the organization of the course offerings, the Law School believes in an integrated curriculum. History, economics, other social sciences, and the humanities are often useful, and indeed indispensable, for a better understanding of legal materials. They are not just appended (in the style of "law and . . ."), but constitute an integral part of legal analysis. A few somewhat more self-contained courses which are viewed as generally helpful are listed in the section on complementary subjects.

THE SECOND YEAR

Although no specific courses are required to be taken in the second year, there are certain courses that are commonly taken by a large proportion of students and have usually been taken in the second rather than the third year. These courses include Commercial Law, Federal Taxation I, Corporations, Constitutional Law I, and Administrative Law. Students lacking a background in Accounting should consider this course in the second year. When it is necessary for the Law School to schedule upperclass courses in conflict with one another, the basic courses are often 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 Corporations and Federal Taxation II, which would provide a basis for advanced work in the third year in such courses as Federal Regulation of Securities, Corporate Reorganization, and Business Planning. The course on Decedents' Estates and Trusts should be given special consideration for election in the second year by students who will be interested in taking Federal Taxation III (estate and gift taxation) in the third year. 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 administrative agencies and procedures in a variety of special subject areas, such as labor law, securities regulation, taxation, public utility regulation, the communications industry, etc. Students who plan to take the Trial Practice course 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 student should seriously consider taking two or more of the several courses that provide cross-disciplinary perspectives on traditional legal work. These courses include Development of Legal Institutions, Accounting, Jurisprudence, Roman Law, and such seminars as Legal History, Anglo-American Legal History, and Prediction in Criminal Law and Mental Health Law.

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 a background in economic analysis.

While more will be said later about seminars and independent research and writing opportunities, students who are considering applying for a judicial clerkship are especially encouraged to make use of these opportunities in the second year. They generally provide faculty members with a more solid basis for supporting and evaluating a student's development with respect to research and writing than is ordinarily possible in a large 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, Litigation Methods, and 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.

RESEARCH AND WRITING

While there is no formal seminar or writing requirement after the first-year legal research 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 urged 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. Because of the special demands on the time of a student made by such a project, a student may not ordinarily be enrolled in more than one seminar at a time.

No more than twenty students will, as a rule, 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. When necessary, selection of enrollment 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.

THE 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 operates through the Mandel Legal Aid Clinic, located in the Law School.

The Mandel Clinic renders legal assistance in civil and criminal cases, handling approximately 1,000 cases a year. Sixty or more students participate in its work, conducting weekly interviews and assuming responsibility, under the guidance of a director and full-time lawyers, for the cases of the clients who are interviewed. If more students wish to participate in the Clinic than can be accommodated, a lottery will be used as the basis for selection. 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 par-
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 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 the course on Litigation Methods. In the following year the emphasis is on experience in representation of clients in court and on problems of litigation. Students receive six hours of credit for their training in the Clinic through participation in the Litigation Methods course. Students frequently choose topics suggested from issues arising in the clinical program for papers in such offerings as Section 1983 Civil Rights Litigation, Legal Problems of the Mentally Ill, and Juvenile Justice and for independent research.

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 140 course hours, or 35 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 140 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.

All students must take a course in professional responsibility prior to graduation. 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 Academic Rules and Petitions, 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 Registrar of the Law School and as letter grades in the Office of the Registrar of
the University.) A grade of 60 or above is required for credit for the work involved.

To maintain satisfactory academic standing, a student must receive a weighted grade average of 68 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 68 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter). 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 with Honors 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. **CONSTITUTIONAL LAW.** This course introduces beginning law students to the Constitution and its interpretation. By focusing on the constitutional law decisions from the Supreme Court’s first hundred years, this course explores the institution and role of judicial review, the concept of federalism, the role of precedents, the interplay of the various branches of the federal government within the framework of separation of powers, and the relationship between constitutional adjudication and its political, social, and economic context. Aut (4). Mr. Currie.

302. **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. Aut (4). Mrs. Hutchinson, Mr. Miller. Spr (4). Mr. Neal, Mr. Sunstein.

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. Win (4), Spr (4), Mr. Alschuler, Mr. Morris.

304. **PROPERTY.** This course provides an introduction to the legal relationships that arise out of or comprise ownership of property. Among the subjects to be covered are the initial acquisition of rights in real and personal property, the nature of ownership of natural resources, the various types of concurrent and successive interests in land, and restraints on alienation. The course will also deal with the law relating to easements and covenants, landlord and tenant, and conveyancing. Win (4), Spr (4). Mr. Helmholz, Ms. Rose.

305. **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). Ms. Becker, Mr. Epstein.

306. Torts. This course deals with the Anglo-American system (mainly judge-created) of liability for physical injury to person or property. Special stress is laid on the legal doctrines governing accidental injury, such as negligence and strict liability, assumption of risk, and the duty requirement. The rules for determining damages in personal-injury cases will also be discussed. Alternative theories of tort liability, e.g., moral and economic, will be compared. Aut (4), Win (4). Mr. Kimball.

307. Legal Research and Writing. 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. Lazenbergh, and Ms. Bynum, Mr. Dalberg, Mr. Kent, Ms. Roth, Mr. Yanowitz, Mr. Zuehl.

Elective. In the Spring Quarter first-year students will elect one course or seminar from among the following: 476, Development of Legal Institutions; 479, Jurisprudence; 492, Economic Analysis of Law; 524, Seminar: Workers' Compensation; 550, Seminar: Anglo-American Legal History; 563, Seminar: Early Proof Procedures and the Origin of the Jury. Preferences will be indicated in advance registration during the Winter Quarter. Where necessary in order to limit these courses and seminars to a reasonable size, enrollment by first-year students will be limited by lot.

Second- and Third-Year Courses

This section is subdivided sequentially into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Law</td>
<td>14</td>
</tr>
<tr>
<td>Courts, Jurisdiction and Procedure</td>
<td>16</td>
</tr>
<tr>
<td>Commercial, Business, and Labor Law</td>
<td>18</td>
</tr>
<tr>
<td>Taxation</td>
<td>21</td>
</tr>
<tr>
<td>Advanced Courses in Family Law, Property Rights, Restitution, and Insurance</td>
<td>22</td>
</tr>
<tr>
<td>Administrative Law and Government Regulation</td>
<td>24</td>
</tr>
<tr>
<td>Criminal Law and Criminal Procedure</td>
<td>26</td>
</tr>
<tr>
<td>Legal History and Jurisprudence</td>
<td>27</td>
</tr>
<tr>
<td>Comparative and International Law</td>
<td>29</td>
</tr>
<tr>
<td>Complementary Courses</td>
<td>31</td>
</tr>
</tbody>
</table>

Constitutional Law

Courses

401. Constitutional Law I. The function of constitutionalism, the institution and role of judicial review, the concept of jurisdiction, the role of precedents, the interplay of the various branches of the federal government within the framework of separation of powers, and the relationship between constitutional adjudication and its political, social, and economic context. It is recommended that students take Constitutional Law I before studying Constitutional Law II or III, Administrative Law, or Federal Jurisdiction. Aut (4). Mr. Van Alstyne.

402. Constitutional Law II: First Amendment. A study of the 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. Win (4). Mr. Stone.

403. Constitutional Law III: Equal Protection and Substantive Due Process. The course will focus on the development of the equal protection clause and on such concepts as substantive equal protection and substantive due process. Particular attention will be paid to the legacy of the Reconstruction Amendments. Win (4). Mr. Sunstein.

404. Foreign Relations and the Constitution. A study of the Constitutional framework for the conduct of the foreign relations of the United States. Subjects covered will include the constitutional authority of the federal government, the allocation and distribution of powers by the executive and legislative branches, the separation of powers, treaties and other international agreements, the role of courts in foreign relations and the rights of individuals in matters relating to foreign affairs. (4). Mr. Gottlieb. [Not offered in 1984–85.]
405. AMERICAN CONSTITUTIONAL HISTORY. Following an introductory examination of the separation of powers in state constitutions after 1776, the course will focus on the separation of powers concept in the Constitutional Convention. The main part of the course, however, will be devoted to the actual operations of the three branches of the national government from the adoption of the Constitution through the presidency of Thomas Jefferson. The emphasis will be on interactions of the legislative and executive branches. The class materials will mostly consist of legislation, congressional debates, materials concerning the workings of administrative departments and other noncase sources. Two areas of concentration concern the budgetary process and Congress's role in the making of foreign policy. Reading assignments will be very substantial. Constitutional Law I is a prerequisite. (4). Mr. Casper. [Not offered in 1984–85.]

406. STATE AND LOCAL GOVERNMENT. An examination of selected provisions of state constitutions, general laws providing for the formation and regulation of public corporations, and legislative and freehold charters, with an emphasis on the role defining the voting public in the design and operation of democratic institutions. (4). Mr. Lucas. [Not offered in 1984–85.]

472. CRIMINAL PROCEDURE I. For course description refer to section on Criminal Law and Criminal Procedure.

Seminars

501. 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. The seminar will be offered once in the winter and once in the spring. Enrollment in each will not exceed approximately nine students. Win, Spr (4). Mr. Kurland.

502. CONSTITUTIONAL DECISION MAKING: Students enrolled in this seminar are divided into "courts," each of which consists of five "justices." During each of the first five weeks of the quarter, the courts are assigned several hypothetical cases raising issues under the Equal Protection Clause of the Fourteenth Amendment. The cases must be decided with opinion (concurring and dissenting opinions are permitted). The decisions may be premised on the legislative history of the Clause, and on any doctrines or precedents created by the "Justices" themselves. The "Justices" may not rely, however, upon any actual decisions of the United States Supreme Court. The seminar is designed to give students some insight into the problems a Justice confronts in collaborating with colleagues, interpreting an ambiguous constitutional provision, and then living with the doctrines and precedents he or she creates. Win (4). Mr. Stone.

503. AMERICAN CONSTITUTIONAL HISTORY. The seminar will be concerned with the origins of the Constitution of 1787 and the first twelve Amendments and with the interpretation of these provisions through the Marshall Court period. Each student will be expected to deliver an oral presentation to the seminar and to submit a written paper. (4). Mr. Kurland. [Not offered in 1984–85.]

504. SUPREME COURT HISTORY. Students will prepare and present papers on various topics relating to Supreme Court decisions during the time of Chief Justice White (1910–21). Topics will be assigned at the beginning of Autumn Quarter to permit oral presentations during Winter. Preference will be given to students having taken Constitutional Law I. Win (4). Mr. Currie.

500. CONSTITUTIONAL INTERPRETATION. The subject of this seminar is the process of constitutional interpretation, especially in cases involving civil rights and civil liberties. Some time will be spent on the legitimacy and usefulness of the various possible sources of constitutional decisions: the "intent" of the framers; the language of the Constitution; conceptions of justice; precedent; tradition; and social consensus. The broader issues for consideration are (1) the proper role of the Supreme Court in American government and (2) the nature of "legal reasoning" in constitutional law and perhaps more generally. Students who have not taken Constitutional Law I may enroll only with the permission of the instructor. Win (4). Mr. Sunstein.

552. LEGAL HISTORY: THE SUPREME COURT AND THE JURY GUARANTEES. For seminar description refer to section on Legal History and Jurisprudence.

506. LEGISLATIVE PROCESS. Contemporary Congressional legislation will be examined in light of the problems addressed, the political controversies involved, the development of legislative history, constitutional issues raised, and reasons for the success or failure of the legislative proposals. Students will be expected to prepare papers to be presented in class. Registration limited. Aut (4). Mr. Kurland.

536. THE LAW CONCERNING AMERICAN INDIANS. For seminar description refer to section on Administrative Law and Government Regulation.
507. CONSTITUTIONAL LAW: PRIVACY AND SECRECY. What are the legal protections and limits for these two concepts? Emphasis on First, Fourth, and Fifth Amendments. Oral presentations and term papers will be required. (4). Mr. Kurland. [Not offered in 1984–85.]

505. FEDERAL PRACTICE OF CIVIL RIGHTS AND CIVIL LIBERTIES. A study of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. Aut (4). Mr. Van Alstyne.

510. SEPARATION OF POWERS. This seminar will examine the idea of separation of powers as a philosophical concept and as a practical principle of government. The first part of the seminar will focus on the idea’s development by 18th century thinkers and statesmen; readings will include works by Hobbes, Locke, Rousseau, Montesquieu, and selections from the Federalist Papers. The second part will examine three current problem areas: vetoes (executive, judicial and legislative), appointments and removals, and privileges. Enrollment limited to 25. Spr (4). Mr. Miller.

537. SELECTED PROBLEMS IN SEX DISCRIMINATION. For seminar description refer to section on Administrative Law and Government Regulation.

Courts, Jurisdiction and Procedure

Courses

411. THE LEGAL PROFESSION. This course examines the role of the lawyer in this country from several different perspectives, beginning with a review of the history of the profession. It then looks at the structure of the profession and the consequences that flow from having a highly organized, self-governing bar. Subsequent classes will focus on the rules (existing and proposed) that govern the practice of law, including those addressing the unauthorized practice of law, lawyer advertising, minimum fees, and mandatory bar membership. The course will conclude by studying the conflicts lawyers face in different contexts, such as those arising from representing the government or from specializing in tax, business, or criminal law. Aut (3). The Faculty.

412. FEDERAL JURISDICTION. This course explores in detail the question of which matters can be litigated in the federal courts. Diversity, federal-question, and admiralty jurisdiction; sovereign immunity, the jurisdictional amount, abstention, the limitations on injunctions against other proceedings; removal, habeas corpus, and Supreme Court review of state courts; the power of Congress over jurisdiction; and the case-or-controversy requirement. It is recommended that students complete the course in Constitutional Law I before taking Federal Jurisdiction. Win (4). Mr. Currie.

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

414. REMEDIES. The course is designed to examine the scope of legal and equitable remedies and to determine how effective they are in practice. The main topics are: (1) the object of an award of damages, what it does and should achieve; (2) equitable jurisdiction and remedies; the enforcement of equitable remedies; the effect of the so-called merger of law and equity; (3) restitutionary remedies to prevent unjust enrichment. A selection of topics designed to illustrate the application of legal and equitable remedies will be: (1) remedies for injuries to tangible property (including the misappropriation of money), personal and real property; (2) remedies for injuries to intangible interests (including interference with contract rights, the abuse of fiduciary relationships and diversion of trade); also the protection of a person’s reputation and privacy; (3) remedies for breach of contract: the “grey” areas; (4) remedies for duress, undue influence and unconscionability; (5) remedies for mistake. (4). Mr. Jones. [Not offered in 1984–85.]

459. RESTITUTION. For course description refer to section on Advanced Courses in Family Law, Property Rights, Restitution, and Insurance.

415. 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). Mr. Neal. [Not offered in 1984–85.]

416. EVIDENCE. 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, examination, and privileges of witnesses. Aut (5). Mr. Stone.

417. ADVANCED CIVIL PROCEDURE. This course will focus on issues in civil procedure that arise after a claim has been reduced to judgment. Topics include enforcement, appeal, and revival of judgments, as well as direct and collateral attacks on them. Spr (4). Mr. Lucas.

418. LITIGATION METHODS. A four-quarter course beginning in the spring quarter of the second year and concluding in the spring quarter of the third year. The course develops legal skills with special emphasis on litigation strategy, pre-trial and trial preparation, and trial and appellate advocacy. Topics will include interviewing, initial planning, investigation, counseling, case planning, negotiation, pleading, discovery, motion practice, voir dire, direct and cross examination, expert witnesses, opening statements, closing argument, pre-trial preparation, post-trial procedure, and appeals. Throughout the course a combination of teaching techniques will be employed, including lectures, large and small group discussions, videotaping, simulations and actual clinical experiences. Special emphasis will be placed on teaching strategic planning and preparation. Actual cases in progress will be used in small groups and large classes to teach the various elements of advocacy. Major impact cases actually in progress at the Clinic will be used to help students identify any differences in pre-trial or trial methods for major cases. Particular emphasis will be placed on how modern discovery techniques are used in complex cases. Students will prepare and present actual cases in court under the supervision of the instructors. Each student will be expected to complete the following requirements in actual cases: substantial participation in an evidentiary hearing, a contested legal argument, three other court appearances, strategic planning memos on several cases, preparation of a legal brief or memorandum for submission to court, participation in discovery for at least one case and participation in at least one major case. Preference in enrollment will be given to second-year participants in the Mandel Clinic. All students will be certified to appear in court under Illinois Supreme Court Rule 711 during their third year. Evidence is a prerequisite. Students taking Litigation Methods are not eligible to enroll in Trial Practice or Major Civil Litigation. Students may choose to take the course for only the first two quarters. Spr (2), Aut (2), Win (1), Spr (1). Ms. Kamp, Mr. Krieger, Mr. Palm, Mr. Schmidt, Mr. Weber, Mr. Weissselberg.

472. CRIMINAL PROCEDURE I. For course description refer to section on Criminal Law and Criminal Procedure.

473. CRIMINAL PROCEDURE II. For course description refer to section on Criminal Law and Criminal Procedure.

471. THE CRIMINAL JUSTICE SYSTEM. For course description refer to section on Criminal Law and Criminal Procedure.

Seminars

511. MAJOR CIVIL LITIGATION. A practical study of tactical and strategic considerations in the preparation and trial of major civil litigation. Employing a significant action in the Federal Court as an example, students will participate, both as plaintiff and defense counsel, in each of the principal litigation steps from contact by the client through initial investigation and development of the facts, drafting of pleadings, interviewing and preparing witnesses, discovery, motion practice, and trial. Experienced trial lawyers will assist by instruction and demonstration. Enrollment will be limited to 20 third-year students, and students must have taken Evidence. Aut (4). Mr. Holdeman.

