

# Cornell Law School



**Cornell University Announcements**



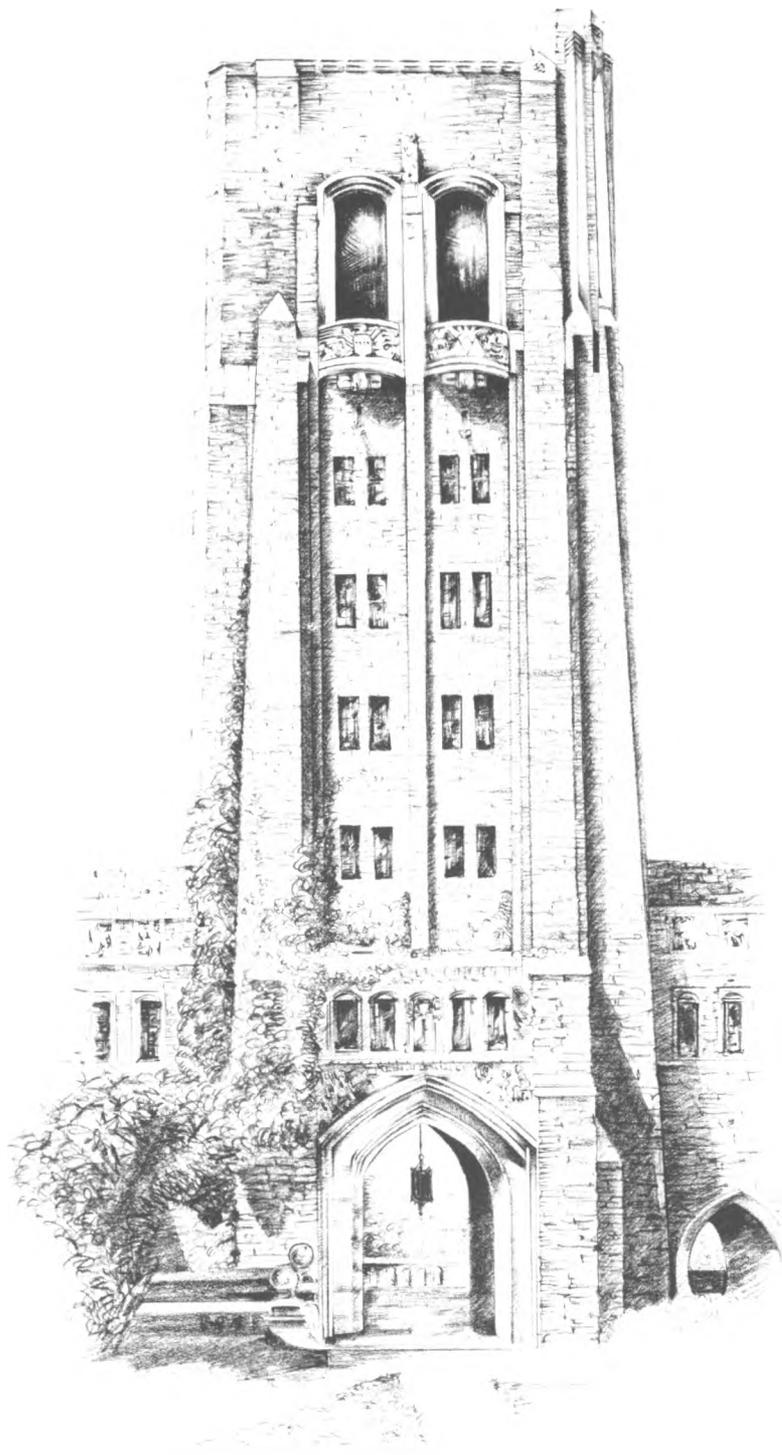
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# Cornell Law School

1983-84



# 1983-84 Calendar

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## Fall Term

Orientation for new students	Tuesday, August 23
Fall term instruction begins	Wednesday, August 24
Registration	Thursday, August 25
Fall recess begins	Saturday, October 15
Instruction resumes	Thursday, October 20
Thanksgiving recess begins	Wednesday, November 23, 5:25 p.m.
Instruction resumes	Monday, November 28
Fall term instruction ends	Tuesday, December 6
Reading period begins	Wednesday, December 7
Final examinations begin	Friday, December 9
Final examinations end	Thursday, December 22

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## January Intersession

(Required for first-year students; elective for upperclass students)

Instruction begins	Tuesday, January 3
Instruction ends	Friday, January 20

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## Spring Term

Spring term instruction for upper-class students begins	Monday, January 23
Spring term instruction for first-year students begins	Wednesday, January 25
Registration	Wednesday, January 25
Spring recess begins	Saturday, March 24
Instruction resumes	Monday, April 2
Spring term instruction for upper-class students ends	Friday, May 4
Reading period for upperclass students begins	Saturday, May 5
Spring term instruction for first-year students ends	Tuesday, May 8
Reading period for first-year students begins	Wednesday, May 9
Final examinations for upperclass students begin	Monday, May 7
Final examinations for first-year students begin	Friday, May 11
Final examinations end	Saturday, May 19
Law School Convocation	Sunday, May 20
Commencement	Sunday, May 27

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The dates in this calendar are subject to change at any time by official action of Cornell University.

The Law School calendar differs in a number of ways from the University academic calendar. Please consult *Introducing Cornell* for details.

In enacting this calendar, the University has scheduled classes on religious holidays. It is the intent of the University that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

The courses and curricula described in this Announcement, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.