512. TRIAL PRACTICE. 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. Preference will be given to third-year students. The seminar will extend over two quarters. Win (2), Spr (2). Judge Marshall.

514. SECTION 1983 CIVIL RIGHTS LITIGATION. The seminar will examine the use of the Civil Rights Act of 1871, the Ku Klux Klan Act, and other Reconstruction era enactments by private litigants to seek redress for violations of their civil rights. Initially the elements of the cause of action, defenses, immunities, and remedies will be analyzed. The seminar will then consider litigation strategies used by civil rights lawyers to increase the availability and effectiveness of civil rights remedies. Throughout the seminar selected briefs and documents from cases pending before the United States Supreme Court and the Seventh Circuit Court of Appeals will be examined to see how some of these strategies are currently being applied. Students will be encouraged to select a topic for the written paper
suggested by the discussion of pending cases or to prepare a brief for use in an actual §1983 case in the Mandel Legal Aid Clinic. Students should have taken or be enrolled in courses in federal jurisdiction and constitutional law. The prerequisites can be waived by the instructor. Win (4). Mr. Palm.

517. CIVIL DISCOVERY. An examination of the scope and methods of discovery in civil cases under the Federal Rules and the Illinois Supreme Court Rules, recurrent dissatisfaction with abuses of the discovery process, and proposals for changes in the discovery rules. (4). Mr. Lucas. [Not offered in 1984-85.]

522. SECURITIES LITIGATION. For seminar description refer to section on Commercial, Business and Labor Law.

515. APPELLATE PROCEDURE. Appellate jurisdiction, who may appeal, cross and separate appeals, the finality rule, interlocutory appeals, review by extraordinary writs, the Federal Rules of Appellate Procedure, problems of judicial management in the handling of appeals. (4). Mr. Lucas. [Not offered in 1984-85.]

516. APPELLATE ADVOCACY. This seminar will examine problems and methods of effective advocacy, including such matters as strategy in shaping an appellate case, framing of questions presented, effective use of the statement of facts, sequence of argument and scope of contentions, use of authority, and elements of persuasive style. Examples for analysis and critique will be drawn from briefs and other papers in actual cases. Assignments will include written exercises. This seminar is experimental, and enrollment will be limited to approximately ten students. Win (4). Judge Posner.

518. THE JUDICIAL PROCESS. This seminar explores how judges decide cases. After introducing the principal perspectives, from the traditional (such as Cardozo's Nature of the Judicial Process) to the realistic, economic, and critical, the seminar takes up a series of problems, such as the role of stare decisis, the extent to which rationales and broad holdings govern later cases, and the power of a court to decide issues other than those identified by the parties. The seminar will use appellate briefs and arguments in pending cases to put the procedural issues in perspective. Win (4). Mr. Easterbrook.

501. SUPREME COURT. For seminar description refer to section on Constitutional Law.

505. FEDERAL PRACTICE OF CIVIL RIGHTS AND CIVIL LIBERTIES. For seminar description refer to section on Constitutional Law.

519. THE CRISIS OF THE FEDERAL COURTS. An examination of the causes, extent, consequences of, and the possible cures for, the federal caseload explosion. Specific topics to be discussed will include: attorney-fee shifting; the selection and evaluation of federal judges; the use of law clerks, magistrates, and other judicial adjuncts; methods of caseload forecasting; litigation substitutes such as arbitration; the contemporary role of the jury; and the optimal division of responsibilities between state and federal courts. Spr (4). Judge Posner, Mr. Goldman.

Commercial, Business, and Labor Law

Courses

421. COMMERCIAL LAW: COMMERCIAL PAPER AND THE SALE OF GOODS. This course deals with commercial transactions arising under the first seven articles of the Uniform Commercial Code. Topics include negotiable instruments, bank collections, wire transfers, letters of credit, and documents of title, along with a brief review of sales under Article 2. Aut (4). Mr. Baird.

422. COMMERCIAL LAW: SECURED TRANSACTIONS. This course will study security interests in personal property as treated by Article 9 of the Uniform Commercial Code. Much of the focus of the course will be on the interaction between Article 9 and the rest of the Commercial Code and the new Bankruptcy Code. Win (4). Mr. Baird.

423. CORPORATION LAW. This course considers the nature of the modern business corporation. It begins with an inquiry into the nature of the firm, including problems of the scope of limitations on liability, the selection of a particular form of doing business, and the extent of integration of operations. It then considers the role of managers, devices by which their authority is defined and restricted, and their duties to shareholders (including duties with respect to insider trading); the market for corporate control, including tender offers, mergers, squeeze-outs, going private, proxy fights, and other devices by which some owners can replace either fellow owners or management; the market for corporate chartering, including the choice between state and federal law and the competition among states; the social responsibility of corporations, including corporate altruism, corporate speech, the use of bribes to obtain business, the amenability of corporations to the criminal law, and the responsibility of corporations for the acts of preceding owners of their assets; derivative litigation and other attempts by owners to act directly for the corporation. Win (4). Mr. Fischel, Mr. Miller.

424. FEDERAL REGULATION OF SECURITIES. This course covers the issuance and trading of securities.
The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. It takes the decision to raise capital as a given (see the course in Finance for attention to this subject). The second part of the course looks at trading, including tender offers, the duties of brokers and underwriters, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis. Corporation Law is a prerequisite. Spr (4). Mr. Easterbrook.

494. ACCOUNTING. For course description refer to section on Complementary Courses.

425. CORPORATE FINANCE. An examination of corporate financial matters, including corporate structure and leverage, enterprise and securities valuation, the financial protection of security holders and creditors, dividend policy and regulations, and fairness and shareholder protection in mergers and acquisitions. The concept of efficient capital markets and its implications for investment strategy also will be considered. Corporation Law is a prerequisite. Spr (4). Mr. Carlton, Mr. Fischel.

426. CORPORATE READINGJUSTMENTS AND REORGANIZATIONS. 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. 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. Corporation Law is a prerequisite. Spr (4). Mr. Blum.

434. BANKRUPTCY. This course focuses on the policies underlying federal bankruptcy law. Subjects covered will include the jurisdiction of the bankruptcy courts, an individual's right to discharge, the nature of the claims that are cognizable in bankruptcy, the rejection and assumption of executory contracts, the automatic stay, and the avoidance powers of the trustee. Because we shall not cover reorganizations under Chapter 11, students are urged to take this course in conjunction with Corporate Readjustments and Reorganizations. (4). Mr. Baird. [Not offered in 1984–85.]

427. 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 merger of 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 I (4). Mr. Hess, Mr. Krane.

428. 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. Aut (4). Mr. Easterbrook.

429. 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. Antitrust Law I (or the consent of one of the instructors) is a prerequisite. Win (4). Mrs. Hutchinson, Mr. Landes.

456. COPYRIGHT, TRADEMARKS, AND PATENTS. For course description refer to section on Advanced Courses in Family Law, Property Rights, Restitution, and Insurance.

462. REGULATED INDUSTRIES. For course description refer to section on Administrative Law and Government Regulation.

430. REGULATION OF BANKING. This course is concerned with the federal regulation of national banks by the comptroller of the currency, the Federal Reserve Board, and the Federal Deposit Insurance Corporation. Primary emphasis will be placed on the limitations and restrictions on the lending activities of commercial banks, with some comparative attention paid to the role of thrift institutions. (4). Mr. Miller. [Not offered in 1984–85.]
458. INSURANCE LAW. For course description refer to section on Advanced Courses in Family Law, Property Rights, Restitution, and Insurance.

431. 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.

432. LABOR LAW II. A more intensive examination of the administration and enforcement of collective agreements, including the grievance-arbitration process, mediation and conciliation; and coordination of arbitration with external law; protection of individual interests in the negotiation and administration of collective agreements; the overlap and conflict between fair employment legislation, labor arbitration and the regulation of labor relations; protection of the community against intolerable stoppages; collective action and public employees; union government and administration, including admission, discipline, elections, fiduciary obligations; professional and ethical obligations in the tripartite relationships involved; 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.

433. EMPLOYMENT DISCRIMINATION. This course studies the prohibition of discrimination in the labor market, based on factors such as race, sex, religion, national origin, and age. The focus is on Title VII of the Civil Rights Act of 1964, with limited comparative treatment of the many other sources of protection from discrimination. Attention is given to substantive, procedural, and remedial issues, including unequal treatment, continuing effects of past unequal treatment, equal treatment with unequal impact, reprisals, affirmative action, goals, quotas, reverse discrimination, reinstatement, back pay, constructive seniority, job progression rules, attorneys' fees, procedural obstacles, and class actions. Spr (4). Ms. Beck.

435. PENSION LAW. The private pension system now has assets exceeding a trillion dollars, and pension accounts have become a fundamental means both of individual saving and of aggregate capital formation. This course examines the relation of the private pension system to the public systems (mostly Social Security), and it provides a brief overview of the tax treatment of pension plans. After characterizing the main types of plans, the course looks at the rules governing coverage, vesting, "integration" with Social Security, funding, plan administration, investment, and payout. Attention is given both to the common law (especially trust law) and to various bodies of regulatory law (especially the Employee Retirement Income Security Act of 1974 [ERISA] as amended). The problems involved with terminating a pension plan and the pension issues that arise in a corporate acquisition or sale are particularly emphasized. The federal insurance scheme for defined benefit plans administered by the Pension Benefit Guaranty Corporation will be examined. The course materials will include finance literature as well as statutory and case material. Aut (4). Mr. Fischel, Mr. Langbein.

413. ADMIRALTY. For course description refer to section on Courts, Jurisdiction and Procedure.

486. INTERNATIONAL BUSINESS TRANSACTIONS. For course description refer to section on Comparative and International Law.

487. INTERNATIONAL ECONOMIC LAW. For course description refer to section on Comparative and International Law.

484. THE LAW OF THE EUROPEAN COMMUNITY. For course description refer to section on Comparative and International Law.

460. ADVANCED TORTS. For course description refer to section on Advanced Courses in Family Law, Property Rights, Restitution and Insurance.

Seminars

521. SELECTED PROBLEMS IN COMMERCIAL LAW. The seminar focuses on problems that have arisen recently under the Bankruptcy Code. Students will be asked to write several memoranda in addition to a final examination. (4). Mr. Baird. [Not offered in 1984–85.]

522. SECURITIES LITIGATION. This seminar explores problems in securities litigation. Unlike the Business Planning course, which presents problems in designing deals, this seminar concentrates on deals that have collapsed and spawned litigation. Each week's work revolves around a legal issue, such as the materiality of omissions from disclosure, the availability of rescission or other damages, and litigation as a response to a tender offer. To the extent possible, the seminar draws its materials from the briefs and records of cases now in litigation. Spr (4). Mr. Herzel and Mr. Shapiro, with Mr. Easterbrook.

20 CURRICULUM
524. WORKERS' COMPENSATION. This seminar explores the development of the law of industrial accidents from the first half of the nineteenth century until the modern time, using both English and American materials. Three major topics receive emphasis: (1) the rise of the tort law and its eventual displacement by a system of workers' compensation, (2) the internal operation of the workers' compensation system, with special attention to its coverage formulas, and (3) the response of the workers' compensation system to the cumulative trauma cases, with special attention to the coordination of tort and compensation remedies. Spr (4). Mr. Epstein.

557. INTERNATIONAL ANTITRUST. For seminar description refer to section on Comparative and International Law.

561. WORKSHOP IN ECONOMIC AND LEGAL ORGANIZATION. For seminar description refer to section on Complementary Courses.

Taxation

Courses

441. 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 attempt 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 (5). Mr. Blum, Mr. Isenbergh.

442. 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 (5). Mr. Isenbergh.

443. FEDERAL TAXATION III. The principal objective of this course is an examination of the federal estate and gift tax law and federal income taxation of decedents' estates and trusts. The course includes a study of various arrangements for the devolution of wealth, applying principles of the law of wills, trusts, future interests, and tax. The course seeks to develop an understanding of the process of estate planning—or choosing between alternative means of accomplishing client objectives regarding property disposition. Proposals for reform of the federal estate and gift tax law will be examined and compared to the existing law. Spr (4).

444. PARTNERSHIP TAXATION. An examination of the system for taxing the income generated by ventures operated as partnerships. The issue of defining a partnership for tax purposes is explored. Attention is directed to the extent partners are permitted to allocate tax burdens among themselves. The tax treatment of limited partners is analyzed. Emphasis is placed on the tax advantages and disadvantages of operating as a partnership. The tax aspects of doing business as a partnership are contrasted with using a corporation which elects not to be taxed under the corporate income tax. Win (4). Mr. Blum.

445. INTERNATIONAL TAXATION. A survey of the income tax aspects (1) of investments and business operations of foreigners in the United States, and (2) of overseas investments and business operations of Americans. The principal focus will be on the U.S. tax system, but some attention will be devoted to the adjustments that are made between tax regimes of different countries through tax credits and tax treaties. Spr (4). Mr. Isenbergh.

446. 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. Aut (4). Mr. Lucas.

455. LAND DEVELOPMENT. For course description refer to section on Advanced Courses in Family Law, Property Rights, Restitution, and Insurance.

427. BUSINESS PLANNING. For course description refer to section on Commercial, Business, and Labor Law.

Seminars

526. ADVANCED INTERNATIONAL TAXATION. A study of various income tax problems affecting overseas investments and business operations of American taxpayers: foreign personal holding companies, controlled foreign corporations, deferral, adjustments and reorganization involving foreign corporations. Some prior knowledge of corporate taxation and basic international taxation is essential. Spr (4). Mr. Isenbergh.

Advanced Courses in Family Law, Property Rights, Restitution, and Insurance

Courses

451. FAMILY LAW IN TRANSITION IN THE UNITED STATES AND WESTERN EUROPE. This course explores the complex interaction of behavior, ideology and legal norms in selected areas of family law (including marital property and inheritance law). The principal inquiry concerns the relationship of change in family law to alterations in the economic and social roles of family members and shifts in the nature and forms of wealth. A major aim of the course is to encourage students to think creatively about current issues in the family law reform efforts. The course materials are drawn primarily from American, English, French, Scandinavian and West German sources. Multilithed coursebook. Aut (4). Mr. Langbein.

452. DECEDENT'S ESTATES AND TRUSTS. The various means of gratuitous transfer of wealth—by will, by inter vivos transfer, and by operation of statute on intestacy. Part I: The policy bases of inheritance and of the Wills Act formalities. Part II: The common will substitutes—gift, joint account, joint tenancy, life insurance, revocable trust. Part III: Intestate succession and family protection. Part IV: Testamentary capacity and the formalities of drafting and revoking wills. Part V: Distinctive constructional doctrines of the law of wills. Part VI: The creation and termination of trusts and the duties of trustees, executors, and other fiduciaries. Part VII: Charitable trusts and foundations. Throughout the course the relevant portions of the Uniform Probate Code will be studied. Each student will be asked to draft a will and to submit an accompanying memorandum explaining its purposes. Win (4). Mr. Glendon.

443. FEDERAL TAXATION III. For course description refer to section on Taxation.

435. PENSION LAW. For course description refer to section on Commercial, Business and Labor Law.

463. WELFARE LAW. For course description refer to section on Administrative Law and Government Regulation.

474. LEGAL PROBLEMS OF THE MENTALLY ILL. For course description refer to section on Criminal Law and Criminal Procedure.

450. OIL AND GAS. The law relating to the exploration, production, and development of oil and gas. The principal topics covered are (1) ownership interests in natural resources, (2) leasing and field development, (3) the classification and transfer of production interests, and (4) regulation of field operation—pooling, unitization, and environmental controls. Post-production marketing controls—the subject of regulated industries—will not be covered. Aut (4). Mr. Helmholz.

453. NATURAL RESOURCES. A survey of the law relating to the development and the protection of America's natural resources, principally on the public lands. Rights in water, hard minerals and the law relating to grazing lands, timber and the law relating to the protection of wildlife and wilderness will be explored. A continuing theme will be the legal conflicts created by the desire both to consume and to conserve our natural resources. (4). Mr. Helmholz. [Not offered in 1984—85.]

454. LAND USE CONTROLS. This course examines the public and private control of land use and development. It covers such topics as zoning, subdivision regulation, building codes, nuisance law, and covenants. Special attention will be given to such contemporary problems as exclusionary zoning, the use of land controls for fiscal objectives, and the general constitutionalization of this field. (4). Mrs. Hutchinson. [Not offered in 1984—85.]
455. LAND DEVELOPMENT. Primary attention will be given to the legal tools for raising capital for real estate ventures. Emphasis will be given to the methods for liquidating a venture which has gone sour, and to the business and tax problems of real estate syndication. Prerequisite: Taxation I or permission of instructor. Spr (4). Mr. Miller.

456. COPYRIGHT, TRADEMARKS, AND PATENTS. This course deals with federal and state laws designed to protect against unfair competition and with the federal law of copyright, patents, and trademarks. It revolves around property interests in trade names, literary, musical, and other artistic works, inventions, and trade secrets. Aut (4). Mr. Landes.

414. REMEDIES. For course description refer to Courts, Jurisdiction and Procedure.

458. INSURANCE LAW. The law of the insurance enterprise: its institutional and regulatory framework, the relationship of insurance to the evolution of legal doctrine in torts and other areas, the uses of insurance, its relationship to other financial transactions and institutions, the law of the insurance contract. Spr (4). Mr. Kimball.