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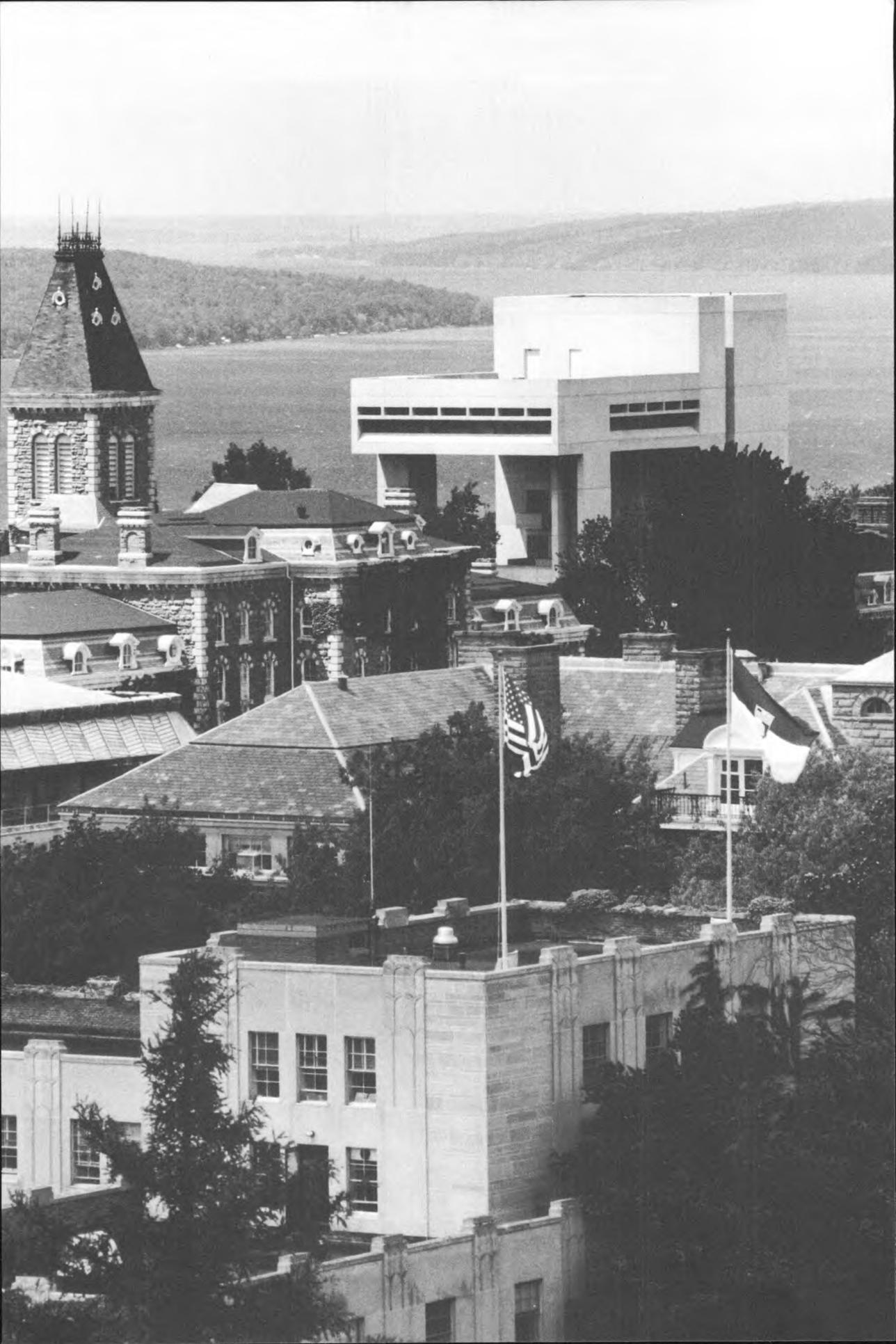
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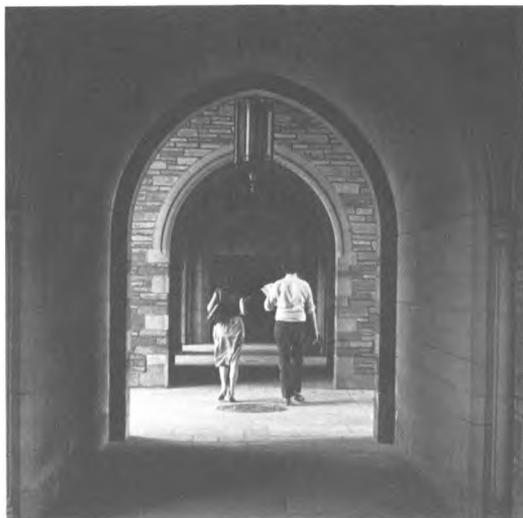
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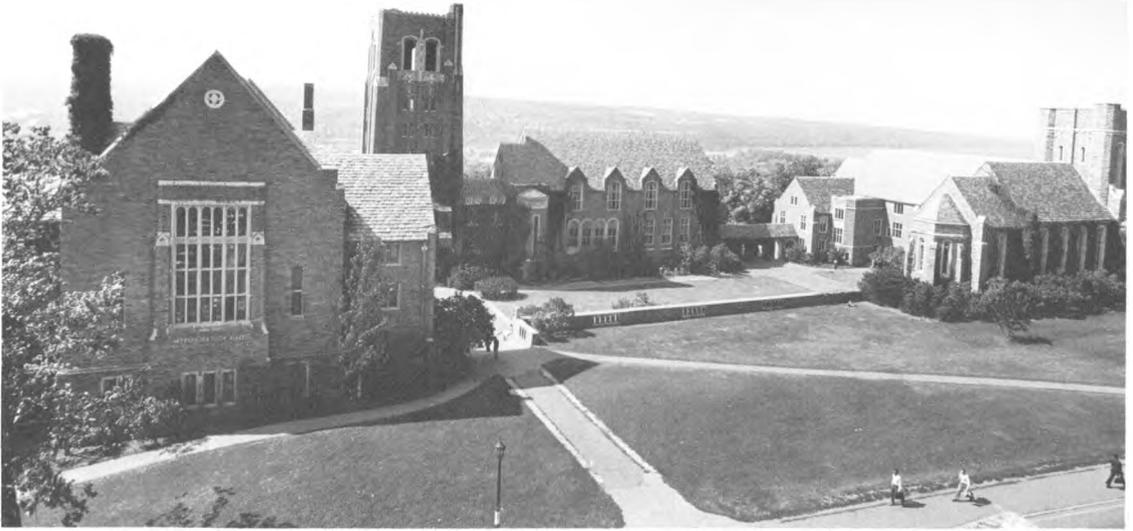
**S**ince its founding, in 1887, the Cornell Law School has exemplified the ideal stated by President Andrew D. White in anticipation of the school's establishment: "Our aim should be to keep its instruction strong, its standards high and so to send out, not swarms of hastily prepared pettifoggers, but a fair number of well-trained, large-minded, morally based *lawyers* in the best sense, who, as they gain experience, may be classed as *jurists* and become a blessing to the country, at the bar, on the bench, and in various public bodies."

The primary purpose of the school is to prepare lawyers who will render the highest quality of professional service to their clients, who are interested in, and capable of, furthering legal progress and reform, and who are prepared to fulfill the vital role of the lawyer as a community leader and a protector of ordered liberty. Five principal elements are necessary to accomplish this stated purpose: a talented and dedicated faculty, a broadly diversified and well-structured curriculum, a highly qualified student body, excellent physical facilities, and a strong relationship with an outstanding university.

**Faculty.** The Cornell Law School faculty is an unusually talented group of men and women dedicated to the education of future lawyers. Through research, publication, and above all teaching, the Law School faculty sets and maintains the highest possible ethical and academic standards for itself and for its students.

Each student is assigned a member of the faculty who serves as a personal adviser throughout the three years of law school. All students may call on members of the faculty at any time in their offices for discussion and assistance in connection with problems arising in their programs of study.

**Curriculum.** The faculty has designed a curriculum that accomplishes several major goals. Prominent among these is supplying the student with a working knowledge of the existing legal system, its principles and its doctrines. Clients cannot be served effectively or liberties preserved by lawyers lacking such knowledge, and the law cannot be improved by attorneys having only a vague and fragmentary knowledge of current legal institutions.



The curriculum is, of course, designed to accomplish other goals as well. Students are trained in legal reasoning and become aware of both the virtues and the defects of the existing legal order. They are reminded of economic, political, and social values that compete for recognition and implementation through law. They are prepared to counsel wisely and to reason impartially and soundly concerning current public issues. Above all, students are continually reminded of the ethical responsibility of the lawyer and the necessity for the highest personal and professional standards.

To further these ends, emphasis in the curriculum is placed on the origin of legal doctrines and rules, the factors that influence change, the social purpose and significance of legal principles, and the role played by law as a rational method for resolving disputes. Recognizing the complexity and diversity of modern society and its corresponding legal order, the faculty continues to modify and expand the curriculum to keep pace with current developments. Environmental law, international law, trade law, law and medicine, and many other areas are included in the Law School curriculum, providing the student with a wide range of course offerings to suit particular needs and interests. Relationships with other disciplines, especially the social sciences and humanities, are developed and encouraged.

Experience has demonstrated that the best legal training is not gained from study devoted primarily to the decisions and statutes of any single state. Such specific training in law school is not required to enable the student to qualify for admission to the bars of the various states. The Cornell Law School provides a broad training in the methods and spirit of the law, supplemented by guidance in

the examination of local peculiarities. Such training results in a more effective lawyer than can be produced by instruction of narrower scope.

**Students.** The Law School students are men and women who represent a wide range of interests, skills, abilities, and accomplishments. They come from every state and from every conceivable type of undergraduate institution. There is currently a total enrollment of about 530 students, representing most states and about 150 colleges. About 35 percent of the students are women, and 10 percent are minority group members.

Applicants present credentials that represent a variety of test scores, undergraduate records and major fields, extracurricular activities, work experiences, and special circumstances. Increasing numbers of students have been involved in some kind of academic or nonacademic activity between graduation from college and entrance into law school. Some students have even had successful careers in other fields of endeavor but have decided to pursue a legal education. As a result, the ages and experiences of the students vary significantly. This diversity provides an exciting environment for the exchange of ideas and opinions—an invaluable aid in the process of legal education.

**Facilities.** The Law School is situated on the campus of Cornell University. Although on campus, the school is self-contained, having its own classrooms, library, dormitory, and dining hall.

Myron Taylor Hall, which contains classrooms, the law library, and faculty offices, furnishes splendid facilities for studying law and doing legal research and beautiful surroundings in which to work. Provision for the comfort and convenience of students includes carrels in the library stacks for

quiet study, rooms for student organizations and activities, student lounges, and a squash court.

Hughes Hall, a residence center for unmarried students, is adjacent to Myron Taylor Hall. The Hughes Hall cafeteria serves the Law School and is open to all members of the Cornell community. Hughes Hall was named in honor of Chief Justice Charles Evans Hughes, a member of the Law School faculty from 1891 to 1895.