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

459. ADVANCED TORTS. The course explores the various legal theories designed to vindicate the protection of nonphysical interests. The first part of the course is devoted to affronts to personality, interference with freedom of action, and infliction of emotional distress. Thereafter, the attention is directed to the law of defamation, privacy, misrepresentation and economic losses. Throughout an effort is made to link these particular subject areas to the general theories of tort developed in the basic torts course and to specific forms of direct regulation designed to modify or displace the tort law. Spr (4). Mr. Epstein.

460. ENVIRONMENTAL LAW. This course is an overview of the efforts which have been made to use the legal system to protect the environment. Topics considered include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Toxic Substances Control Act, and "toxic torts." The course may be viewed as a series of case studies in regulatory techniques as applied to pollution. Some attention is also given to theories of legislation and regulation. An administrative law background is helpful. Spr (4). Mr. Elliott.

Seminars

531. 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. Spr (4). Mrs. Rosenheim.

537. SELECTED PROBLEMS IN SEX DISCRIMINATION. For seminar description refer to the section on Administrative Law and Government Regulation.

524. WORKERS' COMPENSATION. For seminar description refer to section on Commercial, Business, and Labor Law.

Administrative Law and Government Regulation

Courses

461. ADMINISTRATIVE LAW. Administrative law is the law that governs administrative agencies, including executive departments, in their complex tasks of carrying out governmental programs. Governmental control of private activities, 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. Win (4). Mr. Elliott. Spr. (4). Mr. Currie.

462. REGULATED INDUSTRIES. This course surveys the traditional methods of regulation—cost of service rate making, allocations of goods, price control and entry control—as well as some of the newer methods, such as disclosure, emissions standard setting, taxation, and no regulation at all. Each method is associated with one or more agencies, for example, rate making with the ICC and standard setting with the EPA. The course examines the law and operations of the agencies to the extent necessary to bring out the functions of, and problems with, each approach to regulation. The scope of the course precludes a detailed investigation of any particular system of regulation. Administrative Law is helpful as background but is not a prerequisite. Win (4). Mr. Easterbrook.

424. FEDERAL REGULATION OF SECURITIES. For course description refer to section on Commercial, Business, and Labor Law.

430. REGULATION OF BANKING. For course description refer to section on Commercial, Business, and Labor Law.

484. THE LAW OF THE EUROPEAN COMMUNITY. For course description refer to section on Comparative and International Law.

506. LEGISLATIVE PROCESS. For seminar description refer to section on Constitutional Law.

536. LAW CONCERNING AMERICAN INDIANS. Status of Indian tribes and bands under treaty and statute; status of individual Indians; self-government of tribes and bands; criminal law, business regulation, and taxation of activities engaged in by Indians and others on and off reservations; Indian land tenure and problems concerning the alienation of land; and the civil rights of Indians under the Constitution and statutes. Aut (4). Mr. Lucas.

537. SELECTED PROBLEMS IN SEX DISCRIMINATION. Each student enrolled in this seminar will prepare a paper on a sex discrimination issue and present it to the seminar. An organizational meeting will be held in the fall, and topics will be selected at that time. Presentations will be made during the
winter quarter, and each student will distribute a first draft to the seminar prior to his or her presentation. Final drafts will be due in the spring, so that students will have an opportunity to improve their papers based on comments by fellow students and faculty. As an introduction to sex discrimination issues, some readings will be assigned. A list of topics will be provided, though students will be free to suggest their own. Various types of sex discrimination issues will be considered, including the ERA and its history, comparable worth, the toxic workplace, and family law issues. The seminar will be taught in one or two sections, depending on enrollment. Enrollment in each section will be limited to eighteen students. Win (4). Ms. Becker, Mrs. Hutchinson.

Criminal Law and Criminal Procedure

Courses

471. The Criminal Justice System. A study of the operation of the criminal justice system and of problems in its reform. The primary purpose is to study the operation of the criminal justice system as a whole and to understand its relationships; a subsidiary purpose is to train the student in the critical assessment of research data bearing on that system and on its reform. Topics will include the definition and measurement of crime, aspects of the function of the police, pretrial criminal procedures, plea negotiations, and sentencing convicted offenders. (4). Mr. Morris. [Not offered in 1984-85.]

472. Criminal Procedure I. The focus of this course is on the constitutional law that governs searches, seizures, and confessions. Considered in some detail, and with attention to historical background, are the evolution of the exclusionary rule, the development and administration of the probable cause and the warrant requirements, and such particular topics as: stop and frisk, administrative searches, searches incident to arrest, vehicle searches, standing, consent, and the suppression of fruits of an illegal search. The right to counsel and confessions are examined more briefly. Special attention is given to areas where the Fourth and Fifth amendments interact: immunity from seizure, wiretapping and bugging, secret agents, and entrapment. This course is offered in alternate years. Spr (4). Mr. Stone.

subject of this course. Focusing on the procedures used for resolving factual disputes in criminal cases, the course considers indictment, bail, preliminary hearings, the right to counsel, discovery, confrontation and compulsory process, juries, guilty pleas, sentencing, appeals, double jeopardy, collateral attack, and harmless error. Substantial attention is paid to assessing and comparing the costs of error with the costs of improving accuracy. Criminal Procedure I is not a prerequisite; the courses will be offered in alternate years. (4). Mr. Easterbrook. [Not offered in 1984-85.]

416. Evidence. For course description refer to section on Courts, Jurisdiction and Procedure.

474. Legal Problems of the Mentally Ill. An examination of law and practice concerning the mentally disabled criminal; competence to stand trial; civil commitment of the mentally ill and retarded; the civil rights and liberties of patients in mental hospitals, including the right to treatment and the right to refuse treatment; and certain legal aspects of the psychiatrist-patient relationship, including confidentiality and the civil liability of psychiatrists for errors of professional judgment. (4). Mr. Morris. [Not offered in 1984-85.]

476. Development of Legal Institutions. For course description refer to section on Legal History and Jurisprudence.

483. Comparative Legal Institutions: Germany. For course description refer to section on Comparative and International Law.

Seminars

541. Police Practices and the Law. This seminar will examine a variety of controls—constitutional, statutory, administrative, and judicial—of police behavior with a view to understanding their efficacy in striking a proper balance between State authority and individual autonomy in crime control. Topics to be discussed will include undercover operations, intelligence operations, the use of lethal force by the police, and the control of police abuse of power and corruption. Attention will also be devoted to the role of political influence on police organization, recruitment, and functions. Care will be taken to minimize overlap with the Criminal Justice System course. Class presentation and discussion of some tentative seminar papers will be required, as will the submission of a final seminar paper. (4). Mr. Morris. [Not offered in 1984-85.]

531. Juvenile Justice. For seminar description refer to section on Advanced Courses in Family Law, Property Rights, Restitution, and Insurance.

542. The Commitment of the Mentally Ill and Retarded. This seminar will examine the jurisprudence and practice of compulsory and voluntary commitment of the mentally ill and retarded, adult and juvenile, to State institutions, together with their rights to treatment and to refuse particular
treatments and the processes available, judicial and administrative, to give substance to those rights. The commitment, treatment and release of those found unfit to stand trial and those found not guilty by reason of insanity will also be considered; but the focus will not be on the criminal law rules and procedures that define and produce those groups but rather, like civilly committed patients, on the conditions of their detention and the rules and practices governing their release. Visits will be arranged to commitment courts and to Department of Mental Health and Developmental Disabilities institutions. A paper will be required. (4). Mr. Morris. [Not offered in 1984–85.]

544. Prediction in Criminal Law and Mental Health Law. This seminar will address the empirical and jurisprudential problems in the prediction of “dangerousness” and of “safety” in the criminal law and the law relating to mental health. The roles of such predictions, express and implicit, in these areas of the law will be discussed, their constitutional and ethical implications analyzed, and the proper constraints on their application explored. Materials for class discussion will be available. A paper will be required. Win (4). Mr. Morris.

Legal History and Jurisprudence

Courses

476. Development of Legal Institutions. An introductory course in the historical background of Anglo-American law, with particular emphasis on the development of criminal and civil procedure in the centuries before the American Revolution. Topics: (I) Jury system: origins; European alternatives; passivization; the rise of the law of jury control. (II) Civil justice: the forms of action and the pleading system; attorneys, bar, and bench; the regular and itinerant courts; the yearbooks, law reporting, and the legal treatise; Chancery, the trust, and equitable procedure and remedies; the deterioration of Chancery procedure and the fusion of law and equity. (III) Criminal justice: medieval criminal procedure; presentment and indictment; the recasting of criminal procedure in the sixteenth and seventeenth centuries; the officialization of prosecution and policing; Star Chamber and High Commission; defense counsel and the privilege against self-incrimination; the adversary system, compulsory process, and the law of evidence; criminal sanctions. Spr (4). Mr. Langbein.

477. English Constitutional History. This course will deal with topics in English law and government over the period 1066–1688. Emphasis will fall particularly on continuities and discontinuities between medieval and early modern history. Topics will include: English feudalism, especially in relation to the resources and techniques of government; conception and functions of the royal office; the King's Council; history of Parliament; public finance; the Church as a branch of government and in relation to secular government. Readings will consist of sources and secondary literature. Discussion will be centered on the interpretation of major documents. (4). Mr. Gray. [Not offered in 1984–85.]

478. Legal History: Contract and Tort. A course devoted to the study of the doctrinal development of the main substantive fields of the common law. Topics are taken primarily but not entirely from the period before the separation of English and American law. The history of contract law will predominate, with particular attention to the origins of assumpsit and its derivatives, the development of the consideration rules, and the long–delayed formation of the law of damages. (4). Mr. Simpson. [Not offered in 1984–85.]

479. Jurisprudence. This course will be concerned with a number of topics of central importance to the controversies surrounding the nature of law. These will include positivism and its critics, the nature of legal obligation, law and its relationship to force, law and morality, theories of natural law and natural rights, the nature of legal decisions, legal authority and validity, iconoclastic views of the law. Spr (4). Mr. Simpson.

480. History of the Canon Law. A survey of the law of the Western Church from the establishment of the fundamental texts in the 12th and 13th centuries up to the Council of Trent in the 16th. The medieval canon law was in force throughout Europe, and it covered both internal regulation of the clergy and a wide variety of secular matters. For example, it extended to the law of commerce and contracts, crime and criminal procedure, and property and succession. This course will cover selected substantive areas of the law, illustrating both their contemporary and their subsequent importance for legal development. The course will also touch upon general principles of legal authority, conflicts of law, and legal sanctions, illustrating some of the special characteristics of religious law. (4). [Not offered in 1984–85.]

481. 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. Stein.
408. AMERICAN CONSTITUTIONAL HISTORY. For course description refer to section on Constitutional Law.

492. ECONOMIC ANALYSIS OF LAW. For course description refer to section on Complementary Courses.

411. THE LEGAL PROFESSION. For course description refer to section on Courts, Jurisdiction and Procedure.

Seminars

547. OBLIGATION AND DISOBEDIENCE. A seminar on obligation, the duty to comply, and civil disobedience. The seminar will provide an opportunity to examine central questions from a list of related topics such as the implications which follow for law from different theories as to the bases of obligation, traditional and current views as to the relationship of law and morality, ideas of natural rights and duties, and an examination of writings and case law on theories of civil disobedience or conscientious refusal. Spr (4). Mr. Casper and Mr. Levi.

548. 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 476, Development of Legal Institutions, or Law 481, Roman Law. Students with adequate command of German, French, Italian, or Dutch may substitute a paper for the examination.) (4). Mr. Langbein. [Not offered in 1984–85.]

549. ENGLISH LEGAL HISTORY. The seminar provides an opportunity for intensive research and writing in the legal history of the early modern period. Enrollment is very small, research is supervised, and papers normally go through several drafts. The object is to produce work of publishable quality, primarily on topics connected with the history of criminal and civil procedure in the seventeenth and eighteenth centuries. Among the questions suitable for investigation: changes in the jury system, such as the decline of the grand jury; juror selection; the feigned issue; the development and scope of various rules of evidence, such as the disqualification of parties for interest; the origins of compulsory process for witnesses; the Statute of Frauds of 1677; the development of the right to defense counsel and other safeguards in the criminal process; the growth of appellate review for insufficiency of the evidence; the expansion of the lawyer’s role from pleading to trial advocacy. Prerequisite: Law 476, Development of Legal Institutions, or the permission of the instructor. Writing is likely to extend over the Winter and Spring Quarters. Aut (4). Mr. Langbein.

550. ANGLO-AMERICAN LEGAL HISTORY. Starting from Julius Goebel’s thesis that the American colonists adopted the laws and procedures of English local and ecclesiastical courts rather than those of the chief common law courts at Westminster, this seminar will examine court records from both sides of the Atlantic to test the validity of the thesis. The broader purpose of the seminar will be to understand something of the way our law has developed. Topics for investigation will be the basic areas of the law: contract, torts, criminal law, property, and procedure. Secondary as well as record sources will be used. Spr (4). Mr. Helmholz.

551. HISTORY OF AMERICAN LEGAL THOUGHT. The focus of this seminar will be the American “legal realist” movement, which flourished in the early part of the twentieth century. The seminar will examine nineteenth-century formalism, against which the realists reacted. It will then study the writings of both major and minor figures among the legal realists. Finally, the effects of the movement on contemporary legal thinking and legal education will be explored. (4). Mr. Hutchinson. [Not offered in 1984–85.]

553. INTRODUCTION TO AMERICAN LEGAL HISTORY. This seminar treats the foundations of American law from the initial transference of English legal institutions in the colonial period down to the drafting of the American constitution. Particular attention is devoted to the historical background of the judicial institutions of Article III of the Constitution and the Bill of Rights. Part I: The reception of English law. Part II: Colonial legal development with special attention to the jury system, civil and criminal procedure, equity, and the legacy of colonial governance and privy council appeal. Part III: English and American sources on the idea of Fundamental Law and the origins of the doctrine of judicial review. Part IV: The English and colonial antecedents of the First and the Fourth through Eighth Amendments. Students will read original sources and historical literature and will write two papers. (4). Mr. Hutchinson, Mr. Langbein. [Not offered in 1984–85.]

503. AMERICAN CONSTITUTIONAL HISTORY. For seminar description refer to section on Constitutional Law.

552. LEGAL HISTORICAL: THE SUPREME COURT AND THE JURY GUARANTEES. This seminar will be devoted to the Supreme Court’s handling of historical evidence bearing on the scope and application of the
Sixth Amendment right to criminal jury trial and the Seventh Amendment right to civil jury trial. We shall commence with the Sixth Amendment, where the court has felt itself less bound by history, but we shall emphasize the Seventh Amendment, whose language of "preservation" has been treated as constitutionalizing the English law/equity division of 1791. Topics for seminar discussion and for research and writing: the history of the drafting and adoption of the two amendments; the functional interpretation of the criminal jury guarantee, especially in the jury size and nonunanimous verdict cases of the past two decades; the origins and merits of the "1791 standard" for civil jury trial; shifts in the law/equity standard before and after fusion; the problem of novel and statutory causes of action; the complex cases controversy in modern law; and the history and potential of the special jury. (4). Mr. Langbein. [Not offered in 1984–85.]

555. RESEARCH IN AMERICAN LEGAL HISTORY. This seminar provides an opportunity for supervised research and writing in American legal history. Topics are settled upon by agreement with one of the instructors, and may include doctrinal development, the history of civil and criminal procedure, or institutional issues. The student will prepare a topic analysis based on preliminary research, then proceed to further research and a first draft. Most papers go through several drafts, and the process usually extends across most of the academic year. The object is to produce work of publishable quality, and steps are taken to place successful work in suitable journals. It is strongly advised that students complete one or more of the basic courses in legal history before enrolling for this seminar. Aut (4). Mr. Hutchinson, Mr. Langbein.

562. LEGAL HISTORY. The seminar provides an opportunity to investigate a number of discrete topics in the history of the common law system, which will include: the early history of the Inns of Court, the Victorian legal profession, the origins of equity jurisdiction, the legal regulation of charities, Marxist interpretations of English legal history, Blackstone's place in legal history, the rise of regulatory law. The seminar is more suitable for those who have taken a legal history course before, but should be intelligible to others who are willing to undertake some preliminary general reading. Spr (4). Mr. Jones, Mr. Simpson.

563. EARLY PROOF PROCEDURES AND THE ORIGIN OF THE JURY. This seminar will look at evidence of the procedure surrounding litigation and methods of proof in various early legal systems, primarily through the Germanic Law collections. It will go on to examine the use of juries or jury-like bodies in England in the 12th and early 13th centuries. Class work will consist primarily in the reading and discussion of sources, on the basis of which students will be expected to write papers. Owing to the availability of good translations, there is no language requirement, though students with a knowledge of Latin or Anglo-Saxon, as well as modern European languages, can make use of it. Spr (4). Mr. Gray.

510. SEPARATION OF POWERS. For seminar description refer to section on Constitutional Law.

518. THE JUDICIAL PROCESS. For seminar description refer to section on Courts, Jurisdiction and Procedure.

500. CONSTITUTIONAL INTERPRETATION. For seminar description refer to section on Constitutional Law.

504. SUPREME COURT HISTORY. For seminar description refer to section on Constitutional Law.

Comparative and International Law

Courses

483. COMPARATIVE LEGAL INSTITUTIONS: GERMANY. A course designed to acquaint students with the nonadversarial legal institutions of the Continent as exemplified in the West German system. Part I: The law professionals, with emphasis on legal education, judicial selection, the prosecutorial career, and the structure of the bar. Part II: Criminal procedure, with particular attention to the scheme forbidding the exercise of prosecutorial discretion. Part III: Civil procedure. Part IV: Codification and the significance of case law in a code system. The course materials are in English. Students with adequate command of German may substitute a research paper for the examination. Enrollment limited to 40 students, preference to third-year students and to second-year students with foreign language backgrounds who anticipate doing subsequent law school work in comparative law. (4). Mr. Langbein. [Not offered in 1984–85.]