**Law library.** The Cornell Law Library, one of the finest in the country, contains more than 340,000 volumes, arranged to give students direct access to the books. Its collection of the statutes and court decisions of the United States and Commonwealth countries is outstanding. In addition, the library has excellent collections of legal periodicals, treatises, and encyclopedias, with research tools for locating information in them. The collection of records and briefs filed on appeal in the United States Supreme Court, the Second and Washington, D.C., circuit courts of appeal, and the New York State Court of Appeals provides useful information for the researcher. The materials on international and foreign law provide an excellent research collection for comparative law. LEXIS and WESTLAW, computer-based systems for legal research, are available to students for on-line use.

The library staff of twenty full-time employees under the direction of the law librarian provides invaluable aid to the students. The University library system, which contains well over four million volumes, is one of the major collections in the world and is readily accessible to law students.



**Size.** The Cornell Law School, with an enrollment of about 530 students, is medium-sized among American law schools. The school is large enough to offer a wide and varied curriculum but small enough to provide a human scale that avoids impersonality. The full-time faculty, permanent members plus visitors, currently numbers thirty-one, producing an excellent student-faculty ratio. In addition, several part-time teachers offer courses in specialized areas. The size of the school is conducive to close relationships among students, faculty, and administration. Numerous social activities involve nearly all members of the Law School community, and there is a strong feeling of collegiality.

First-year classes are currently sectioned so that each student has one class in a major subject with an enrollment of less than thirty. Other first-year classes vary in size, but most contain about eighty students. Legal-writing classes for first-year students are usually taught in sections of eighteen students each. Second- and third-year classes vary in size, but many enroll between twenty-five and fifty students. Seminars and other courses involving research and writing on particular legal problems are ordinarily restricted to sixteen students each.

**The University.** The Law School benefits from its association with the research and instructional facilities of a major university. There are an increasing number of inter- and cross-disciplinary programs and courses in which the school plays a role. In addition, the school participates in joint degree programs with a number of other divisions within Cornell University. These programs are described on pages 22–24 of this Announcement.

The cultural and intellectual life of the University community is large and varied. Cornell University, with a total student population on the Ithaca campus of about seventeen thousand, provides excellent opportunities for participation in and enjoyment of art, athletics, cinema, music, and theater, and its activities are supplemented by those at other nearby colleges.

The University is located in Ithaca, a city of about twenty-nine thousand in the Finger Lakes region of New York State, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. The University is bounded on two sides by gorges and waterfalls. Open countryside, state parks, and year-round recreational facilities are only minutes away. Excellent sailing, swimming, skiing, hiking, and other outdoor activities are available.

Ithaca is one hour by airplane and five hours by car from New York City, and other major metropolitan areas are easily accessible. Direct commercial flights connect Ithaca with New York City, Boston, Chicago, Pittsburgh, Washington, D.C., and other cities.





**A**dmission to the Cornell Law School is highly selective; almost 3,300 applications for admission were received for the 175 places in the class admitted in the fall of 1983.

Many factors enter into an admission decision. The admissions committee considers evidence of an applicant's intellectual ability, motivation, and character. Selection among highly qualified applicants is exceedingly difficult. The undergraduate transcript, faculty appraisals, the applicant's personal statement, and the Law School Admission Test (LSAT) score assist in measuring an applicant's aptitude. The Law School wants a diverse, interesting, and highly motivated student body. Thus the admissions committee may give considerable weight to work experience, graduate study, minority status, and other special circumstances brought to its attention. These factors are especially important for applicants whose grade point averages and LSAT scores are not fully competitive.

The class that registered in the fall of 1982 had a median LSAT score of about 705 and an undergraduate grade point average of about 3.56. (The class that registers in the fall of 1983 is

expected to have an average score on the new LSAT of about 42.) Other characteristics include the following: 43 percent had full-time job experience other than summer jobs, 44 percent had law-related job experience, including internships, 41 percent had been actively involved in student government in leadership positions, 25 percent were editors and reporters on college publications, 19 percent were college varsity athletes, 13 percent had done graduate work, and 19 percent had studied abroad, either during college or afterward.

Interviews with the director of admissions are not usually held for evaluative purposes. If an applicant wants more information about the program after reading this Announcement, a visit to the school may be useful. Accepted applicants are urged to visit the school. Arrangements for a student tour may be made by calling the admissions office several days before a visit.

The Law School accepts beginning students only on a full-time basis and only in the fall. The school reserves the right at any time to modify its rules and procedures with respect to admission, continuation in school, or graduation.

## Equal Opportunity Policy

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

## Prelaw Studies

The Cornell Law School does not prescribe a prelaw course of study. Law touches nearly every phase of human activity, and consequently there is practically no subject that can be considered of no value to the lawyer. Prelaw students should, however, be guided by certain principles when selecting college courses.

1. *Pursue personal intellectual interests.* Interest begets scholarship, and students derive the greatest benefit from studies that stimulate their interest.
2. *Attempt to acquire or develop precision of thought.* The lawyer must be able to express thoughts clearly and cogently, in both speech and writing. Courses in English literature and composition and in public speaking may serve this purpose. Logic and mathematics develop exactness of thought. Also meriting attention are economics, history, government, and sociology, because of their close relation to law and their influence on its development; ethics, because of its kinship to guiding legal principles; and philosophy, because of the influence of philosophic reasoning on legal reasoning and jurisprudence. Psychology helps the lawyer understand human nature and mental behavior. Some knowledge of the principles of accounting and of the sciences, such as chemistry, physics, and biology, will prove of practical value to the lawyer in general practice.
3. *Study cultural subjects.* Although a broad liberal arts education may have no direct bearing on law or a legal career, it will expand students' interests, help cultivate a wider appreciation of literature, art, and music, and make better-educated and well-rounded persons.
4. *Consider the utility of certain subjects to specialized legal careers.* A broad scientific background—for example, in agriculture, chemistry, physics, or engineering—when coupled with training in law, may furnish qualifications necessary for specialized work with the government, for counseling certain types of businesses, or for a career as a patent lawyer.

A business or accounting background may be helpful for a person who wants to specialize in corporate or tax practice.

For additional information see the 1983–84 *Prelaw Handbook*, prepared by the Law School Admission Council and the Association of American Law Schools. This book includes material on law, lawyers, prelaw preparation, application to law schools, and study of law and contains specific information on most American law schools. It may be obtained at college bookstores or ordered from LSAT/LSDAS, Box 2000, Newtown, Pennsylvania 18940.

## Summer Prelaw Program

Since 1976 the Cornell Law School, in conjunction with the Cornell University Summer Session, has offered a prelaw program for undergraduate college students interested in learning about legal education. The classes are taught by members of the Cornell Law School faculty. In the past, offerings have included such subjects as the adversarial process, family law, criminal law, constitutional law, environmental law, and property law. More information about the Prelaw Program may be obtained by writing to the Assistant Director, Prelaw Program, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853.

## Requirements

The Law School usually requires an applicant for admission to the course of study leading to the Doctor of Law (J.D.) degree to have an approved degree before registration. An approved degree is (1) any baccalaureate or higher degree with specialization in the liberal arts and sciences granted by a regionally accredited institution or (2) any baccalaureate or higher degree with specialization in a professional field granted by a regionally accredited institution and involving at least forty-five semester credit hours in the liberal arts and sciences. The New York State Court of Appeals has interpreted *study in the liberal arts and sciences* to include courses "which have teaching objectives primarily requiring for their fulfillment, judgment and understanding based on content, concepts, fundamental theory, and history of a subject." Such study includes courses in the humanities, languages, literature, social sciences, mathematics, and biological and physical sciences.

A small number of exceptionally well qualified applicants may be admitted to the Law School after only three years of undergraduate education at Cornell or elsewhere. The requirements for admission under these circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding



Dean Peter W. Martin

qualifications and strong professional motivation. Any arrangements regarding the awarding of a bachelor's degree must be made with the applicant's undergraduate institution.

The Law School may admit a limited number of highly qualified undergraduates registered in the College of Arts and Sciences at Cornell University if at the time of entry they will have completed 105 of the 120 credits required for the A.B. degree, including ninety-two credits in the College of Arts and Sciences.

The College of Human Ecology offers a program for exceptional students in which they spend their fourth year of college at the Law School. Interested students should consult with the college's director of special educational projects.