480. HISTORY OF THE CANON LAW. For course description refer to section on Legal History and Jurisprudence.

481. ROMAN LAW. For course description refer to section on Legal History and Jurisprudence.

484. THE 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. (4). [Not offered in 1984–85.]

485. INTERNATIONAL LAW. The basic introductory course in international legal studies. Students will be acquainted with the nature and functions of law in a system devoid of effective adjudication and enforcement techniques. The basic course in international law is designed to familiarize students with the character and nature of law applicable in relations between states and in international organizations. The sources of international law will be emphasized together with the law of international agreements and treaties. Emphasis will also be placed on the position of individuals in the international legal order, the legal control of international conflicts, and the character and function of United Nations organs. (4). Mr. Gottlieb. [Not offered in 1984–85.]

486. INTERNATIONAL BUSINESS TRANSACTIONS. (Trade and Investment.) This course will cover both trade and investment regimes as they affect business transactions in international commerce. On the trade side, it will include an examination of the GATT; tariff and nontariff barriers to imports; escape clauses; dumping; and nondiscrimination obligations. The investment part of the course will cover laws dealing with investments of aliens in the United States and laws of other countries and regional groups (particularly developing countries) concerning foreign investments within their jurisdictions. No prerequisites. Spr (4). Mrs. Hutchinson.

487. INTERNATIONAL ECONOMIC LAW. A study of the development and framework for the conduct of international economic relations. Emphasis will be placed on the international monetary system and international financial institutions. Attention will be given to the emergence of an international economic order governing expropriation, economic coercion, and the sharing of resources. Legal aspects of concession and other agreements concluded with foreign governments will be analyzed together with other questions about the responsibility of States. (4). Mr. Gottlieb. [Not offered in 1984–85.]

445. INTERNATIONAL TAXATION. For course description refer to section on Taxation.

404. FOREIGN RELATIONS AND THE CONSTITUTION. For course description refer to section on Constitutional Law.

Seminars

554. PRIMITIVE LAW. The subject of the seminar is legal concepts, rules, procedures, and institutions in ancient and primitive societies, such as those of ancient Greece and Rome, tribal Africa, and North American Indians, as described by anthropologists such as Maine, Gluckman, Driver, Fallers, and Hoebel. Particular attention will be paid to methods of dispute resolution, to criminal and contract law, to the role of custom as a source of law, and to the applicability of modern ideas of economic rationality to premodern societies. Modern parallels in such areas as international law and the law of arbitration will also be considered. There will be a reading list as well as distribution of some mimeographed materials and each student enrolled in the seminar will be expected to write a substantial paper. (4). Judge Posner. [Not offered in 1984–85.]

548. EUROPEAN LEGAL HISTORY. For seminar description refer to section on Legal History and Jurisprudence.

556. INTERNATIONAL LAW: NUCLEAR WEAPONS AND THE BALANCE OF POWER. A study of balance of power doctrines and of their relation to international law in the nuclear era. The legal constraints on intervention and on resort to armed force will be analyzed in the context of the diplomatic and political uses of military power. Emphasis will be placed on big power relations and on the European nuclear balance. The seminar will also address legal and diplomatic dimensions of arms limitations, arms reductions, and nuclear-freeze proposals. (4). Mr. Gottlieb. [Not offered in 1984–85.]

559. INTERNATIONAL LAW AND DIPLOMACY: THE QUESTION OF PALESTINE. A case study of the relation between law, diplomacy and politics in the ongoing conflict between Israel and the Arab States. Specific issues in the conflict will be reviewed in order to explore the role of law in negotiations, the weight of political constraints, and the functions of international organizations. (4). Mr. Gottlieb. [Not offered in 1984–85.]

526. ADVANCED INTERNATIONAL TAXATION. For seminar description refer to section on Taxation.

557. INTERNATIONAL ANTITRUST. This seminar will examine in detail two different aspects of the operation of antitrust laws at the international level. First, it will consider the extraterritorial reach,
of the United States antitrust laws. Second, it will examine foreign laws, with an emphasis on the law of the European Economic Community. Finally, the course will offer a brief overview of concerted international efforts to regulate anticompetitive business practices. Antitrust Law I is a prerequisite.

Mrs. Hutchinson. [Not offered in 1984-85.]

Complementary Courses

Courses
492. ECONOMIC ANALYSIS OF LAW. A survey of the application of basic economic principles to problems in the law. The topics covered in the course include the following: the choice between property rights and liability rules; the Coase theorem; the allocative effects of alternative liability rules (e.g., strict liability versus negligence); the determination of damages for breach of contract; the economics of altruism and its relevance to rescue doctrines; the economics of crime and punishment; and the economics of legal procedure. No prior acquaintance with economics is assumed; the relevant economic concepts are developed through an examination of particular legal applications. Spr (4). Mr. Landes.

494. 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. Aut (4). Mr. Davidson.

495. 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. (4). Mr. Meier. [Not offered in 1984-85.]

474. LEGAL PROBLEMS OF THE MENTALLY ILL. For course description refer to section on Criminal Law and Criminal Procedure.

Seminars

560. WORKSHOP IN LAW AND ECONOMICS. This workshop is devoted to the intensive examination of selected problems in the application of economic reasoning to a wide variety of legal questions. 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. Fischel, Mr. Shavell.

561. WORKSHOP IN ECONOMIC AND LEGAL ORGANIZATION. This workshop is devoted to the examination of selected problems in the structure and behavior of industries, with special emphasis on the role of government regulation, and to the application of economic reasoning to legal questions in such fields of law as contracts, torts, and antitrust. Workshop sessions will be devoted to the presentation and discussion of papers primarily by members of the faculty of the University of Chicago and of other institutions. The workshop will meet every 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. Peltzman, Mr. Stigler.

Students are also reminded of the opportunity to take up to eight course hours of work for Law School credit in other departments and schools of the University. The conditions of the exercise of this option are explained in the section on Requirements and Grading.
Independent Study

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

Written work is not a formal requirement for the J.D. degree, but students are encouraged to include some such work in their programs and most students do so, either through participation in a seminar or through 499 credit. Students are encouraged to submit outstanding papers for publication in the Law Review or 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 above 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.

Schedule of Courses by Quarters

1984–85

First-Year Courses

<table>
<thead>
<tr>
<th>Quarter</th>
<th>COURSES</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>301. Constitutional Law</td>
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<td>302. Civil Procedure I</td>
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<td>305. Contracts I</td>
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<td>Winter</td>
<td>303. Criminal Law I</td>
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<td>304. Property I</td>
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<td>305. Contracts II</td>
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<td>Spring</td>
<td>302. Civil Procedure II</td>
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<td>303. Criminal Law II</td>
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<td>304. Property II</td>
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Second- and Third-Year Courses and Seminars

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<th>Quarter</th>
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<tr>
<td>Autumn</td>
<td>401. Constitutional Law I</td>
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<td>411. The Legal Profession</td>
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<td>416. Evidence</td>
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<td>418. Litigation Methods*</td>
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<td>428. Antitrust Law I</td>
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<td>435. Pension Law</td>
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<td>441. Federal Taxation I</td>
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<td>446. State and Local Taxation</td>
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<td>450. Oil and Gas</td>
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<td>451. Family Law in Transition in the United States and Western Europe</td>
<td>4</td>
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<td>456. Copyright, Trademarks, and Patents</td>
<td>4</td>
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<td>463. Welfare Law</td>
<td>4</td>
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<td></td>
<td>494. Accounting</td>
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<td></td>
<td>549. English Legal History</td>
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<td></td>
<td>555. Research in American Legal History</td>
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<td>560. Workshop in Law and Economics*</td>
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<td>561. Workshop in Economic and Legal Organization*</td>
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SEMINARS

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<th>COURSES</th>
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<tr>
<td>505. Federal Practice of Civil Rights and Civil Liberties</td>
<td>4</td>
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<tr>
<td>506. Legislative Process</td>
<td>4</td>
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<tr>
<td>511. Major Civil Litigation</td>
<td>4</td>
</tr>
<tr>
<td>536. Law Concerning American Indians</td>
<td>4</td>
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</table>

32 CURRICULUM
### Winter

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<thead>
<tr>
<th>COURSES</th>
<th>HOURS</th>
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<tr>
<td>402. Constitutional Law II</td>
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<td>429. Antitrust Law II</td>
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<tr>
<td>403. Constitutional Law III</td>
<td>4</td>
<td>431. Labor Law I</td>
<td>4</td>
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<tr>
<td>412. Federal Jurisdiction</td>
<td>4</td>
<td>442. Federal Taxation II</td>
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<td>413. Admiralty</td>
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<td>444. Partnership Taxation</td>
<td>4</td>
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<td>418. Litigation Methods*</td>
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<td>452. Decedents' Estates and Trusts</td>
<td>4</td>
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<td>423. Corporation Law</td>
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<td>462. Regulated Industries</td>
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<tbody>
<tr>
<td>500. Constitutional Interpretation</td>
<td>4</td>
<td>537. Selected Problems in Sex Discrimination</td>
<td>4</td>
</tr>
<tr>
<td>501. Supreme Court</td>
<td>4</td>
<td>544. Prediction in Criminal Law and Mental Health Law</td>
<td>4</td>
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<td>502. Constitutional Decision Making</td>
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<td>504. Supreme Court History</td>
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<td>512. Trial Practice*</td>
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<td>560. Workshop in Law and Economics*</td>
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<td>514. Section 1983 Civil Rights Litigation</td>
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<td>561. Workshop in Economic and Legal Organization*</td>
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<td>516. Appellate Advocacy</td>
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<td>518. The Judicial Process</td>
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### Spring

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<td>417. Advanced Civil Procedure</td>
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<td>457. Restitution</td>
<td>4</td>
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<td>418. Litigation Methods*</td>
<td>1**</td>
<td>458. Insurance Law</td>
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<td>418. Litigation Methods*</td>
<td>2**</td>
<td>459. Advanced Torts</td>
<td>4</td>
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<tr>
<td>424. Federal Regulation of Securities</td>
<td>4</td>
<td>460. Environmental Law</td>
<td>4</td>
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<td>425. Corporate Finance</td>
<td>4</td>
<td>461. Administrative Law</td>
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<td>476. Development of Legal Institutions†</td>
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<td>479. Jurisprudence†</td>
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<td>481. Roman Law†</td>
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<td>445. International Taxation</td>
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<td>492. Economic Analysis of Law†</td>
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<td>524. Workers' Compensation†</td>
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<td>563. Early Proof Procedures and the Origin of the Jury†</td>
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*Extends over more than one quarter.

**See course description.

†First-year elective
Professor Geoffrey Stone meets al fresco with his First Amendment Seminar.

Students, faculty, and dog join for the weekly Wine Mess behind the Law School.
Student Organizations and Activities

The University of Chicago Law Review, founded in 1933 and published by the School, is written and managed by students. Students who submit promising work in an annual writing competition, as well as students who rank highest in scholarship upon completion of their first year, are invited to become members of the Review staff. In recent years, about 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 Competition, founded in 1954, and named for Judge Edward W. Hinton (Professor of Law, 1913–36), is open to all second- and third-year students. The competition affords all students the opportunity to further develop skills in writing and appellate advocacy. The focus of the preliminary fall round is on oral argument. After studying the briefs and record of an actual case and participating in several practice arguments with student judges, each competitor must argue both sides of the case to panels of Chicago attorneys. Twelve students advance to the semifinal round, where they work in teams to brief and argue another case. A panel of faculty members and judges hears the semifinal arguments and selects the four best advocates. In the spring, the four finalists again work in teams on yet another case. The briefs produced in the final round are printed and distributed to the Law School community. A panel of distinguished judges presides at the final argument, which is one of the highlights of the academic year. This panel selects the Hinton Moot Court champions and the Llewellyn Cup champions. The competition is conducted by semifinalists from the previous year who comprise the Hinton Moot Court Committee, with the assistance of a faculty adviser and an alumni adviser.

The Mandel Legal Aid Association is the student organization associated with the work of the Mandel Legal Aid Clinic. The Mandel Clinic, housed in the Law School, operates as an office of the Legal Aid Bureau of Chicago. It is directed by Gary H. Palm, Professor in the Law School. The attorneys are Clinical Fellows in the Law School. 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 communicating 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 meetings, speaker programs, and Law School parties. The Association is responsible for funding a wide variety of student groups at the School, including 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; Phi Delta Phi, a national legal fraternity; the Law School Film Society; the International and Comparative Law Society; the Chicago Law Foundation, a nonprofit organization which provides funds for law school students to work on public interest legal projects; and the Federalist Society, organized to promote discussion of political issues from a conservative perspective.
Research and Special Programs

The Law School publishes five professional journals, *The University of Chicago Law Review*, *The Supreme Court Review*, *The Journal of Law and Economics*, *The Journal of Legal Studies*, and *Crime and Justice: An Annual Review of Research*. 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 and Economics Program. The aim of the Law and 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 antitrust, the economics of business organizations, public regulation of economic enterprise, and economic analysis of the common law. Recent studies examined the mandatory disclosure system in securities regulation, the welfare effects of inflation, predatory pricing, the market for corporate control, antitrust sanctions, the role of “social” investing in the management of pension trusts, and the economics of torts law. Professor Daniel R. Fischel 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 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. Research projects have included an evaluation of an experiment in probation utilizing nonprofessionals and ex-offenders as probation officer assistants; an analysis of the operation of deterrent processes in the criminal law; the current status of American jails and prospects for alternative measures; the relationship of weapons to homicide rates and gun-control measures; alternative ways of dealing with the competency to plead question; several aspects of the administration of justice in juvenile and family courts; various prison studies; a field experiment testing effects of Pre-Trial Settlement Conferences; a criminal justice textbook; and two ongoing series, *Studies in Crime and Justice* and *Crime and Justice: An Annual Review of Research*. Professor Franklin Zimring is Director of the Center.

The School has embarked on the development of a formal Program in Legal History. It regularly offers courses in American, English and European legal history, and it seeks both to stimulate research in this growing field and to train prospective law teachers and historians. Professor R. H. Helmholz currently serves as its director. Significant research projects under way cover the history of criminal procedure, the rise of legal realism, the historical role of ecclesiastical jurisdiction, and the legal framework of the institution of slavery. The Program
sponsors special lecturers and conferences each year, and a Workshop in Legal History meets regularly once or twice each quarter. Members of the History Department of the University also participate in all aspects of the Program.

The Committee on Public Policy Studies is a separate academic unit within the University, authorized to recommend students for graduate degrees in Public Policy Studies. The Committee offers a one-year specialized program for students who wish to retain a primary academic and professional affiliation with one of the other academic or professional schools in the University, but who wish to spend a year focusing on public policy. The Committee provides a year-long Policy Seminar which explores, in depth and in an interdisciplinary manner, a particular problem in public policy (for example, the federal budgetary process). In addition, the Committee offers a variety of experiences for students with public policy interests, including research seminars, directed client-oriented projects, and field internships. The Committee's faculty come from almost all areas of the University, including the Law School, the Graduate School of Business, the School of Social Service Administration, the School of Medicine, the Divinity School, and the graduate departments of Chemistry, Economics, Education, History, Political Science, Sociology, and Statistics. Law students interested in the one-year Master's Degree program in Public Policy Studies should contact the Chairman in the offices of the Committee, Wieboldt 301.

Placement

A Placement Office, under the supervision of the Director of Placement, is maintained by the Law School. Its primary function is to keep students aware of career opportunities as they become available and to help students take advantage of these opportunities. To facilitate this, the Placement Office maintains an extensive library of material concerning potential employers in all areas of practice. In addition to law firm employment information, the placement library contains material on judicial clerkships, government departments and agencies, public interest and legal services, and teaching positions. Information concerning fellowships, internships, essay competitions, and bar admissions may also be found in the placement library.

As part of its operations, the Placement Office maintains contact with employers throughout the year, and there is a regular flow of inquiries concerning student job opportunities. In addition, employers are invited to come to the Law School in the fall to interview second-year students for summer positions and third-year students for permanent employment. Facilities and scheduling of interviews are provided by the Law School, and about 550 employers will be interviewing at the School this fall. They come from all over the United States, as far away as Hawaii, and afford students a wide range of location and type of employment from which to choose. During the 1983-84 academic year the cities with the largest number of interviewers were Chicago (89), Washington, D.C. (70), New York (69), Los Angeles (35), and San Francisco (25), with substantial representation from such cities as Boston, Philadelphia, Atlanta, Miami, Cleveland, Minneapolis-St. Paul, Phoenix, and Seattle. The greatest percentage of interviewing employers represent law firms of all sizes, but other fields of interest, including corporate law departments, government departments and agencies, public interest, and legal services are also represented.
Since all the concentration of effort by the Placement Office staff in the fall “interview season” is directed toward second- and third-year students, the Placement Office remains the exclusive domain of these classes during this period of time.

First-year students are welcome in the Placement Office after November 6th. Job opportunities do become available to first-year students as the school year proceeds, particularly in the Winter and Spring Quarters. In recent years, over two-thirds of the first-year class have obtained law-related positions for the summer following their first year of school.

Another primary method of making job opportunities known is for an employer to list an opportunity with the Placement Office, which in turn makes it available to students in the placement library. Interested students may then communicate directly with the employer. During the year, the Placement Office receives hundreds of such inquiries from all types of employers, particularly if they find themselves unable to interview on-campus.

Approximately three-fourths of the graduates in recent classes entered law firms upon graduation. Nineteen percent received appointments to judicial clerkships. (During the 1984-85 term, five Law School graduates will be serving as clerks for justices on the United States Supreme Court.) A significant number of graduates also have taken positions with government departments and agencies, corporations, and public interest or legal services organizations. Our graduates go to roughly half of the states of the union, with approximately one-third of the class taking positions in Chicago, New York, Washington, D.C., and Los Angeles are the next most popular, in that order.

Almost 100 percent of the second-year class obtain law-related positions during the summer after their second year of school. Here, too, the vast majority of positions are with law firms, with the balance being spread between legal services, public interest, corporations, and government departments and agencies.

During the school year several general conferences are sponsored by the Placement Office covering career opportunities and job-finding techniques. The Director of Placement also is available for individual career counseling, and students are urged to consult with him on particular career or job-finding problems. Faculty members are also available to students for career guidance.

The Placement Office also offers services to alumni who for various reasons may be seeking to change positions. Information concerning graduate job opportunities is regularly made available to interested alumni through a bulletin service.

The Placement Office is located on the ground floor of the Law School building, just below the entrance to the Weymouth Kirkland Courtroom, and is open throughout the year.
The main reading room in the Law Library.
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 February and prepared by the Law School Admission 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 Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940.

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 $20, 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 December 1. Applications received after the middle of January or those completed after the middle of February will normally not be considered by the Admissions Committee until late spring or early summer.

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 Bulletin from Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940. 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 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.

Applicants must also register with the Law School Data Assembly Service (LSDAS) by completing and mailing the registration form supplied with each Law School Admission Bulletin. A transcript from each college or university attended should then be sent not to the Law School but directly to LSDAS. LSDAS
will analyze the transcripts and send copies to this law school and to others designated by the applicant. Please note that the only way in which the Admissions Office can obtain a copy of a candidate’s LSDAS report is for the candidate to enclose a Law School Application Matching Form, which is found in each LSAT/LSDAS registration packet, with the application for admission. 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.

Applicants requesting financial assistance during their first year should submit a financial data questionnaire 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.

The large number of Law School applications makes it necessary to forgo personal interviews as a required part of the admission process for all applicants. 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 one or more members of the 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 1984 entering class had a median LSAT score of 44 and a median cumulative undergraduate grade-point average of 3.75 on a 4.00-point system.

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 Committee for the first consideration. This process begins in late November. 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.

In keeping with its long-standing traditions and policies, the University of Chicago in admissions, employment, and access to programs considers students on the basis of individual merit and without regard to race, color, religion, sex, national or ethnic origin, handicaps, or other factors irrelevant to fruitful participation in the programs of the University. The Affirmative Action Officer is the employee designated by the University to coordinate its adherence to this policy, and the related Federal and State laws and regulations, including Section 504 of the Rehabilitation Act of 1973, as amended.

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. 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. In recent years, between eight and ten new students have enrolled with advanced standing annually. Students who enroll with advanced standing are invited to participate in all the activities of the Law School, including Law Review, Moot Court, and the Mandel Legal Aid Clinic. 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 $20 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.

Tuition. Tuition in the Law School for 1984–85 is $3,400 per quarter, or $10,200 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 fees. All students pay a $117 annual fee for use of the University’s Student Health Service. University policy requires that each student be covered by adequate health and hospitalization insurance. Students must pay a quarterly premium of $90 for this supplemental insurance or supply evidence of comparable protection from an individual or family health policy.

Special fees. The University charges $50 for late registration, $50 for late payment of tuition, and $2 for each change in registration.

REGULATIONS AND DISCIPLINE

All students who matriculate at the University of Chicago thereby agree to abide by the University’s rules and regulations. These rules and regulations include settlement of any account due the University. For details, refer to the Student Information Manual, which will be available at registration.

EXPENSES

During the 1984–85 academic year each student can expect to pay about $10,950 for tuition, fees, books, and supplies. Expenses for room, board, laundry and cleaning, clothing, recreation, travel, and incidentals will vary depending upon individual taste and circumstances. A single student may expect to pay about $17,130, including tuition, for the academic year. Married couples should anticipate expenses of about $19,980, with an additional $2,600 for each dependent.

Financial Aid for J.D. Candidates

Approximately 75 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. In determining financial need, a student’s resources are apportioned over three years and, as a consequence, applicants should begin applying for financial assistance in the first year rather than waiting until their resources have been exhausted before applying. Since the decisions of many students to attend Chicago may depend, in part, on their initial scholarship award, a principal goal of the financial aid program is to maintain scholarship amounts in the second and third years at approximately the amount of the first-year award unless there has been a substantial change in a student’s financial situation.

Applicants requesting financial assistance during their first year should submit a financial data questionnaire processed by the Graduate and Professional School

*Fees and other charges are subject to change from year to year and prior to the beginning of each academic year.
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.

*The Floyd Russell Mechem Prize Scholarships.* Each year the Law School offers these scholarships, which provide a stipend of tuition plus $1,000 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. A select group of admitted applicants will be invited to apply for these scholarships. Only candidates whose applications have been completed by February 1 will be eligible.

LOANS

In addition to scholarship assistance, the University administers three separate government loan programs which are described in the following sections. Loans up to the amount of tuition 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 Loan Counselor. The University also offers to law students short-term emergency loans of up to $500. Such loans may be obtained within 48 hours to meet a genuine emergency and must be repaid within three months.

1. **GUARANTEED STUDENT LOAN PROGRAM (GSL).** Under the Guaranteed Student Loan Program, law students can borrow up to $5,000 each year at 8 percent interest from banks, credit unions, or savings and loan associations. Repayment of these loans is guaranteed to the lender by state agencies (State Guaranteed Loans), or private guarantee agencies (HEAF, USAF), or by the U.S. Department of Education (Federal Insured Student Loans). The government also pays the interest on all GSLs while the borrowers are full-time students and for nine months thereafter. Borrowers are allowed a nine-to-twelve-month grace period after leaving school before they must begin repayments. Maximum allowable loan amounts, the length of the grace period, and the length of the repayment period vary from state to state. A student may borrow up to $25,000 in Guaranteed Student Loans over the course of his or her education, including loans made as an undergraduate.

2. **NATIONAL DIRECT STUDENT LOANS (NDSL).** Students who demonstrate financial need by nationally accepted federal guidelines may borrow through the National Direct Student Loan Program. Students who demonstrate enough need
may borrow up to the amount of tuition in a combination of National Direct and Guaranteed Student Loans. No interest is charged on an NDSL until six months after the borrower’s last registration as a full-time student. At the end of this grace period, interest of 5 percent per year begins to accrue and the borrower must begin repayment. Repayment can be deferred for further schooling or service in the Peace Corps, VISTA, or the Armed Forces. NDSLs must be repaid within 10 years, excluding periods of authorized deferment.

A student can borrow a total of $12,000 in National Direct Student Loan funds over the course of his or her undergraduate and graduate schooling. This maximum is unaffected by any repayment that may have been made.

3. PLUS/ALAS LOAN PROGRAM. All students at the University are eligible to borrow under the PLUS/ALAS program from $1,000 to $3,000 per academic year. The maximum loan in any one academic year may not exceed the total annual academic budget minus any grants or loans the student received. The aggregate maximum loan amount a student may receive is $15,000. The interest rate is 12 percent.

Unlike other federal loan programs, interest payments on PLUS/ALAS loans are not subsidized while the student is in school. Under the University’s program, interest will accrue until the student is no longer a registered student. At that time the accrued interest will be capitalized, i.e., added to the principal of the loan. Repayment will begin 30 days after the student is no longer registered. Students will have a maximum of ten years in which to repay the loan, including all capitalized interest. The minimum monthly payment will be $50 ($600 annually).

For further information on these guaranteed loan programs, contact the Loan Counselor at 970 East 58th Street (962-6062).

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; information about available accommodations is set out below.

SINGLE-STUDENT HOUSING

A substantial number of the first-year single men and women live in Mathews House, located in the Burton-Judson Courts and connected with the Law School buildings. This residence includes 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 1984–85 is between $4,575 and $4,725, depending upon room size, for the academic year, payable in an initial deposit and three quarterly installments.

In the Fall of 1983 a new Graduate Residence Hall became available to entering and returning students enrolled in graduate and professional programs. Formerly
the Center for Continuing Education, designed by Edward Durrell Stone in 1963, the new Graduate Residence Hall is a three-story classical style building located two blocks east of the Law School. It has a capacity of approximately 140 graduate men and women. Seventy-five percent of the accommodations are single rooms with private baths; the remaining rooms, also with private baths, are for double occupancy. The average single room measures eleven by sixteen feet while the
International House

Married student housing in Madison Park
average double room measures twenty-one by fourteen feet. Common facilities in this residence are many and spacious. They include study and meeting rooms, computer terminal/typing rooms, music practice rooms, laundry and exercise facilities, as well as a television room, a House lounge, and a community kitchen where residents may prepare their own meals. The room rate is $2,530 per person in a double room and $3,300 in a single.

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 (962-7366). 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.

Annual rates for rooms and meals in International House are from $2,520 to $3,720. 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 $18.50 per person. All rooms are furnished, including blankets and bed linen.

All inquiries should be addressed to the Office of Admissions, International House, 1414 East 59th Street, Chicago, Illinois 60637 ([312] 753-2270).

MARRIED-STUDENT HOUSING

The University has over one thousand apartments in thirty buildings for the housing of married students. There are furnished apartments ranging in size from one and one-half to three and one-half rooms; the unfurnished units range from two to six and one-half rooms. The rates for furnished apartments are from $364 to $443 monthly; those for unfurnished are from $282 to $571 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).
MEAL SERVICE

Arrangements may be made by law students not living in Mathews House 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, and International House.

HOUSING STAFF POSITIONS

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 supplemental 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

The Student Health Service has two functions. The first is to provide easy access to medical and psychiatric care so that any physical and emotional problems will interfere as little as possible with involvement in the educational, cultural, and athletic activities of the University. The second is to keep the student community a generally healthy and safe place in which to live and study.

Medical care for University students is provided in the University Health Services located in the University Hospitals. All University students pay an annual fee of $117 for basic medical care. All registered students are required to have some form of group hospital-medical-surgical insurance to supplement the ambulatory care available in the Student Health Service. The Student Blue Cross/Blue Shield policy is recommended as the most effective and economical policy to fulfill this requirement. Students with other group health insurance providing equivalent or greater coverage may waive participation in the University’s policy, but they must submit complete policy and subscriber information. Registration is not complete until the student subscribes to the University’s Blue Cross/Blue Shield policy or files a properly completed waiver. Students with alternative coverage are urged to study carefully the schedule of benefits offered by the University’s Student Blue Cross/Blue Shield Plan described in the brochure available at the Student Health Service and in the offices of the Deans of Students. This brochure is regularly sent to all entering students.

Foreign students do not have the waiver option and must subscribe to the University’s Student Blue Cross/Blue Shield Plan.

EMERGENCY SERVICES

The Billings Emergency Room provides twenty-four-hour emergency service. Complete medical services, including psychiatric assistance, are available. The Emergency Room is not part of the Student Health Service, but may be used by students for emergencies when that clinic is closed. If follow-up care is indicated, it is done in the Student Health Service.
View from the main Quadrangles of the Joseph Regenstein Library which is the major library on campus.
Appendices

Special Funds

PROFESSORSHIPS AND TEACHING FUNDS

The Russell Baker Scholars Fund for the support of faculty research was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker. Mr. Baker, an alumnus of the Law School Class of 1925, was the founder of Baker & McKenzie.

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. Past holders of the Harry A. Bigelow Professorship have been Grant Gilmore, Harry Kalven, Jr., and Phil C. Neal.

The Lee and Brena Freeman Professorship in Law was established in 1977 by Lee Freeman, Sr., through combination with matching funds from the Ford Foundation to support a person whose scholarly and teaching interests include the study of comparative domestic, foreign, and international mechanisms of achieving and preserving competitive business conduct and the interaction of United States and foreign antitrust, tax, and other legal regulation of international corporations to that end. The past holder of the Lee and Brena Freeman Professorship has been Richard A. Posner.

The Herbert and Marjorie Fried Faculty Research Fund was established in 1980 by Mr. and Mrs. Fried to assist in providing support for faculty. Mr. Fried is an alumnus of the Law School Class of 1932.

The William B. Graham Professorship was established in 1980. It was made possible through the generosity of William B. Graham, a member of the Class of 1936 and a Trustee of the University.

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 Law School in memory of James Parker Hall, Dean of the School from 1904 until his death in 1928. The Hall Family endowed the Fund fully through a gift made in 1984. Past holders of the James Parker Hall Professorship have been Edward Wilcox Hinton, George Gleason Bogert, Wilber Griffith Katz, Sheldon Tefft, and Bernard D. Meltzer.

The Harry Kalven, Jr., Professorship in Law was established in 1976 in honor of the late Harry Kalven, Jr., a member of the Class of 1938, who was on the faculty of the Law School from 1946 until his death in 1974. The Kalven Chair was made possible through the generosity of the Robert R. McCormick Charitable Trust established under the will of Col. Robert R. McCormick, editor and publisher of the Chicago Tribune from 1926 to 1955. The professorship provides in perpetuity for scholarship in First Amendment studies.

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.

SPECIAL FUNDS 53
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 past holder of the Karl N. Llewellyn Professorship has been Edward H. Levi.

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 Professorship in Law was established by Mrs. Seymour Logan and children as a memorial to Seymour Logan, a member of the Class of 1944.

The Charles J. Merriam Faculty Fund was established in 1979 by Mr. and Mrs. Charles J. Merriam, to support distinguished faculty, visiting faculty from other schools, or individuals from public or private practice. Mr. Merriam was an alumnus of the Law School Class of 1925.

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 past holder of the Clifton R. Musser Professorship has been Ronald H. Coase.

The Max Pam Professorship in American and Foreign 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. Past holders of the Max Pam Professorship have been Max Rheinstein and Gerhard Casper.

The Russell J. Parsons Faculty Research Fund was created in 1983 by a gift from the Borg-Warner Corporation honoring Mr. Parsons (J.D. 1942) upon his retirement after thirty-seven years of service. The Fund will support faculty scholarship.

The Robert B. Roesing Faculty Fund was established in 1977 by Robert B. Roesing, a member of the Class of 1936, to assist in providing faculty support.

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. The past holder of the Arnold I. Shure Professorship has been Allison Dunham.

The Leo Spitz Professorship in International Law was established in 1975 with a bequest provided by the will of Leo Spitz, J.D., 1910, in memory of his parents, Caroline and Henry Spitz.

The Jerome S. Weiss Faculty Research Fund was established in 1980 through the generosity of Mrs. Gertrude Weiss Goodwin in memory of her late husband, Jerome S. Weiss, a graduate of the Law School Class of 1930. Mr. Weiss's partners in the Chicago law firm of Sonnenschein, Carlin, Nath & Rosenthal, as well as friends of Mr. Weiss, have made substantial contributions to the fund.

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...

The Wilson-Dickinson Professorship in Law was established in 1974 by the Trustees of the University with funds from the John P. Wilson Memorial Fund, to honor the memory of the donors of the John P. Wilson Memorial Fund, John P. Wilson, Jr., and Anna Wilson Dickinson.

The Harry N. Wyatt Professorship in Law was created by Mr. and Mrs. Harry N. Wyatt (Ruth Fox Wyatt) in 1977. Mr. Wyatt was a member of the Law School Class of 1921 and Mrs. Ruth Wyatt Rosenson is a member of the College Class of 1927.

SCHOLARSHIP FUNDS

The Russell Baker Scholarship Fund was established in 1981 by the partners of Baker & McKenzie in this country and abroad in honor of the late Russell Baker, a graduate of the Law School Class of 1925 and founder of Baker & McKenzie, for the support of foreign and upperclass students.

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

The John William and Eva R. Chapman Scholarship was established in 1978 by the bequest of Mr. and Mrs. Chapman. Mr. Chapman was an alumnus of the Class of 1917.

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

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 and endowed in 1982 by members of the Class of 1932 to provide scholarships in the Law School.

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

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

The Class of 1941 Scholarship Fund was established in 1981 by members of the Class of 1941 to provide scholarships in the Law School.

The Class of 1951 Scholarship Fund was established in 1981 by members of the Class of 1951 to provide scholarships in the Law School.

The Class of 1952/Malcolm Sharp Scholarship Fund was established in 1982 by members of the Class of 1952 to provide scholarships in the Law School in honor of Law School Professor Malcolm P. Sharp (1933–65).


The Andrew D. and Eleanor C. Collins Scholarship Fund, established in 1969 by bequest under the will of Eleanor C. Collins.
The Jack Corinblit/Martin M. Shapero Scholarship Fund was established in 1984 by Jack Corinblit (J.D. 1949) and Martin M. Shapero, his law partner. The fund will provide scholarship support to a second- or third-year law student.

The Decalogue Society of Lawyers Scholarship, established in 1975 by The Decalogue Society of Lawyers in memory of Benjamin Weintroub.

The Farmers Insurance Group Scholarship.

The Robert S. Fiffer Memorial Scholarship, established in 1975 by the family and friends of Mr. Fiffer, who was a member of the Class of 1947.

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 Friedman & Koven Scholarship was established in 1981 by the partners of Friedman & Koven to provide scholarships in the Law School.

The Albert Gore Scholarship Fund, established in 1973 in memory of Albert Gore, J.D., 1948, by his family and friends.

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., 1955, by his parents, Ebba Cardell Hyer and Stanton E. Hyer, J.D., 1925.

The Jewish Students Scholarship, supported by The Jewish Students Scholarship Fund, Inc., for a worthy student in need of such assistance.