**Law School Admission Test.** The Cornell Law School belongs to the Law School Admission Council, which oversees the development and administration of the LSAT and of some other services such as the Law School Data Assembly Service and the *Prelaw Handbook*. The test is given on certain specified dates during the year at test centers throughout the country and at some overseas centers. The test is required of all applicants for admission to the Law School. The test score is used to supplement the college record, faculty recommendations, and other factors that determine admission. Applicants should write to LSAT/LSDAS, Box 2000, Newtown,

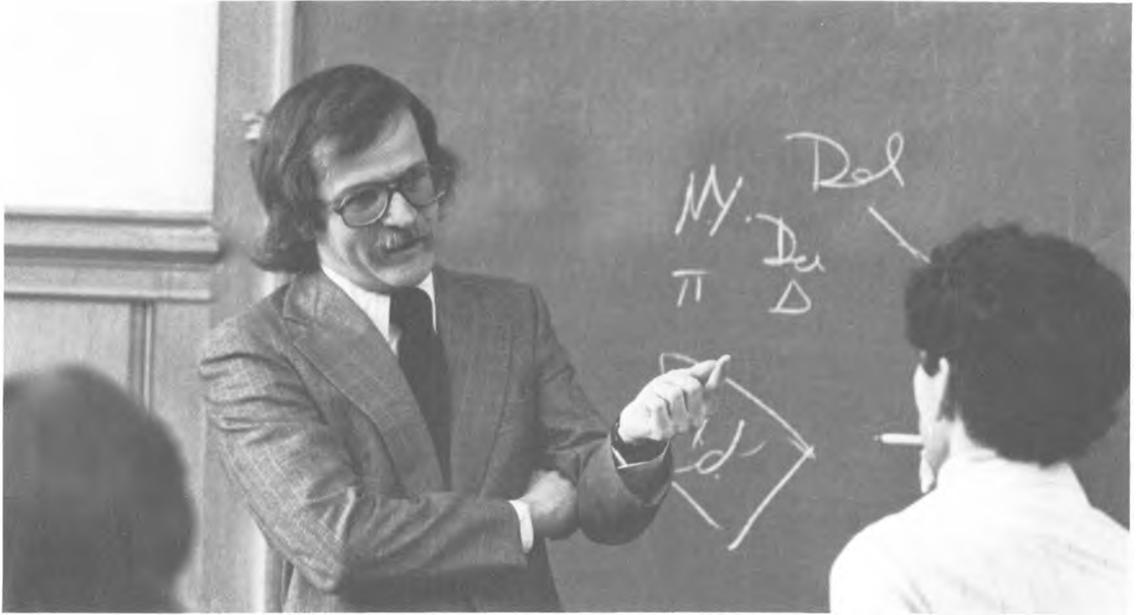
Pennsylvania 18940, requesting an application form and the *Law School Admission Bulletin*.

**Registration with LSDAS.** Each applicant must register with the Law School Data Assembly Service by completing and mailing the registration form supplied with the *Law School Admission Bulletin*. A transcript from each college or university attended should be sent to LSDAS, Box 2000, Newtown, Pennsylvania 18940.

LSAT/LSDAS reports will be produced only for applicants who submit the law school application matching form with their application to the Cornell Law School. Therefore the Cornell Law School admissions office can process only applications accompanied by this form, found in each applicant's LSAT/LSDAS registration packet, and will return to the applicant any application received without this form. The matching form must be submitted with part I of the application for admission, located in the center of this Announcement.

Applicants accepted by the Law School will be asked to submit directly to the school a final transcript, showing the awarding of a bachelor's degree.

**Health requirements.** Students accepted for admission will be required to provide health histories on forms supplied by the University. The student is responsible for fulfilling this requirement, which may be met at the time of registration.



Professor Kevin M. Clermont

The Department of University Health Services strongly recommends that all graduate students have immunization against tetanus before entering the University. Initial and booster tetanus toxoid immunization shots are, however, available for a nominal charge at the Gannett Health Center.

### Application Procedure

The application for admission to the Cornell Law School consists of part 1 and part 2. Part 1 is in the center of this Announcement. Applicants should complete part 1 as early in the fall as possible and return the form to the admissions office, along with the matching form and a \$40 application fee. As soon as part 1 is received at the admissions office, the applicant will be mailed part 2 of the application.

The admissions committee will make every effort to send applicants a first response (admit, deny, or hold) by April 1 if the application is complete before February 1. To avoid the holiday mail rush and the resulting backlog, those who want this early response should try to get all supporting materials to the admissions office early in December. Those who complete their application after February 1 should not expect to receive a first response until late spring.

To secure a place in the class, each applicant accepted for admission must pay an initial deposit after receiving notice of acceptance. A second deposit is due in early summer. The amount and timing of the deposits may vary from year to year.

Those admitted to the class entering in the fall of 1983 were required to pay a \$150 deposit on April 8 and a \$350 deposit on June 1. Applicants are notified of the details of the deposit procedure at the time of acceptance.

### Registration with Bar Authorities

The rules of certain states (not New York) require notification of the intent to begin study of law or registration with the bar admission authorities when the study of law is begun. After deciding to study law, the student should obtain instructions from the proper authorities (usually the state board of bar examiners or the clerk of the court of highest jurisdiction) in the state in which the student intends to practice. Failure to comply with such instructions may substantially delay admission to the bar. For current bar requirements, applicants should consult *Law School and Bar Admission Requirements: A Review of Legal Education in the United States*, published annually by the American Bar Association.

### Transfer Students

A student who has satisfied the entrance requirements for regular students, has successfully completed one year of law study in an approved law school, and is in good standing at that school may, at the discretion of the faculty, be admitted to advanced standing on the conditions that the faculty prescribes. Usually a limited number of transfer students with



*Professor Judith T. Younger*

exceptional academic records are admitted each year. In recent years there have been spaces for five to ten transfer students in each second-year class, but the exact number of available spaces is not known until late summer.

The application form for transfer applicants is the same as that for regular applicants. Part 1 of the application is attached in the center of this Announcement. Transfer applicants should plan to complete their application by July 15. Every effort is made to notify transfer applicants of a decision by August 1.

The admissions committee is interested primarily in the applicant's performance and class rank during the first year of law school. Accepted transfer applicants have usually ranked in the top 10 percent of their class during the first year of law school. The committee does not make a final decision until it receives an official transcript showing first-year law school grades, a letter from the dean's office of the present law school indicating that the student is in good academic standing, a similar letter from the dean's office at any school from which the student received a degree, an LSDAS report, and at least two letters of recommendation from professors. At least one of the two faculty appraisals must be from a law professor, preferably one with whom the student has had close academic contact.

The Cornell Law School will grant transfer students no more than thirty credit hours of advanced standing toward their J.D. degree. Transfer students may be awarded fewer than thirty credit

hours of advanced standing, depending on the correspondence between first-year courses at Cornell and the transfer applicant's current law school. Details on specific cases may be obtained by corresponding with the Registrar, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853.

The financial aid office of the Cornell Law School does not normally award scholarship assistance to transfer students for their first year at the school. All aid is in the form of loans. The transfer student is eligible for both scholarship and loan assistance during the second year at Cornell.

## Special Students

Applicants who could fulfill the entrance requirements for admission but do not want to be degree candidates may, at the discretion of the faculty, be admitted as special students to work in the fields they choose. Applicants who have not completed the required amount of prelaw study, but whose maturity and experience indicate that they could pursue the study of law successfully, may, in exceptional cases and at the discretion of the faculty, be admitted as special students, not degree candidates.

In many states, law study pursued by a student who is not a degree candidate may not be counted toward fulfillment of the requirements for admission to the bar examination.

# Finances



**T**he estimated expenses for a single student, including tuition, room, board, books, and incidentals, are about \$15,600 for the current academic year. A total of about \$18,440 is projected for a married student without children. Married students with one child should anticipate expenses of about \$20,040 for nine months. These figures are the maximum expenses allowable in computing need for financial aid applicants. The table below is a guide to expenses.

	<i>Single</i>	<i>Married</i>
Tuition, 1983-84*	\$ 9,270	\$ 9,270
Room and meals	3,600	5,440
Books and supplies	500	500
Personal expenses	2,230	3,230
	<hr/> \$15,600	<hr/> \$18,440

\*Tuition for 1984-85 will not be announced until March 1984.