The Francis S. Kosmerl Fellowships, established in 1948 by a bequest under the will of Francis S. Kosmerl, J.D., 1918.

The Law School Alumni Scholarships, provided out of funds contributed by alumni.

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 John S. Lord Scholarship Fund was established in 1979 by the firm of Lord, Bissell & Brook to honor its founding partner, John S. Lord. It will be awarded annually to a student on the basis of outstanding scholastic accomplishment and regardless of need.

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 Edith Lowenstein Scholarship was established in 1983 by bequest under the will of Edith Lowenstein, a member of the Class of 1939. This full-tuition scholarship is to be awarded each year to a needy law student who shows promise of becoming a good lawyer due to his or her intelligence, character and general education. The award will be made on the basis of the student's progress during the first year of law school without regard to class standing.
The Lidia and Samuele Martini Memorial Scholarship, established in 1975 by a bequest under the will of Chester Martini in memory of his parents.

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 Reuben & Proctor Scholarship, established in 1982 by the law firm of Reuben & Proctor to provide scholarships in the Law School.

The Joan and Homer Rosenberg Scholarship for the Handicapped, established in 1974 in memory of Jerome J. Nathan and George J. Blosten. Mrs. Rosenberg received her A.B. from the College in 1938. Mr. Rosenberg received his A.B. from the College in 1936 and his J.D. in 1938.

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 William W. Wilkow Scholarship Fund was established in 1984 by the law firm of Wilkow & Wilkow, P.C., in honor of William W. Wilkow, J.D. 1948. The scholarship is to be awarded to a second- or third-year student who shows academic promise and exhibits financial need.

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.

The Harry N. Wyatt Scholarship was established through the estate of Mr. Wyatt to provide scholarships in the Law School. Income from the fund will be available at a future date. Mr. Wyatt was a member of the Law School Class of 1921.

The S. K. Yee Scholars Fund, established in 1983 by the S. K. Yee Scholarship Foundation in honor of General Yee, Chairman of the Board of the United Chinese Bank of Hong Kong. These moral obligation scholarships will be awarded annually to twenty law students as determined by the Dean of the Law School.

FELLOWSHIP FUNDS

The Illinois Bar Foundation Research Fellowship was established in 1980 to support a third-year student assisting a member of the Law School faculty in a research project.

The Victor H. Kramer Foundation Fellowship, established in 1976 by The Victor H. Kramer Foundation of Washington, D.C., for mid-career training of employees of the Federal Trade Commission and the Antitrust Division of the Department of Justice. The Kramer Fellowship Program will be offered in alternate years with the Institution for Social and Policy Studies at Yale University.

The Tony Patiño Fellowship, established in 1983 by the Friends of the Tony Patiño Fellowship Inc. in honor of a young man who aspired to a legal career. It will be awarded annually to a law student on the basis of outstanding academic and personal characteristics and a demonstrated interest in public service. The
initial fellowship award and any renewal will be determined by committees independent of the Law School.

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

The Daniel C. Smith Fellowship was established in 1980 to support a student during the summer for research in support of legal services to indigent clients in the University community. The fellowship honors Daniel C. Smith, a graduate of the class of 1940, and was made possible through gifts from the FMC Corporation, the Amoco Foundation, and the law firm of Kirkland and Ellis.

The Thyssen Fellowships were created in 1979 under a grant from the Fritz Thyssen Stiftung of Cologne, Germany, to assist scholarly and student exchanges between the Law School and German universities.

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 Glen A. Lloyd Student Aid Fund, established in 1975 by friends of Glen A. Lloyd in his memory. Mr. Lloyd, former Chairman of the Board of Trustees of the University, was a graduate of the Class of 1923.

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 Leonard G. Nierman Fund, established by his mother, Pauline; his wife, Bernys; and sons, Paul and James, through the Eli A. Nierman Foundation. The funds will be awarded as a loan, as a memorial to Mr. Nierman (a member of the Class of 1936), to a second- or third-year student who exhibits interest in a career in patent law.

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

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

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

The 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.


Research and Other Funds

The Arnold and Samuel 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. In 1981 it was also designated as a memorial to Samuel Chutkow.

The Clinical Legal Education Fund, formerly the Mandel Legal Aid Clinic Fund, was established by alumni in 1973 to support the activities of the clinical program at the Law School as represented by the Mandel Legal Aid Clinic.

The Class of 1930 Fund was established in 1980 and endowed in 1982 by the members of the Class of 1930 to provide unrestricted funds for the Law School.

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

The John Dewey Lectureship in Jurisprudence was established in 1981 by the John Dewey Foundation.

The George E. Fee, Jr., Memorial Fund, established in 1976 in memory of George E. Fee, Jr., J.D., 1963, who served as Director of Placement and later Dean of Students in the Law School from 1965 to 1969, will be used to support activities or grants that will aid students or the quality of student life.
The Edith R. Feldman Memorial Fund, established in 1974 by David H. Feldman in memory of his wife. Mr. Feldman was a member of the Class of 1928.

The Raymond and Nancy Goodman Feldman Fund was established in 1975 to support scholarship in the Law School. Nancy Goodman Feldman received her A.B. in 1944 and her J.D. in 1946. Raymond Feldman received his J.D. in 1945.

The Maurice and Muriel Fulton Fund in Law and Economics was established in 1975 for support of research in Law and Economics with emphasis, whenever possible, on Law, Economics, and Location Theory. Mr. Fulton received his A.B. in 1940 and his J.D. in 1942.

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 was an alumnus of the Law School in the Class of 1912.

The Harry Kalven, Jr., Memorial Fund, established in 1974 by the family, friends, and former students of Harry Kalven, Jr., J.D., 1938. Mr. Kalven, who had been a member of the faculty since 1946, was the Harry A. Bigelow Professor of Law at the time of his death.

The Wilber G. Katz Lectureship, established in 1976 in honor of Wilber G. Katz, Dean of the Law School from 1940 to 1950, to fund an annual lectureship on a legal topic of significance by a member of the faculty of this law school.


The Lilly Fund for Law and Economics was established through a 1981 grant from the Lilly Endowment, Inc., for the support of the Law and Economics Program.

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 Sawyier Fund for Studies in Jurisprudence, established in 1975 by Fay Horton Sawyier to support research in jurisprudential studies. Mrs. Sawyier received her A.B. in 1944 and her Ph.D. in 1964.

The Ulysses S. and Marguerite S. Schwartz Memorial Fund, established in 1974 by the friends and family of Ulysses and Marguerite Schwartz. The funds are used to support visits to the Law School of distinguished lawyers, whose experience may be either in the academic field or in practice or public service.

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 Walden W. and Jean Young Shaw Foundation Student Support Fund will support activities related to student admissions and student life at the Law School. It will give assistance to student evaluation and recruitment programs of the Law School.
and will also provide funding for student conferences, speakers programs, and informal student-faculty events. The Fund has been established in honor of Maurice A. Riskind, Class of 1924.

The Frieda and Arnold Shure Research Fund was established in 1945 by Frieda and Arnold Shure, J.D., 1929, for 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 Sonnenschein Fund was established as an endowed fund in 1984 by the partners of Sonnenschein Carlin Nath & Rosenthal in honor of Leo J. Carlin, J.D. 1919; Bernard Nath, J.D. 1921; and Samuel R. Rosenthal. Until a permanent designation is made, income from this fund is to be used at the discretion of the Dean of the Law School.

The James L. Zacharias Fund for the Mentally Handicapped was established in 1982 by family and friends in honor of James L. Zacharias (Class of 1935) on the occasion of his 70th birthday. The fund provides support for the work of the Mandel Legal Aid Clinic in the area of Mental Health Advocacy.

LIBRARY FUNDS

The Charles W. Boand Library Fund was established in 1967–68 by Mr. Boand, a member of the Class of 1933.

The George Gleason Bogert Memorial Law Library Fund was established in 1979 in memory of Professor Bogert, the James Parker Hall Professor from 1936 to 1950, and a member of the faculty from 1925 until his death in 1977.

The William Beveridge Cassels Memorial Library Fund, established in 1977 by an anonymous gift in memory of William Beveridge Cassels, J.D., 1935. This fund has been supported by relatives and classmates of Mr. Cassels.

The Louis G. Cowan Law Library Fund, established in 1961 by Mr. Cowan.

The Benjamin B. Davis Library Fund was established by his wife, Janice, and his son, Muller, in 1984. The fund to honor Mr. Davis (J.D. 1923) will purchase library materials in the domestic relations field.

The Isaiah S. Dorfman Prize and Library Fund. (See description under “Honors and Prizes” below.)

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 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 Barbara Brown Fink Memorial Law Library Book Fund was established in 1982 by bequest under the will of Eli E. Fink, a graduate of the Law School in 1930.

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

The Muriel and Maurice Fulton Book Fund in Law and Economics was established in 1978 by Mr. and Mrs. Fulton. Mr. Fulton is a member of the Class of 1942.
The Muriel and Maurice Fulton Law Library Fund was established in 1978 by Mr. and Mrs. Fulton. The funds are to be used to acquire non-legal periodicals which will be placed in the Fulton Reading Room. Mr. Fulton is a member of the Class of 1942.

The Wendell E. Godwin Memorial Library Fund was established in 1983 by Mrs. Godwin in memory of her husband, Wendell E. Godwin, J.D. 1951, for the purpose of library acquisitions.

Jacob I. Grossman Memorial Library Fund, established in 1975 by a bequest under the will of Jacob I. Grossman.

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 Walter Harnischfeger Library Fund in International Business Law was established in 1979 in memory of Walter Harnischfeger by the Harnischfeger Foundation for the acquisition of library materials on international business law.

The Wallace Heckman Memorial Fund was established in 1929 by Mrs. Heckman in memory of 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 Elaine and Samuel Kersten, Jr., Law Library Fund was established in 1978 through the gift of Mr. and Mrs. Kersten.

The Archibald H. and Estelle P. Kurland Memorial Book Fund was established in 1971 in memory of Archibald H. Kurland and Estelle P. Kurland by their family and friends for the collection of research and study materials in the area of constitutional law.

The McDermott, Will & Emery Law Library Fund was established in 1978 by partner Lorenz F. Koerber, Jr., LL.B. 1942, and is supported by gifts from other members of the firm.

The Julian Mishel Law Library Fund was established in 1976 by Julian Mishel, J.D., 1936, for the purchase of Illinois Reports.

The Ernst Wilfred Puttkammer Law Library Fund in Criminal Law was established in memory of Mr. Puttkammer by Mrs. Puttkammer in 1979. Mr. Puttkammer was an alumnus of the Law School Class of 1917 and a professor at the Law School from 1920 until 1956.

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

The Max Rheinstein Comparative Law Fund, established in 1974 by alumni and friends of the Law School in honor of the late Max Rheinstein, Max Pam Professor Emeritus of Comparative Law. The funds are used for adding to the Foreign Law Collection in the Library.

The Maurice A. Riskind Law Library Fund was established in 1982 by a gift from the Walden W. Shaw Foundation to purchase books for the Law Library in memory of Mr. Riskind, a graduate of the Law School Class of 1924.
The Malcolm P. Sharp Law Library Fund was established in 1980 by Mr. Lloyd E. Shefsky for additions to the Malcolm Sharp Collection. Mr. Shefsky is a member of the Class of 1965.

The Volkswagen Foundation Fund was established in 1981 by a grant from the Stiftung Volkswagenwerk of Hanover, West Germany, for the purchase of European legal materials for the Foreign Law Collection in the Law Library.

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 Ann Watson Barber Outstanding Service Award was established in 1978 by family and friends in memory of Mrs. Barber, who was the registrar at the Law School from 1962 until 1976. The award is given to a third-year student who has made an exceptional contribution to the quality of life at the Law School.

The Joseph Henry Beale Prize, named in honor of the first Dean of the Law School, is awarded to the first-year student in each section of the first-year legal research and writing program whose work 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 Chicago Chapter of the Order of the Coif is an honor society founded to encourage and to advance the ethical standards of the legal profession. Its members are elected each spring from the 10 percent of the graduating class who rank highest in scholarship.

The Ronald H. Coase Prize for excellence in the study of law and economics was created in 1982 through the gifts of Junjiro Tsubota (a member of the Class of 1967). The award is made by the Dean of the Law School on the basis of recommendations from the editors of The Journal of Law and Economics, The Journal of Legal Studies and The University of Chicago Law Review.

The Isaiah S. Dorfman Prize and Library Fund was established in 1976 by Isaiah S. Dorfman, J.D., 1931. The prize is awarded each year to a student for outstanding work in Labor Law. Funds also allow for additional library acquisitions in the area of Labor Law.

The Hinton Moot Court Competition Awards are made to the winners of the moot-court competition.
The Robert H. Jackson Prize is awarded annually to the student who submits the best paper in a seminar dealing with a field of public law.

The Edwin F. Mandel Award is given to members of the graduating class who, during their Law School careers, have made exceptional contributions to the legal aid program, in both the quality of the work done and the conscientious exercise of legal aid responsibilities.

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 Hyman M. Spector Award is conferred annually for outstanding student scholarship in the field of civil liberties. The award was established in 1982 by Mr. Spector’s family in recognition of his lifelong devotion to civil liberties.

The beginning of the end: third-year students prepare to march at graduation.
DEGREES CONFERRED, 1983–84

Doctor of Law

*Thomas Fitzgerald Ahearne
John Sewell Albright
Michael John Allen
Jeffrey Alperin
Barbara Jean Anderson
James W. Armstrong
Conrad George Bahlke
Lance Christian Balk
James Herbert Barrett
Marc L. Baum
Todd Anthony Bauman
Leslie Ann Belasco
José L. Berra
Andrea May Bescherer
Robert Andrew Blum
Bruce W. Boyd
*Willis Roome Buck, Jr.
Karen Jean Canon
Rick Cecala
Amy Elizabeth Cherry
Linda K. Christenson
Colleen Marie Cody
*Etahn M. Cohen
Jeanne Terry Cohn
Marcia Eileen Connolly
*John Richard Cooke, Jr.
*Michael Louis Corrado
*John Foy Coverdale
James E. Curry
Philip C. Curtis
Daniel Louis Doctoroff
Gary Richard Doehrnefer
*James Barton Duncan
Michael J. Ewalds
Mark Paul Edwards
James Alan Eliasberg
David Thomas Erie
*John R. Ettelson
Laurie N. Feldman
Jonathan Fieldman
*Benjamin Lee Fine
Patrick Tung Finegan
Aaron F. Fishbein
*Janet L. Fisher
Robin Carol Friedman
James Amper Gardner
Jonathan H. Gardner
Robert Irwin Gendelman
Mark Douglas Gerstein
Janis Marie Gibbs
*Stephen G. Gilles
Richard Blair Goetz
Cary Neal Goldberg
Donald R. Gombos
*Grant Marshall Goodman
Jean Goodwin
Alan Richard Gordon
Arnold Eli Grant
Ross Berk Green
*Suzanne Speyser Greene
Diane Ellen Greif
Kathleen Mary Griesser
Harry George William Griffith, Jr.
Angelo Michael Grima
James David Grossman
Denise Jeanne Harvey
Mark Nicholas Gill Hichar
Vincent Edward Hillery
*Kevin Joel Hochberg
Jeanne Ellen Hoenicke
Barbara Holden-Smith
Jean F. Holloway
Andrew Edward Huddleston
Samuel Mountain Hung
James L. Huston
Lori Ann Irish
Sandra M. Jelks
Richard Philip Johnson
Eileen Ann Elizabeth Kamerick
Randy Allison Kaufman
*Stephen Allen Keen
*Ellen Marie Kelly
Daniel Kim
David Paul King
*Douglas Willard King
Peter Josef Kirsch
Richard Henry Kleeman
Catherine Marion Klema
*Michael Steven Knoll
Robin Kosberg
Thomas Joseph Kosco
*Larry Bruce Kramer
Kenneth Alan Krasty
James Michael Kunigenas
*Dorothy Eugenia Langan

*Cum laude.
William James Lazarus
Amy J. Leeson
David Mengen Lefever
Joan Lesnick
*Richard E. Levy
Edna Lee Lewis
Edward Jacob Lewis II
*Matthew John Lewis
*Scott Marlow Lewis
James Lousararian
Duncan Clark McCurrach
Bruce Andrew McDermott
Kenneth Gerard McKenna
Bruce Norman Menkes
Earle David Miller
*Marc Louis Miller
Mary Baty Miller
*Gerald Lawrence Mitchell
Will Stuart Montgomery
Nancy J. Mrazek
Steven Neil Muchnick
*Peter John Nager
George Gustaf Nelson
Jeanne Louise Nowaczewski
Zarina Eileen O'Hagin
Anthony Joseph Oncidi
Gail Lenore Peek
Clifford Joseph Peterson
David Christopher Plache
Karen Witkin Plache
Todd Wesley Ponder
Anne Eaton Rea
Jay Lawrence Remis
Carlotta Wick Rice
James Christy Roberts III
Pamela Rolnick
David James Roper
Mace Jerome Rosenstein
Susan Elizabeth Rosenthal
Mary Rumsey

Sharon Sadow
Charlotte Diane Salomon
Richard George Samuels
John Calvin Scheffel III
David Edwin Schroeder
Helen Sedwick
Harold Lawrence Segall
*Helene A. Serota
Joel N. Shapiro
Steven H. Shapiro
Douglas Reid Sharps
*Clark Byron Siegel
Diane Joyce Siegel
Donald Lee Smith
Susan Leighton Smith
Jeffrey Todd Sprung
Jeffrey Charles Steen
David Michael Stone
Elizabeth Marie Farrug Streit
Anthony Charles Swanagan
Mitchell Alan Tanzman
Shereen Taylor
Deborah Brown Tompkins
*Roy Bennett Underhill
José Manuel Valdes-Cruz
Mark S. VanderBroek
*Barry Alan Van Dyke
Maura Susan Victor
Doris Hightower Warren
*Lorraine Anne White
Thomas Philip White
Maureen Allison Whiteman
*Lawrence Elton Wieman
Jill Michelle Willis
Scott Laurence Woolley
Daniel Wayne Yih
Joseph Harrison Young

*Cum laude.
<table>
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<td>Swarthmore College</td>
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<tbody>
<tr>
<td>16</td>
<td>131</td>
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</table>
### United States

#### I. Northeast
- Vermont: 2
- New Hampshire: 1
- Massachusetts: 16
- Maine: 0
- Connecticut: 20
- Rhode Island: 1
- New York: 86
- Pennsylvania: 22
- New Jersey: 22
- Maryland: 15
- Delaware: 1
- District of Columbia: 7
- West Virginia: 0

**Total for Northeast:** 193

#### II. Southeast
- Virginia: 10
- North Carolina: 1
- South Carolina: 1
- Georgia: 4
- Florida: 9
- Alabama: 0
- Mississippi: 0
- Louisiana: 1
- Tennessee: 2
- Kentucky: 4

**Total for Southeast:** 32

#### III. Middle West
- Ohio: 22
- Michigan: 12
- Indiana: 8
- Illinois: 147
- Wisconsin: 13

**Total for Middle West:** 202

#### IV. Southwest
- Arkansas: 1

#### V. Plains Area
- Minnesota: 10
- North Dakota: 1
- South Dakota: 1
- Iowa: 6
- Nebraska: 1
- Kansas: 6
- Missouri: 6

**Total for Plains Area:** 31

#### VI. Far West
- Montana: 0
- Colorado: 5
- Idaho: 0
- Utah: 6
- Nevada: 0
- Washington: 5
- Oregon: 5
- California: 35
- Alaska: 0
- Hawaii: 0
- Wyoming: 0

**Total for Far West:** 56

### Foreign Countries
- Saudi Arabia: 1
- Canada: 1
- West Germany: 1

**Total number of candidates:** 532

**Number of states represented:** 40

**Foreign countries represented:** 3
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Law School Alumni Association

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DOUGLAS M. KRAUS '73, New York
MARTIN WALD '64, Philadelphia
RICHARD M. BOTTERI '71, Portland
HENRY J. MOHRMAN '73, St. Louis
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Bernard Nath, '21, Chicago  
Bernard J. Nussbaum, '55, Chicago  
Franz M. Oppenheimer, Washington, D.C.  
Thomas J. Pritzker, '76, Rosemont, Illinois  
George A. Ranney, Chicago  
James T. Rhind, Chicago  
Andrew M. Rosenfield, '78, Chicago  
A. Bruce Schimberg, '52, Chicago  
Roger A. Weiler, '52, Northbrook, Illinois

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James T. Rhind, Chairman

Terms Expiring in 1983–84

The Honorable Frank M. Coffin, United States Court of Appeals for the First Circuit, Portland, Maine.  
Wulf H. Doser, M.C.L. '62, Baker & McKenzie, Frankfurt am Main, West Germany.  
The Honorable Susan Getzendanner, Judge, United States District Court for the Northern District of Illinois, Chicago.  
Harold L. Henderson, '64, Executive Vice-President and General Counsel, The Firestone Tire & Rubber Company, Akron, Ohio.  
Ellis E. Reid, '59, Attorney, Chicago.  
Mitchell S. Shapiro, '64, Shapiro, Lauber, Krane, Jacobson & Posell, Los Angeles, California.  
John N. Tierney, '68, President, Docsi Corporation, Los Angeles, California.  
The Honorable William H. Webster, Director, Federal Bureau of Investigation, Washington, D.C.

Terms Expiring in 1984–85

Anthony H. Barash, '68, Barash & Hill, Los Angeles.  
Dino J. D'Angelo, '44, Friedman & Koven, Chicago  
Steven J. Fiffer, '76, President, In Camera Productions, Inc., Chicago.  
Burton W. Kanter, '52, Kanter & Eisenberg, Chicago.  
Peggy L. Kerr, '73, Skadden, Arps, Slate, Meagher & Flom, New York City.
JOHN F. MCCARTHY, '32, McCarthy and Levin, Chicago.
ANDREW M. ROSENFIELD, '78, President, Lexecon Inc., Chicago.

Terms Expiring in 1985–86

THE HONORABLE RICHARD S. ARNOLD, United States Court of Appeals for the Eighth Circuit, Little Rock, Arkansas.
MARY L. AZCUEÑAGA, '73, Federal Trade Commission, Washington, D.C.
ROLAND E. BRANDEL, '66, Morrison & Foerster, San Francisco.
PETER W. BRUCE, '70, General Counsel and Secretary, Northwestern Mutual Life Insurance Company, Milwaukee, Wisconsin.

THE HONORABLE RICHARD D. CUDAHY, United States Court of Appeals for the Seventh Circuit, Chicago.
THE HONORABLE JOEL M. FLAUM, United States Court of Appeals for the Seventh Circuit, Chicago.
THE HONORABLE PATRICK E. HIGGINBOTHAM, United States Court of Appeals for the Fifth Circuit, Dallas, Texas.

DANIEL P. KEARNEY, '65, Salomon Brothers Inc., New York City.
ANNE E. KUTAK, '62, Vice-President, Secretary, and General Counsel, Guarantee Reserve Life Insurance Company, Calumet City, Illinois.

JOSEPH D. MATHEWSON, '76, Mathewson & Hamblet, Ltd., Chicago.
THE HONORABLE CARL McGOWAN, United States Court of Appeals, District of Columbia Circuit, Washington, D.C.
LEE M. MITCHELL, '68, President and Chief Executive Officer, Field Enterprises, Chicago.

STEPHEN C. NEAL, Kirkland & Ellis, Chicago.
THE HONORABLE RICHARD B. OGILVIE, Isham, Lincoln & Beale, Chicago.
ROBERT G. SCHLOERB, '51, Peterson, Ross, Schloerb & Seidel, Chicago.
KENNETH S. TOLLETT, '55, Director, Institute for the Study of Educational Policy, Howard University, Washington, D.C.

ROGER D. TURNER, '76, Cravath, Swaine & Moore, New York City.

Publications of the Faculty, 1983–84

DOUGLAS G. BAIRD
With Thomas H. Jackson: CASES, PROBLEMS, AND MATERIALS ON SECURITY INTERESTS IN PERSONAL PROPERTY (Foundation Press, 1984).

WALTER J. BLUM
DENNIS W. CARLTON


GERHARD CASPER


RONALD H. COASE


DAVID P. CURRIE


KENNETH W. DAM


FRANK H. EASTERBROOK

Restricted Dealing Is a Way to Compete, 8 REGULATION 23 (Jan/Feb 1984).
Why the Antitrust Laws Should Not Interfere with Manufacturers’ Efforts to Control the Distribution of Products, 16 NATIONAL J. 299 (Feb. 11, 1984).
Richard A. Epstein

Daniel R. Fischel

Gidon A. G. Gottlieb
Etats-Unis — France: Plaidoyer Pour Une Nouvelle Alliance Militaire, 23 Politique Internationale 233 (Printemps, 1984).

R. H. Helmholtz
Canon Law and English Common Law (Selden Society, 1983).

Dennis J. Hutchinson

Diane Wood Hutchinson
Class Actions: Joinder or Representational Device? 1983 Supreme Court Rev. 459.

Joseph Isenbergh

Gareth H. Jones

Spencer L. Kimball

Philip B. Kurland
The Origins of the National Judiciary, This Constitution 4 (Spring, 1984).

William M. Landes
Harm to Competition: Cartels, Mergers and Joint Ventures, 52 Antitrust L. J. 625 (1983).

John H. Langbein
With Lawrence W. Waggoner: The Emergence of a General Reformation Doctrine for Wills, 28 U. of Michigan Law Quadrangle Notes 19 (Fall, 1983).
Illustrations as Legal Historical Sources, 29 U. Chi. L. S. Rec. 13 (Fall, 1983).

Bernard D. Meltzer

Geoffrey P. Miller

Norval Morris

Richard A. Posner

A. W. B. Simpson
Pornography and Politics: The Williams Committee in Retrospect (Waterlows, 1983).

Adolf Sprudzs

Geoffrey R. Stone
The end of the beginning: first-year students celebrate after their final Spring Quarter examination.

Professor Walter J. Blum judges the annual Walter J. Blum Tie Contest during the Over-The Hump Party which is held in honor of the midpoint of the academic year.
The Court is Undermining Individual Freedoms, USA Today, July 13, 1983, at p. 8A.

Cass R. Sunstein

Hans Zeisel

Franklin E. Zimring
Places to Visit

72. Rockefeller Memorial Chapel—named for University founder John D. Rockefeller; the 72-bell carillon is named for his wife, Laura Spelman Rockefeller. Tours are conducted after the 11 a.m. services each Sunday.

54. Mandel Hall—the University’s main auditorium, seating 900 for a wide variety of musical and theatrical performances.

69. Reynolds Student Clubhouse—adjacent to Mandel Hall and a center for services, information, and tickets for campus events.

35. Harper Memorial Library-College Center—formerly the main library, now the home of the College administrative and classroom activities.

57. Ida Noyes Hall—the center for student organizations and activities, it is also an elegant reception hall and includes, as well, recreation facilities and a restaurant.

67. Regenstein Library—built on the site of the original Stagg Field, the library now houses more than 4 million volumes.

61. Oriental Institute—a research organization dedicated to studying the ancient Near East, the museum houses a major collection of objects from that region. Museum hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.

21. Henry Crown Field House—the largest indoor athletic facility in the Chicago area and the site of many intercollegiate and intramural sports activities.


58. Enrico Fermi Memorial—a bronze sculpture entitled “Nuclear Energy” by Henry Moore marks the spot where Fermi and 41 other scientists achieved man’s first controlled, self-sustaining nuclear chain reaction on December 2, 1942.

55. Midway Studios—the former workshop of Lorado Taft. Hours: weekdays, 9 a.m.–4 p.m.

71. Robie House—by Frank Lloyd Wright, completed in 1909.

78. David and Alfred Smart Gallery—a teaching gallery, its shows are open to the public. Hours: Tuesday–Saturday, 10 a.m.–4 p.m. and Sunday, noon–4 p.m.

45. Plutonium Plaque—plutonium was first isolated and weighed in Room 405, Jones Laboratory. Hours: weekdays, 10 a.m.–4 p.m.

56. Mitchell Tower—modeled after the tower of Magdalen College, Oxford, the chimes are dedicated to the memory of Alice Freeman Palmer, first dean of women.
HARPER'S UNIVERSITY

WHEN The University of Chicago was still in the blueprint stage more than ninety 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 in this country. 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."
AND TODAY . . .

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.
GRADUATE STUDY: THE LIFE OF THE MIND

*Crescat scientia; vita excolatur.*
Let knowledge grow from more to more;
and so be human life enriched.

SINCE its founding, Chicago has offered distinguished graduate education. Of the approximately 8,000 students enrolled, about 2,500 are in the undergraduate College, the remainder in the four graduate Divisions (Biological Sciences, Humanities, Physical Sciences, and Social Sciences), Committee on Public Policy Studies, and Professional Schools (Business, Divinity, Law, Library Science, Medicine, and Social Service Administration). Studies of advanced professional education generally include Chicago among the top five leading uni-
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—goes into college teaching. The University's Pritzker School of Medicine has a higher percentage of its graduates on the faculties of medical schools than has any other school of medicine. At last count, 2,500 University alumni were teaching in over fifty leading universities, and almost 100 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 important, Chicago continues to be a university primarily dedicated to research. Former 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.

But the essence of graduate study at the University of Chicago is expressed in its motto. In former President Burton's words: "To crescat scientia we add at once vita excolatur."

The University and the City
AND OF THE BODY

SPORTS AND ATHLETICS in the context of the University of Chicago make sense. As former President Kimpton observed, "We have professed to admire the Greeks, and they invented the Olympic games well in advance of the first 'great book.'" Sports and athletics not only make sense here, they thrive—in both organized and individual ways.

Chicago fields 10 intercollegiate men's teams (baseball, basketball, cross-country, fencing, football, soccer, swimming, tennis, track, and wrestling) and 7 women's teams (basketball, field hockey, softball, swimming, tennis, track and field, and volleyball). Our Midwest Collegiate Athletic Conference football games are bringing back some rituals that used to attract only ghosts on campus like homecomings, pep rallies, and cheerleaders. All done, however, in the "Chicago style," as illustrated by the cheer: "Themistocles, Thucydides, the Peloponnesian War, X squared, Y squared, H2SO4, Who for, What for, Who we gonna yell for . . . MAROOOONS!!"

Varsity is not all. Each year more than 3,800 students—about half of them graduate and professional school students—compete in forty-seven intramural sports. In the Winter Quarter, over 2,800 hours of court time were set aside for basketball alone. Teams often include faculty as well; for example, the English Department softball team—"The Fat City Nine"—recently included four professors. In response to requests for more opportunities for graduates and undergraduates to compete on the same teams, a new program of Sunday mini-tournaments was initiated. Men and women may compete in small group activities, such as triples volleyball, 3 on 3 basketball, coed tennis, and Ultimate Frisbee.
Club sports offerings, ranging from the ordinary to the exotic, include such popular clubs as Men’s and Women’s Crew (look for the “STROKE” T-shirts on campus), Shotokan Karate, sailing, and rugby. The University of Chicago Track Club, a world-renowned amateur organization founded and coached by Ted Haydon, brings together men and women of both average and exceptional ability, from within and without the University. But what is unique about sporting life at Chicago is that first-rate physical facilities are available for all, not just the varsity athlete. The completely renovated Henry Crown Field House, one of Chicago’s largest indoor sports complexes, features a 200-meter Pro-Turf running surface. The track, plus four basketball courts, batting cages, the largest weight-training facilities in Chicago, courts for racketball, squash, handball, and saunas are some reasons why between one and two thousand use this facility daily. Swimmers can choose between Bartlett gymnasium (more courts and gymnastic areas) and Ida Noyes Hall, where there is regularly swimming, basketball, fencing, or folk-dancing. The tennis enthusiasts can take advantage of the twenty-four outdoor courts, scattered across campus. As for the campus’s natural facili-
ties, competing for space on the quads with the ubiquitous “gray city” squirrels are Frisbee players, joggers, cyclists, roller skaters, jugglers, and even some tree climbers.

Hyde Park and Chicago offer more. The Midway Plaisance, a mile-long boulevard developed for the World’s Columbian Exposition of 1893, is now a vast stretch of playing fields for football, soccer, softball, lacrosse, and rugby, not to mention a course for the
runners who use it daily. In winter the city floods one of the fields for skating (you can check out a pair of skates, as you would a book, at nearby Ida Noyes). Lake Michigan provides swimming (some do it year round), boating, and fishing; on the paths along its shore you are always sure to find a partner, young or old, to run or cycle with up to Buckingham fountain or beyond. At Chicago there is ample opportunity to express thought in motion.
FORMER President Levi once began describing student life by pointing out that “book circulation per capita by students at the University of Chicago is the highest in the nation among university libraries.” And for the student it is true that all roads in Hyde Park seem to lead to Regenstein. But when the individual scholar seeks diversion, an opportunity to satisfy the artistic, political, or playful interest, he or she will find roads leading everywhere.

In the visual arts, the Smart Gallery, which houses the University’s permanent collection, and the Renaissance Society in the Bergman Gallery continue to earn the praise of Chicago art critics for providing provocative exhibits that are scholarly as well as innovative. Each fall, the Renaissance Society repeats a 38-year-old innovation, their “Art for Young Collectors Sale.” Students who can’t afford to buy may still hang original art works on their walls, thanks to Joseph R. Shapiro’s “Art To Live With” collection. Over 400 pieces of contemporary art are loaned out at the beginning of each quarter—an event for which hundreds of students queue up over-
night. The enterprising will also find their way to Lorado Taft's Midway Studios, a Registered National Historic Landmark, where art students and faculty work and exhibit.

If it is music you seek, you might just stop and listen to the bells ringing out of Rockefeller Chapel's 200-foot tower. Both the University Carillonneur and the University Organist present regular evening and noon-time concerts. At noon, each Saturday, from Mitchell Tower, you'll hear the change ringers (shades of Dorothy Sayers) practicing their art, one of the few such groups in this country. In the newly renovated Mandel Hall or the newly renovated Department of Music's gothic gem, you may hear the University Symphony Orchestra, Concert Choir, or Chamber Orchestra, all open to students by audition. Other groups include the Collegium Musicum, which recreates ancient music, the Contemporary Chamber Players and the Concert Band, as well as a number of ad hoc ensembles. Each February the Folklore Society holds a Folk Festival of growing national reputation. The student-run Major Activities Board brings jazz, rock, pop, or folk acts throughout the year. Recent visitors have included the Ramones, Pat Metheney, The Band, David
Bromberg, and King Sunny Adé. Internationally acclaimed artists regularly bring classical music to the quadrangles, none more popular than the city’s own Chicago Symphony Orchestra under the direction of Sir George Solti. The entire orchestra often visits, while individual members participate with the Rockefeller Chapel Choir in a nationally famous Oratorio Festival Series, or come to campus for a recital and informal discussion in the unique “First Chair” program.