## Tuition and Fees

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

**Tuition.** The tuition for J.D. candidates and special students registered in the Law School in 1983-84 is \$9,270 for the academic year. Tuition is billed in July and December and must be paid before registration.

**Application fee.** Payment of a nonrefundable \$40 application and processing fee in the form of a check or money order payable to Cornell University must accompany part 1 of the application for admission.

**Registration fee.** To secure a place in the class, each applicant accepted for admission must pay a first deposit after receiving notice of acceptance. A second deposit is due in early summer. The amount and timing of the deposit procedure may vary from year to year. Those admitted to the class entering in the fall of 1983 were required to pay a \$150 deposit on April 8 and a \$350 deposit on June 1. Applicants are notified of the details of the deposit procedure at the time of acceptance.

**Special fees.** Matriculated students who register late in any term must pay a graduated late-registration fee as follows: three weeks, \$50; four weeks, \$60; five weeks, \$70; six weeks, \$80; more than six weeks, \$80 plus \$25 for each week beyond six weeks. *Courses of Study* lists optional fees for meal plans, recreational activities, parking, and so on, and also includes such information as the penalties charged for replacing a lost ID card and for writing a bad check.

## Financial Aid

The school has a comprehensive financial aid program designed to help students who demonstrate significant need. About 40 percent of the students at the Law School are receiving scholarship awards. A higher percentage are receiving loan assistance.

Applications for financial aid from new and continuing students must be received by the Graduate and Professional School Financial Aid Service (GAPSFAS) by February 28. Financial assistance is awarded for one year at a time, and new applications are required each year. The amount and form of the award may vary from year to year on the basis of financial need and available funds. There is no guarantee that a student receiving a scholarship one year will receive a scholarship the next year. However, every effort is made not to reduce the scholarship award to a student whose financial circumstances remain the same.

All scholarship aid is awarded in conjunction with federally guaranteed student loan programs. When such loans are insufficient or unavailable, Cornell University loan funds or college work-study funds, or both, are used, if available. The Law School does not generally recognize a student's financial independence from parents or spouse in calculating need. Transfer students are not eligible for grants during their first year at Cornell.

A student who is not eligible for Law School scholarships or University loans may nevertheless be eligible for a federally subsidized, state-guaranteed loan. Interested students should contact their local banks or an Ithaca bank for details.

All applicants for financial assistance must register with GAPSFAS. A registration form for this service may be found in the *Law School Admission Bulletin* or may be obtained from GAPSFAS, Box 2614, Princeton, New Jersey 08541. GAPSFAS forms are also available in the Law School admissions office.

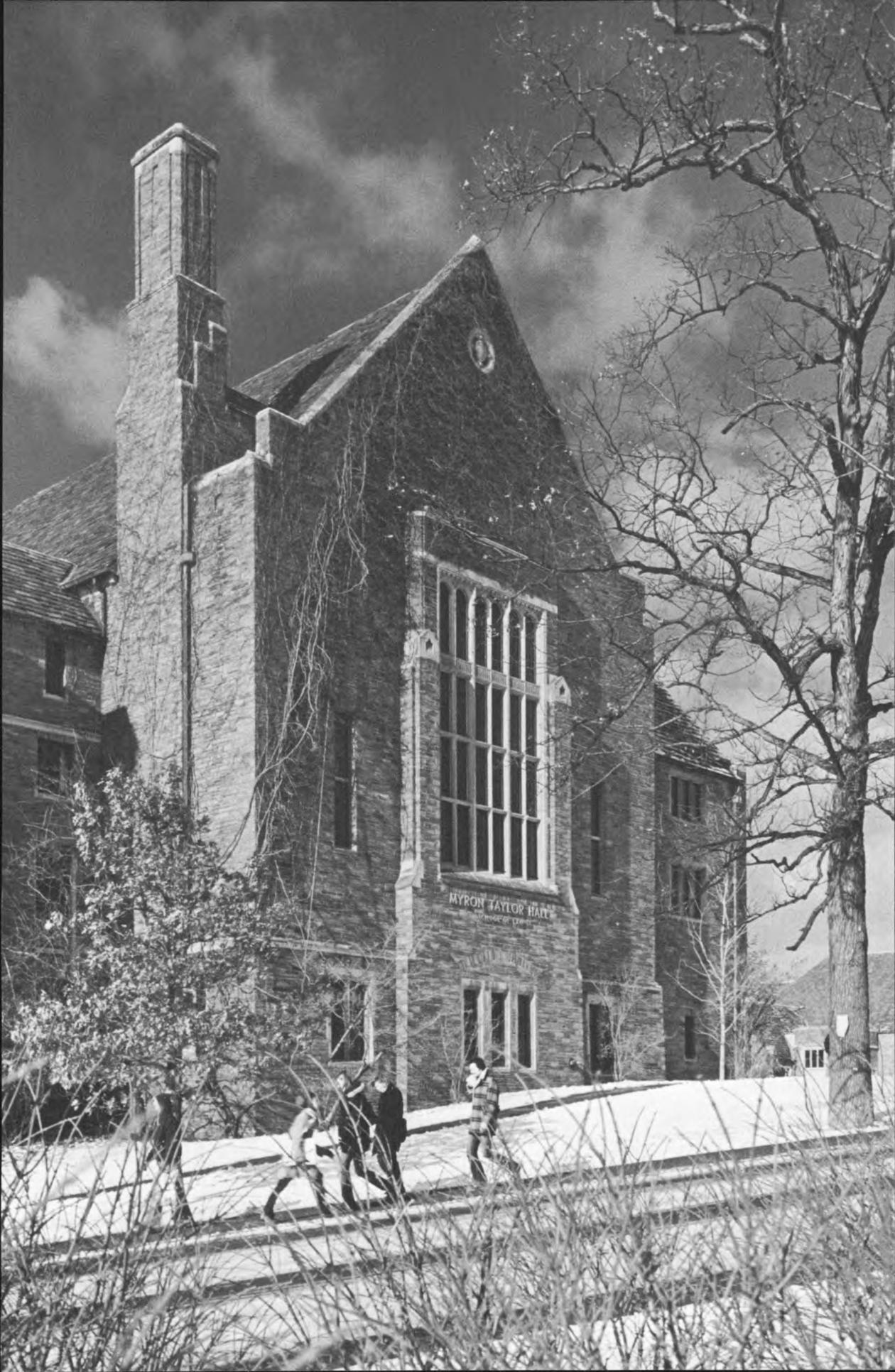
The form should be sent to GAPSFAS, Box 2614, Princeton, New Jersey 08541, where it will be analyzed, duplicated, and sent to each law school designated on the registration form. GAPSFAS must receive the form by February 28, 1984. *Except in extremely unusual situations, a student who does not apply for and receive financial aid before enrolling in the first year at the Cornell Law School should not expect to receive financial aid during the second or third year.*

## Employment during the Academic Year

The study of law, especially in the first year, demands so much time and energy that it is usually not advisable for a student to try to earn a large proportion of the expenses incurred during the academic year. A number of upperclass students have found interesting and remunerative part-time employment at the Law School, elsewhere on the Cornell campus, and in Ithaca.

Requests for further information about employment should be directed to the Office of Student Employment, Cornell University, 203 Day Hall, Ithaca, New York 14853.





MYRON TAYLOR HALL

DEPARTMENT OF CHEMISTRY



**C**andidates for the degree of Doctor of Law (J.D.) must satisfactorily complete ninety-six weeks of law study and eighty-four semester credit hours. Seventy-two of these must be in professional law subjects. Subject in each case to the approval of the dean of students, courses related to legal training taught by members of the University faculty outside the Law School may be taken.

Because of their fundamental character, all first-year courses are required. After the first year the curriculum is structured, but students have a wide range of course choices. During the second and third years students may not register for fewer than twelve hours or more than sixteen hours in any one term, or for fewer than twenty-seven hours in any one academic year. Exceptions to these requirements need the consent of the dean of students.

## First-Year Courses

### Fall

	<i>Credit Hours</i>
Civil Procedure	3
Constitutional Law	4
Contracts	3
Practice Training I	1
Torts	4

### Spring

Civil Procedure	3
Contracts	2
Criminal Justice	4
Practice Training II (intersession: January 3-20)	2
Property	4

During the first year each student is required to take Practice Training I during the fall term and Practice Training II during the January intersession. These courses are described on page 37. Satisfactory completion of Practice Training I is a prerequisite to graduation.



## Upperclass Curriculum

The second year provides students the opportunity to broaden the foundation laid in the first year. This aim is reflected in the faculty's recommendation that students take four core courses during the second year: (1) Administrative Law, (2) the Business Associations sequence or Enterprise Organization, (3) Evidence, and (4) Federal Income Taxation.

The importance of broadening of a different kind is reflected in the requirement (effective with the class entering in the fall of 1983) that all students take a "perspective course," that is, a course offering perspective on current United States law and legal institutions through a theoretical or comparative approach or the use of another discipline. Although the dean of students can allow deferral to the third year for good reason, this requirement must normally be satisfied in the second year. Offerings in such fields as legal history, legal theory, and comparative law meeting the perspective requirement will be listed each year before registration.

Before graduation three other course requirements must be satisfied. The first is a writing requirement, described in detail on pages 19–20. Second, all students must take one of several courses dealing with issues of professional responsibility. Finally, beginning with the class entering in the fall of 1983, all students must take one of several courses emphasizing the application of legal theory and doctrine in the performance of fundamental lawyer tasks such as interviewing, fact investigation, counseling, negotiation, drafting, and advocacy. Various current electives meet that requirement, including Interviewing,

Counseling, and Fact Investigation; Lawyer as a Negotiator; Legal Aid I; Problems in Legislation; and Trial Advocacy. A full list of courses meeting the professional responsibility requirement and "skills requirement" will be issued each year before registration.

The third year of law study furnishes the opportunity to diversify through pursuit of individual interests. A wide range of elective courses including many seminars and problem courses holds out that prospect. The third year also permits concentration through in-depth study of a single field. To encourage this use of the third year, the school will offer students (beginning with the class entering in the fall of 1983) the opportunity to concentrate in any of four areas: (1) advocacy, (2) business law and regulation, (3) general practice, or (4) public law. This concentration option is described in detail on page 22. The school also offers a J.D. degree with specialization in international legal affairs, as described on page 22.

In some heavily elected upperclass courses the school provides course alternatives or double sections. Despite the flexibility this option allows students, scheduling constraints often require that large courses most frequently taken by second-year students conflict with courses generally taken in the third year. In preparing the course schedule, the school may schedule the recommended core courses plus Commercial Law, Process of Property Transmission, and Trusts and Estates I in conflict with such courses as Antitrust Law, Conflict of Laws, Criminal Procedure, Debtor-Creditor Law, Federal Courts, and Trial Advocacy, which are heavily elected by third-year students.

**Upperclass Courses**

	<i>Credit Hours</i>
<i>Fall</i>	
Antitrust Law	3
Business Associations I	3
Business Torts	2
Commercial Law	3
Comparative Law	3
Criminal Procedure: From Indictment to Sentence	2
Debtor-Creditor Law	4
Employment Discrimination	3
Environmental Law	3
European Economic Community	2
Evidence	3
Federal Income Taxation	4
Intellectual and Industrial Property	3
International Law	3
International Taxation	3
Labor Law	3
Land-Use Planning	3
Law Practice Dynamics	3
Lawyers and Clients	3
Securities Regulation	3
Taxation of Partnership Income	2
Trial Advocacy	3
Trusts and Estates I	3
<i>Spring</i>	
Administrative Law	3
Advanced Civil Procedure	3
Business Associations II	3
Commercial Law	3
Conflict of Laws	3
Criminal Procedure: Investigation	3
Enterprise Organization	4
Estate and Gift Taxation	3
Evidence	3
Family Law	3
Federal Courts	4
Federal Income Taxation	4
International Trade Law	3
Interviewing, Counseling, and Fact Investigation	3
Law, Society, and Morality	3
Lawyer as a Negotiator	2
Legal History	3
Local Government	3
Process of Property Transmission	4
Professional Responsibility	3
Real Estate Transfer and Finance	3
Soviet Law	3
Taxation of Corporations and Shareholders	3
Trial Advocacy	3

**Problem Courses and Seminars**

	<i>Credit Hours</i>
<i>Fall</i>	
American Legal Theory	3
Computer Applications in Law Practice and Legal Education	3
Corporate Practice	3
Equal Protection Seminar	3
Freedom of Expression	3
Law and Medicine	3
Legal Aid I*	4
Legal Aid II*†	4
Problems in Legislation	3
Products Liability Seminar	3
Remedies	3
<i>Spring</i>	
Children's Rights	3
Copyright, Trademark, and Patent Law	3
Ethics of Corporate Practice	3
International Business Transactions	3
Labor Arbitration Seminar	3
Law and Economics Seminar	3
Lawyers and Moral Responsibility	3
Legal Aid I*	4
Legal Aid II*†	4
Multinational Enterprise	3
Official Liability	7
Selected Problems in Commercial Law	3
Theories in Law, Science, and Ethics	3

\*These courses fulfill the second writing requirement only; all other problem courses and seminars satisfy either of the two requirements (see below for a discussion of the writing requirement).

†This course runs throughout the year and must be elected in both semesters.

**Writing Requirement**

Before graduation every student must satisfy a writing requirement by taking (1) a problem course or seminar of three credit hours that contains a substantial writing component (exceptions are noted below and in the course descriptions of several seminars) and (2) an additional writing course, either (a) another problem course or seminar (of two or three credit hours) or (b) two credit hours of supervised writing. Satisfactory completion of Legal Aid I or II, election to the editorial board of the *Cornell Law Review* or of the *Cornell International Law Journal*, having a note accepted and scheduled for publication by either editorial board, or submission of satisfactory briefs in at least two upperclass Moot Court competitions satisfies the second, but not the first, writing requirement.

**Problem courses and seminars.** Problem courses and seminars provide more extensive instruction to small groups of students and help

develop lawyer skills, especially legal writing. The problem-course method of instruction permits exploration of difficult issues in a field of law through the analysis of a series of problems. Students prepare memoranda of law, legal instruments, drafts of corrective legislation, and other written materials and present them for discussion and criticism. Seminars, on the other hand, require extensive reading and discussion in a field of law and the preparation by each student of one or more research papers.

In a three-hour problem course or seminar the student is expected to produce high-quality legal writing, requiring substantial effort. The form, nature, and length of the written work may be highly variable, but its preparation involves extensive faculty supervision, criticism, review, and, when appropriate, rewriting. Attention is given to structure, rhetoric, and English composition as well as to legal analysis and expression.

**Supervised writing program.** Second- and third-year students may do supervised research and write on topics of their choice for academic credit. This work is done during the academic year under the supervision of a law faculty member. A student may not earn more than a total of three credit hours for supervised written work during his or her legal studies.

Arrangements for such work are made by the student with a faculty member who agrees to supervise the student's work. In determining whether to supervise a student, a faculty member may require the student to submit a detailed outline of the proposed paper, as well as a summary of previous writing on the subject or other appropriate information. Normally a faculty member requires, as a prerequisite for a student's writing in a particular area, completion of the basic course or courses in that area.

A student who is accepted for this program is expected to submit outlines and drafts to the faculty member for review and discussion on a regular basis. The standard for grading is a law review article (or another appropriate standard in the case of written work not in article form). Students may earn one, two, or, in exceptional situations, three credit hours for any project of supervised writing. The amount of credit is determined by the supervising instructor at the outset of the project, based on its difficulty and magnitude. Projects for two or three credit hours may be carried for part of the total credit in each term over an entire academic year and satisfy a portion of the writing requirement.

Work that has been done in another context, such as a summer job, the *Cornell Law Review*, the *Cornell International Law Journal*, or legal aid may not be used for supervised writing credit; however,

a paper that represents a substantial further development of work done in one of these contexts may be used. Appropriate projects are in the nature of neither remedial work by the student nor routine research assistance for the faculty member. Instead, the research and writing should be scholarly and independent.

An alternative kind of work under this program is teaching assistance in connection with the first-year small-section writing exercises. During the semester, with the instructor's collaboration, the student devises writing assignments and evaluates, comments on, and edits the papers of the first-year students in the section. Arrangements for such work are made by the student with a small-section instructor who agrees to take on an assistant, and there can be only one such student assistant for each small section. Similarly, law students may receive academic credit for teaching assistance in connection with a law-related course given by a law faculty member elsewhere in the University. The regulations set forth in the preceding paragraphs describing the supervised writing program otherwise apply, except that the maximum total of two credit hours allowed for such teaching assistance are graded on an S-U basis and may be in addition to the one, two, or three credit hours for supervised written work discussed above.