Theater enthusiasts praise the new building that is home to Court Theatre, the university’s resident professional company. A leading force in the city’s theater scene for 25 summers in Hutchinson Court and winner of the prestigious Joseph Jefferson Awards, Court now performs classical and modern drama year round. Court’s studio productions allow students the opportunity to develop all aspects of theater art. Another campus group, Blackfriars, has created its own musical comedies or performed those of others for decades.

The oldest student film society in the country, DOC Films (Documentary Film Group), offers a yearly schedule of hundreds of films, from the popular to the esoteric, cheaply and conveniently in Cobb Hall’s auditorium, DOC, plus Law School Films, and other student film groups mean movies six nights a week during all academic quarters.

The literary can make their way to the Chicago Review, an internationally distributed, student-run literary quarterly, whose Winter 1979 issue, “Black Mountain and Since: Objectivist Writing in America,” continues to be in demand. Primavera, the literary magazine of the University Feminist Organization, the pages of the Chicago Maroon, and countless ephemeral publications provide additional places for the wielders of the pen.

Stimulated by any number of impressive speakers (last year, Helmut Schmidt, William Buckley, and Alice Walker, among others), or one of the many political leaflets handed out in a given week, the art of conversation flourishes in a number of congenial places. Ida Noyes Hall is the home of a restaurant and “The Pub” (which features 8 draft and 30 bottled beers from around the world—for those over twenty-one). The Reynolds Club offers lounges, billiards, practice rooms, and a mail room. Adjacent are Hutchinson Commons and the C-Shop, respectively the largest and speediest dining rooms on campus. Many departments and Schools have their own lounges or coffee shops, for example, the “Nonesuch,” where the Humanists meet; the Divinity School’s “Swift Kick”; and “Ex Li-
bris,” the student-run canteen in the Library, all providing wholesome alternatives to the usual machine fare. Good talk and good cheer are periodically available at departmental sherry hours. Every Thursday afternoon, students in the Graduate School of Business (which also runs a great coffee shop in the best competitive spirit) congregate for the “Liquidity Preference Function.” The Law School holds an open “Wine Mess” each Friday. And there is always “Jimmy’s,” the sprawling public tap just off campus, which has become a Hyde Park and University institution.
Places, in short, exist for almost any activity. And activities abound. Over one hundred groups exist and, more important, can come into existence almost instantly with the help of the Student Activities Office. Some clubs, like Chess and Debate, have long traditions of regional, national, and even international competition. You will also find the Chinese Students Association, the Organization of Black Students, and the Hispanic Cultural Society. Less common on other campuses, perhaps, are Chicago's Bourgeois Running Dog Lackey Society, Fantasy Gamers Club, Indian Music Circle, and Israeli Folkdancers. Brand new is the Student Activities Mini-Course Pro-
gram, "Eclectic Ed," featuring, for a nominal fee, such courses as Clogging, American Sign Language, Leaded Glass, Calligraphy, and Chinese Cooking. There is heavy graduate student participation here, as in the annual Spring Dance, which last year drew 1,000 people who danced to the theme of Glenn Miller's "String of Pearls."

Each Spring, the diverse cultural paths of the University converge in the annual Festival of the Arts (FOTA), a month-long program of poetry readings, dance recitals and workshops, sidewalk chalk drawing, art exhibits, and music.
THE QUADRANGLES

EDUCATION at Chicago has always been a matter of extraordinary people. As President Hutchins said, “If the first Faculty of the University had met in a tent, this would still have been a great university.” But William Morris, recalling his time at Oxford, reminds us of the “education which the loveliness of the gray city” can give. Students who visit the University of Chicago 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 172-acre campus. The main Quadrangle, 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 residence for graduate students, and Ludwig Mies van der Rohe’s School of Social Service Administration. The new Science Quadrangle with buildings by I. W. Coburn and Holabird and Root focus on the new John Crerar Library by Hugh Stubbins Associates. The works of major sculptors dot the campus, including the world’s first sculpture designed with the aid of a computer, by Johan Severtsen, Lorado Taft’s, “The Fountain of Time,” Antoine Pevsner’s “Construction in Space and in the Third and Fourth Dimensions,” several pieces by Virginio Ferrari, “Grande Disco” by Arnaldo Pomodoro, and perhaps the most famous, 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 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. A massive construction, the Library is one of the largest academic library buildings in the country. Such largeness has a purpose: the library is both the symbolic and practical center of the University’s life.

CHICAGO
THE CITY

It isn’t so much a city as a vast way station where three and a half million bipeds swarm with a single cry, “One side or a leg off, I’m gettin’ mine.” It’s every man for himself in this hired air. Yet once you’ve become a part of this particular patch, you’ll never love another. Like loving a woman with a broken nose, you may find lovelier lovelies. But never a lovely so real.

from *Chicago: City on the Make*, 1951
Nelson Algren

CHICAGO won’t introduce herself. You have to look for her. In books, in buildings, in neighborhoods, in people. You’ll find the problems of every American city here, but you’ll find innovative responses as well, expressed in ways that make Chicago a challenging, enriching, and even desirable place to live.
Chicagoans have produced what has been recognized as America's most creative architecture. The Rookery Building of Burnham and Root, Louis Sullivan's Auditorium and Carson, Pirie, Scott Building, the Prairie School buildings of Frank Lloyd Wright, the glass and steel structures of Mies van der Rohe, the Hancock Building, the Sears Tower—a walk through Chicago's streets is a walk through the history of modern architecture. Members of the University community, on outings at the 55th Street Promontory, can enjoy a panoramic view of these buildings.

Clustered around the Loop you'll find a city of neighborhoods—Chinatown on Wentworth Avenue, the Polish community on Milwaukee Avenue, Ukrainians and Sicilians on West Chicago Avenue, the old Greektown on Halsted, the Irish in Bridgeport, Lithuanians in Marquette Park, with Blacks and Latinos creating their own expanding areas—each an ethnic enclave of pride and prejudice. In their problems, they remind us of the pioneering settlement-house work
of Jane Addams and the birth of urban sociology at the University of Chicago, for assistance to and study of these communities still go on. But they are also welcome additions to the exuberant diversity of Chicago, preserving traditions, providing excellent restaurants, and unique food stores and shops.

In the midst of this kaleidoscopic life stand the grand names of Chicago's cultural life. The Art Institute houses one of the world's greatest collections of French Impressionists. The Chicago Symphony, third oldest in the country and currently under the direction of Sir Georg Solti has justly been called the finest orchestra in the world. The Lyric Opera, whose season has recently been expanded into the Spring, provides a varied repertoire with international singers. The Goodman Theater each season presents world premiere productions. The Museum of Science and Industry, a touch-all-you-want, 14-acre open classroom, teaches the wonders of science to over 3 million visitors a year. The Field Museum of Natural History is outranked only by the Smithsonian Institution and the American Museum of Natural History. The Shedd Aquarium has the world's largest exhibit of marine and freshwater creatures, while the Adler Planetarium, oldest in the western hemisphere, offers an astronomical museum and a varied series of sky shows.

Chicago's cultural scene took off in the 60's and 70's with new movements in theater, dance, art, film, and music. In theater alone, a dozen new companies now offer full seasons of classic, experimental, and ensemble theater, earning Chicago playwright David Mamet's accolade as "the great American city for creativity." Jazz, blues, folk, rock, and new wave clubs dot the North Side, while the South Side remains worthy of its title of "Home of the Blues." A number of vigorous film societies offer underground, experimental, and foreign-language films, revivals, and classics, to make up for the smaller number of first-run houses.

In summertime, culture takes to the streets and parks. The Old Town and 57th Street Art Fairs are followed by the Gold Coast Art Fair and a host of others. Taste of Chicago in Grant Park with booths from well-known restaurants and ethnic food stalls is one of the most popular events of the summer. Free open-air concerts by classical and jazz artists are presented in the new Grant Park Bandshell adjacent to the Lake. Ravinia Park, summer home of the Chicago Symphony, provides a sylvan setting for classical music, as well as for jazz, rock, folk, dance, theater, and picnicking.

Despite these evidences of civilization, wilderness encroaches here
and there. You may find a few square meters of the original prairie grasses and flowers still surviving on the corner of Ashland and Armitage. Or look to the many parks or to the impressive forest preserve system. Within a one- to three-hour drive from the city, there are a great many places to escape to, 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 four hours west, Milwaukee two hours north. (The corn and coal belts 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.

After you’ve been here awhile, you’ll realize that Chicago doesn’t have just one personality. She has as many as you have the time and energy to find. Some will be more obvious at first: the lakefront affluence of the “Gold Coast,” the sleek commercial sheen of Upper Michigan Avenue’s Magnificent Mile, or the dark canyons of the
Loop banking district on lower La Salle. Others will reveal themselves as you explore more widely.

It may be the barrio mural art of the Hispanic community, or it may be the old Polish cafes along Milwaukee Avenue, where the local residents still read the nation's only Polish daily. It may be the discovery of the city's best lemonade stand (on Taylor Street) or the Sunday morning bargain-hunting excursions to Maxwell Street, followed by "dim sum" brunch in Chinatown. It might be the moment during a game at Comiskey Park when you suddenly realize that a Sox fan and a Cub fan are two different types of being. Or perhaps the sight of white sails sprinkled over the lake on the first big sailing day in late spring. Or it just might be one of the Chicagos captured in books.

When Henry Adams, in search of education, visited the "White City," the World’s Columbian Exposition held in Chicago, he wrote: "Chicago asked in 1893 for the first time the question whether the American people knew where they were driving." Adams answered, for one, "that he did not know; but would try to find out. . . . Chicago was the first expression of American thought as a unity; one must start there." And so might you start there, Chicago, the University and the city.

THE UNIVERSITY AND THE CITY
THE NEIGHBORHOOD: HYDE PARK

THE UNIVERSITY makes its home in a lakeside residential neighborhood whose special history was acknowledged officially in 1979, when the Hyde Park-Kenwood Historic District was placed on the register of National Historic Places. This community, as described in the nomination form, includes within its boundaries an uncommonly large proportion of the city of Chicago's most important architectural and historical landmarks. . . . Beyond architectural excellence, . . . individuals [living here] affected not only Chicago, but the nation. . . . In its entirety, . . . there is a unity, a striking character that can only be this place and no other.

That striking character is revealed by its present as well as its past, the two existing in a vital interplay of structures, institutions, and people.

A stroll through the streets, as Jean F. Block tells us in Hyde Park Houses, dynamically discloses the progress from suburban to urban living: "the pre-fire houses on Dorchester; the Chicago cottages between 53rd and 55th; the suburban villas on Kimbark and Kenwood south of 47th Street . . . ; the mansions of Chicago's business leaders (one of them now Muhammad Ali's home); the professors' houses clustered around the University, and finally, the many three-story apartment buildings." The people living in these houses include most of the faculty and students of the University, as well as those of the many neighboring theological institutes. More than half the population consists of laborers, businessmen, and professionals. Together, these people have stemmed the deterioration that threatened Hyde Park, along with other inner-city neighborhoods, after World War II. Beginning in the 50's, a renewal effort of historic proportions, including the cooperation of the University, the South East Chicago Commission, and federal agencies, has resulted in a stable, integrated community.
Its cosmopolitan and activist character is reflected everywhere: in its politics (it created and exported the first independent political movement in the city), in its churches (the Council of Hyde Park and Kenwood Churches and Synagogues is the oldest interfaith organization), and in its schools, which include the distinguished University Lab School, founded by John Dewey, public schools with exceptional, innovative programs, and more than 13 preschools. Greatly aided by the University and the Hyde Park-Kenwood Community Conference, the neighborhood provides a wide range of health and social services. Three large shopping centers serve the community, including the largest cooperative market in the city (employing a full-time education director and a professional home economist) and Harper Court, an eclectic blend of artisans and small businessmen. In addition, numerous shops exist where you can pick up a live lobster, rare cheese, organic vegetables, or the ingredients for an oriental dinner. Restaurants range from adequate to superb, including such regulars as Ribs 'N Bibs (fast and good), the Medici Gallery (once the oldest student coffee shop, now a popular pizzeria), the Eagle (the faculty’s art-deco, English pub answer to the Medici), and Mallory’s (you dine in elegance 30 feet beneath hand-painted ceilings, ten floors above Hyde Park, overlooking the Lake). In the city’s best secondhand bookshops (Powell’s and O’Gara’s) you’ll find the book you want, unless O’Gara’s gray Persian cat happens to be napping on it.

These and more reasons make housing in great demand. But, the fact that people want to live here weighs heavily against the reason some fear to live here—crime. Hyde Parkers are aware of the realities of urban living, but they are also aware that crime statistics here are among the lowest in the city, thanks to the Chicago Police (Hyde Park is the most heavily patrolled area in the city) and the University police, the largest private force in the Midwest, which provides direct-line, white security telephones all over the neighborhood and “umbrella protection.” In addition, there is also the highly successful and much imitated, community-sponsored Project WhistleStop. Hyde Parkers are committed to preserving the quality of life here.

That quality is enhanced by the University, but by no means dependent on it. Apart from the intellectual and cultural stimulation provided by the University, Hyde Park has a rich, homegrown cultural life, augmented by its natural surroundings. This community supports a Chamber-Music-in-the-Home Series, a volunteer community Chamber Orchestra, and, becoming increasingly well known, the Music of the Baroque Concert Series. The Blues Capitol of the
world is just a few streets outside the neighborhood (students are regulars in Buddy Guy's Checkerboard Lounge on 43rd Street). Hyde Park theater has a splendid history: birthplace in the 50's of the Compass Players, today theater lives, among other places, in the Hyde Park Jewish Community Drama Center, offering classes for all ages in all aspects of the craft, and several store-front, experimental theaters. You can find six museums in two and one-half square miles. In addition to the Museum of Science and Industry and the University's Oriental Institute and Smart Gallery, there is the Weiss Museum of Judaica, among the 25 outstanding repositories of Judaica in the United States. The Hyde Park art colony of the 20's and 30's has been replaced by less famous, but not necessarily less inspired creators. The 57th Street Art Fair, the oldest in the country, brings exhibitors and strollers from around the entire country. The teachers and exhibitors in the Hyde Park Art Center read like a “Who's Who” of Chicago Art. The nine local IC viaducts are brightened by murals, ranging from the professional “Rapid Transit” to the one the children did, “Seasons in the City.”

In Hyde Park, no season is without event, but in the spring and summer, the natural surroundings take over. Then, from the periphery, Hyde Park moves toward the Lake, passing, on the way, the many cooperative gardens that have replaced empty lots. Attend
the two-day Garden Fair, now in its twenty-third year, and look for
the sign asking you to “brighten the corner where you are,” or the
lady who feels her “garden in her chest.” Once at the Lake, or the
connecting parks, you’ll find bike trails, harbors, beaches, and, par­
ticularly in April when the smelt run, a host of fishermen. Join the
Hyde Park Irregulars as they run their daily mile or swim a mile
with Jon Erikson of English Channel fame across the bay at the 57th
Street beach. Or join the Birders on Wooded Isle. And in September
return for the Wooded Island Festival.

In sum, a description of life in Hyde Park would fill a 244-page
guide. It has: Our Hyde Park.
# LAW SCHOOL CALENDAR FOR 1984–1985

## 1984 AUTUMN QUARTER

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<th>Day</th>
<th>Event</th>
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<tr>
<td>September 28</td>
<td>Friday</td>
<td>Registration for second- and third-year students</td>
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<tr>
<td>October 1</td>
<td>Monday</td>
<td>Classes meet</td>
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<td>November 22</td>
<td>Thursday</td>
<td>Thanksgiving Day—a holiday</td>
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<td>December 4</td>
<td>Tuesday</td>
<td>Last day of classes</td>
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<td>December 5</td>
<td>Wednesday</td>
<td>Registration for Winter Quarter begins</td>
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<td>December 10</td>
<td>Monday</td>
<td>Reading period begins</td>
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<td>December 14</td>
<td>Friday</td>
<td>Registration for Winter Quarter ends</td>
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<td>Examinations begin</td>
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## 1985 WINTER QUARTER

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<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>March 7</td>
<td>Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>March 13</td>
<td>Wednesday</td>
<td>Registration for Spring Quarter begins</td>
</tr>
<tr>
<td>March 18</td>
<td>Monday</td>
<td>Reading period begins</td>
</tr>
<tr>
<td>March 22</td>
<td>Friday</td>
<td>Registration for Spring Quarter ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations end. Autumn Convocation</td>
</tr>
</tbody>
</table>

## 1985 SPRING QUARTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Monday</td>
<td>Classes meet</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Memorial Day—a holiday</td>
</tr>
<tr>
<td>May 28</td>
<td>Tuesday</td>
<td>Last day of classes for second- and third-year students</td>
</tr>
<tr>
<td>May 29</td>
<td>Wednesday</td>
<td>Reading period begins for second- and third-year students. Early examinations begin for third-year students</td>
</tr>
<tr>
<td>June 3</td>
<td>Monday</td>
<td>Examinations begin for second- and third-year students</td>
</tr>
<tr>
<td>June 4</td>
<td>Tuesday</td>
<td>Last day of classes for first-year students</td>
</tr>
<tr>
<td>June 5</td>
<td>Wednesday</td>
<td>Reading period begins for first-year students</td>
</tr>
<tr>
<td>June 7</td>
<td>Friday</td>
<td>Examinations end for second- and third-year students</td>
</tr>
<tr>
<td>June 10</td>
<td>Monday</td>
<td>Examinations begin for first-year students</td>
</tr>
<tr>
<td>June 14</td>
<td>Friday</td>
<td>Grades for graduating students due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations end for first-year students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Convocation</td>
</tr>
</tbody>
</table>

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