## Clinical Experience

The school offers several clinical programs in which students can develop lawyer skills, such as interviewing, counseling, drafting, negotiation, and trial advocacy. These programs involve students in simulated exercises as well as in actual courtroom proceedings.

Cornell Legal Aid provides legal assistance to indigent persons in civil matters in Tompkins County and involves students in the actual practice of law. Participation is open to second- and third-year students.

In the first-level seminar, Legal Aid Seminar I, students handle five to eight cases in the areas of governmental benefit, housing, family, and consumer law. Students may represent clients at administrative hearings. Students also attend weekly classes, largely devoted to the development of basic lawyering skills (interviewing, counseling, negotiation, hearing advocacy). The skills are developed through lecture, discussion, simulation, and critique of actual case handling.

The upper-level seminar, Legal Aid Seminar II, involves students in making court appearances and assisting in the supervision of the legal aid members. The weekly class sessions are devoted to the further development of lawyering skills,



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including pretrial discovery, litigation, planning, investigation, and trial advocacy.

A student's experience in the clinical program may include drafting of pleadings, motion papers, letters, memoranda, and other legal documents; representation of clients in administrative hearings; and motion and trial practice in all New York and federal courts that serve the Tompkins County area. In all phases of client representation students are supervised by one of the four attorneys working full time in the clinic.

A seminar in legislation introduces students to the legislative process and involves them in policy as well as legal analysis. A trial advocacy course is offered that develops students' trial skills and involves them in simulated courtroom proceedings. These courses offer a rich opportunity for acquiring the skills required to carry on complex litigation in state and federal courts.

A limited number of students are able to take a full clinical semester as externs with either the Center for Law and Social Policy or the National Wildlife Federation in Washington, D.C.

### Term Away

A limited number of students are permitted to take the fourth or fifth semester of their J.D. program at another law school. Students who want to pursue this option must present a statement of the educational objectives they hope to realize through a term of study at the other school, a full

outline of their course of study away, and an indication from the proposed host school of its willingness to accept the applicant as a special student. The host school must be of comparable stature and must offer courses in the area of the student's special interest not available at Cornell.

Students applying for a term away must be in good standing. Applications must be submitted before May 1 for the following academic year. Only a limited number of applications can be accepted. Selections are made on the basis of the educational advantages of the course of study at the proposed host school.

Credit for the term away is granted upon submission of satisfactory evidence of completion of a semester's course work of no less than twelve and no more than sixteen credit hours. Because grading systems are highly variable, course work completed at the other school will not be included in computing the student's merit point ratio at Cornell.

### Courses in Other Divisions

In addition to courses that are part of the Law School curriculum, graduate-level courses relevant to legal careers are offered in other colleges and schools in the University. All University courses are listed in *Courses of Study*.

Except in unusual circumstances, students may not elect courses outside the Law School during the first year. Students who have satisfactorily completed the first year may take courses related

to their Law School program in other divisions of the University. Permission must be obtained from the office of the dean of students. Credit for any such course may be granted whenever, in the opinion of the dean of students, such a course is appropriately related to the student's law degree program. Grades on such work are not included in merit point computations.

A student electing a course outside the Law School for credit or otherwise must also register for at least ten credit hours in the Law School each term. Regardless of the number of courses elected outside the Law School, a student must earn seventy-two semester credit hours in professional law subjects.

### Concentration Option

Third-year students have the opportunity to concentrate on a particular field of law. To encourage such focus the school grants certificates to students who complete the requirements of one of four concentrations: advocacy, business law and regulation, general practice, and public law. This option is available to the class entering in the fall of 1983 and those that follow. A student will be able to receive recognition for only one concentration.

Each of the concentration programs requires the completion before graduation of fourteen credit hours plus a writing course in the designated area. No course used to fulfill the skills requirement, the perspective requirement, or the professional responsibility requirement can count toward concentration credits, nor can any of the recommended second-year core courses. Appropriate courses taken in other units of the University or other law schools may be counted toward concentration recognition upon the approval of the administrative committee. Before registration a list of the courses included within each of the four concentrations will be issued. To help the student plan his or her area of concentration, a list of courses that will be taught that year but may *not* be taught the subsequent year will also be distributed.

### Specialized and Combined Degree Programs

**J.D. with specialization in international legal affairs.** At the beginning of their second year of law study qualified students are permitted to elect to become candidates for the degree of J.D. with specialization in international legal affairs. The program offers about ten courses in international law, comparative law, international economic law, and related fields. Students may also pursue instruction in related fields, such as international

politics, economics, and administration, in other divisions of the University.

Students are admitted to the international program on the basis of demonstrated competence in law study during their first year; reasonable language qualifications; and special interest, previous study, or practical experience in international affairs.

To receive the degree of J.D. with specialization in international legal affairs, candidates must satisfactorily complete eighty-nine credit hours of study, including courses in international law, comparative law, conflict of laws, and international business transactions. The required credit hours may include informal work in or outside the Law School in the international field. Flexibility is maintained in order to take account of unusual circumstances for individual students. Program requirements may be fulfilled in part by work on the *Cornell International Law Journal*.

The program is for those who want to be better equipped to deal with the international aspects of private practice or government service and with businesses having an international scope. It is also attractive to those who seek a more informed understanding of world problems.

**J.D. and M.B.A., M.P.A., or M.P.S.(H.H.S.A.).** The faculties of the Law School and of the Graduate School of Business and Public Administration at Cornell offer a program for combining law school education with graduate management training. The student works in the two fields concurrently, receiving two degrees in four years, rather than the normal five years.

Applicants must apply to and be accepted by both schools. The work of the first year is entirely in one school; the second, entirely in the other. The third year is divided between the two schools, and the requirements for the award of the M.B.A., M.P.A., or M.P.S.(H.H.S.A.) are completed by the end of that year. The fourth year, devoted entirely to Law School studies, qualifies the student for the J.D. degree.

The combined program involves no substantial sacrifice of training in law. Students in the combined program must satisfactorily complete eighty-one credit hours in the Law School, rather than the eighty-four credit hours required of students in the regular law program.

Applicants interested in pursuing this program may obtain further information by writing to the Director of Admissions, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853, or to the Assistant Dean of Admissions, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

**J.D. and M.I.L.R.** The New York State School of Industrial and Labor Relations at Cornell University offers a two-semester program leading to the Master of Industrial and Labor Relations (M.I.L.R.) degree for outstanding law school graduates. Both recent graduates and those working in the field of law are eligible for admission.

The M.I.L.R. program provides general coverage of industrial and labor relations and is particularly suitable for individuals having little prior course work in the field. The M.I.L.R. program is normally completed in four semesters. Thus law graduates who enter the special program have the advantage of completing what is normally a two-year program in one year.

An applicant must be a graduate of a school of law and meet the normal requirements for admission to the School of Industrial and Labor Relations. An entering candidate deficient in preparation in the social sciences would be advised to do makeup work before entry.

Further information may be obtained from the Graduate Office, New York State School of Industrial and Labor Relations, Cornell University, 158 Ives Hall, Ithaca, New York 14853.

**J.D. and M.R.P.** This program enables law students to earn both a J.D. degree and a Master of Regional Planning (M.R.P.) degree in four years. Applicants must apply to, and be accepted by, both schools separately. Students who successfully complete their first year in the Law School may then elect one course each semester in the College of Architecture, Art, and Planning. Upon successfully completing the requirements for a J.D. degree, these students spend a fourth year at the College of Architecture, Art, and Planning to complete the requirements for an M.R.P. degree.

Students are required to take certain Law School courses that have a direct bearing on planning. The proper sequence of introductory planning courses is announced each year. These requirements are fixed by a faculty committee representing both the Law School and the Department of City and Regional Planning. Only four credit hours a semester will be granted toward the J.D. degree for any course taken in the College of Architecture, Art, and Planning.

**J.D. and Ph.D. or M.A. in philosophy.** This program is of special interest to students who want to concentrate in jurisprudence or legal philosophy. It enables students to coordinate their studies toward the J.D. degree and a graduate degree in philosophy, completing both degrees a year sooner than would otherwise be possible. This coordination is possible because a candidate for a J.D. degree may take a limited amount of course work outside the Law School in each of the

four terms in the second and third years. Joint-degree students devote these electives to courses in philosophy. When appropriate, other Law School courses may also count toward a graduate degree in philosophy. While the Ph.D. program would normally take four years (twelve courses in two years plus two years for the doctoral dissertation) and the M.A. program would normally last two years (six courses in one year plus a year for the master's thesis), a joint program of studies leading to the J.D. and Ph.D. degrees lasts six, instead of seven years, and one leading to the J.D. and M.A. degrees lasts four, rather than five years, without sacrifice of training in either field.

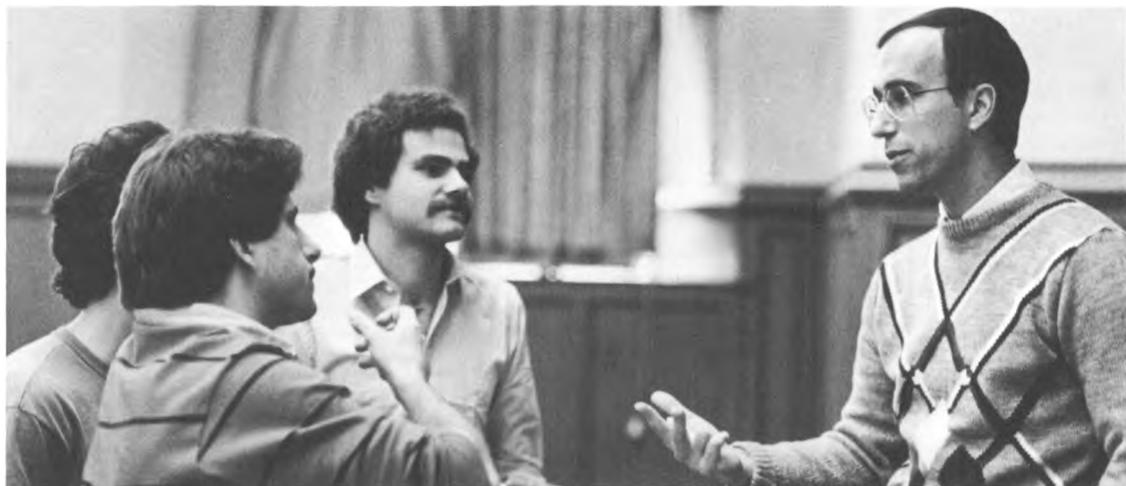
A student in the program may begin law study in the first year or after a year of course work in philosophy. Once law study is begun, it is continued until completion of the J.D. degree.

A student who devotes the first three years to law study takes one course in philosophy during each of the upperclass terms. After completing the J.D. degree, the student begins full-time study of philosophy. By this time a student pursuing a master's degree has completed all (or nearly all) required course work and devotes the fall term of the fourth year to any remaining course requirements as well as preparation for the master's thesis, and the spring term to completion of the master's thesis. A Ph.D. student uses the fourth year to complete all or nearly all the courses required. After completing any remaining required courses, the student devotes the fifth and sixth years to the doctoral dissertation.

A student may begin by taking a year of graduate-level course work in philosophy and moving to the Law School the next year. An M.A. student has by then completed the required course work in philosophy and takes an informal study course in philosophy during each term of the upperclass Law School years in order to write the master's thesis. A Ph.D. student who enters Law School in the second year has by then completed half the required course work in philosophy and takes one course in philosophy each semester during the upperclass Law School years. After completing the J.D. degree, the Ph.D. student returns to full-time study of philosophy, devoting the fifth and sixth years in the program first to completing any remaining course requirements and then to the doctoral dissertation.

Each joint-degree student is supervised by a Special Committee of at least two members for M.A. candidates and at least three members for Ph.D. candidates. Special Committees include at least one member from each field (with at least two members from philosophy on Ph.D. committees).

Students who want to enter the joint-degree program must apply to both the Law School and



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the Field of Philosophy in the Graduate School. A student may apply to the program before matriculating in either law or philosophy and may, after acceptance for admission, decide which discipline to spend the first year in. A student may also apply and be admitted to the program after having begun the first year in either law or philosophy.

**J.D. and Ph.D. in other fields.** Students may also pursue joint degrees in such fields as economics and history. In all cases separate applications to the Law School and the relevant field in the Graduate School should be submitted.

## Evaluation of Work

The following regulations and standards for evaluating the work of students are subject to such changes as the faculty think necessary to promote the educational policy of the school. Changes may be applicable to all students, regardless of the date of matriculation.

**Examinations.** All students are required to take course examinations.

1. During the first term a practice examination is given to first-year students to enable them to appraise their work and discover possible defects in their methods of study.
2. The course instructor, after reasonable written warning to the individual, may exclude a student from any examination because of irregular attendance or neglect of work during the term.
3. An excused absence from a course examination results in the mark of *Incomplete*, which, if the student has not been dropped from the school, may be made up at the next examination in the subject.

4. A student may not take a reexamination in a course for the purpose of raising a grade, except when, with faculty permission, the student enrolls in and retakes the course for credit.

5. A student may not enroll in a course in which a grade has previously been received, except with the permission, or by the direction, of the faculty. When a course is retaken for credit, both the initial and the subsequent grade are shown on the student's record and counted in the merit point ratio.

**Standing.** Standing is based on merit points.

1. Merit points are awarded as follows:  
A+ 4.33 B+ 3.33 C+ 2.33 D+ 1.33 F 0.00  
A 4.00 B 3.00 C 2.00 D 1.00  
A- 3.67 B- 2.67 C- 1.67 D- 0.67

For each hour of A+, a student is awarded 4.33 merit points; for each hour of A, 4.00 merit points; and so on.

2. A student's merit point ratio is determined by dividing the total number of merit points awarded by the number of credit hours of work taken. Credit hours of course work for which a grade of *F* was given are included in this computation.

3. A *regular student* is a student in the school who is registered as a candidate for the J.D. degree and is carrying a substantially full program in substantially the right order.

4. A regular student will be dropped for scholastic deficiency: (a) if at the close of the first year of law study or at the end of any subsequent term the student's merit point ratio is less than 2.00 or (b) if in the judgment of the faculty the student's work at any time is markedly unsatisfactory. A student's work is considered markedly unsatisfactory if, in each of two successive terms, the student's merit

point ratio for the work of each term considered separately is lower than 2.00.

5. Special students may be dropped for unsatisfactory scholastic work at any time.

6. A student who fails a required course may not repeat the course unless directed or permitted to do so by the faculty. A student who fails an elective course may repeat the course only with the permission of the faculty. Although the student must satisfactorily complete eighty-four credit hours of work exclusive of the failed courses, any credit hours for which a grade of *F* was given are included in the computation of the student's merit point ratio.

**Dropping and adding courses.** Once the term has begun, a problem course, seminar, or limited-enrollment upperclass course may be dropped only with the approval of the course instructor and upon notification to the Law School registrar within twenty-four hours of the course's first meeting.

Subject to that proviso, a student may add or drop upperclass courses taken for credit during the first nine calendar days of the term. After the nine-day period students may not add a course but may drop a course for good cause with the approval of the dean of students, in consultation with the instructor. Requests for permission to drop courses after the third week of the term are approved by the dean of students only in cases of illness or extreme personal hardship, which do not include work assumed in curricular or extracurricular activities.

**Attendance.** Irregular attendance or neglect of work may result in removal from the school. Regular attendance is required for certification to the bar examiners.

A student who must be absent from class for a period of three or more days should report to the office of the dean of students and present a brief written statement of the reasons for the absence.

**Leaves of absence.** Requests for leaves of absence should be submitted in writing to the office of the dean of students.

**Eligibility for graduation.** Eligibility for graduation is based on the faculty's composite estimate of the student's total work throughout the three years of law study.

**Graduation with honors.** Candidates for the J.D. degree who have performed with distinction receive an honors degree. The J.D. degree *summa cum laude* is awarded on special vote of the faculty in cases of exceptional performance. The J.D. degree *magna cum laude* is awarded to students who rank in the top 10 percent of the graduating class. The J.D. degree *cum laude* is awarded to students not receiving another honors

degree who rank in the top 30 percent of the class. Before 1975 a single honors degree, "graduation with distinction," was awarded. Although practice varied somewhat from year to year, the former degree of "graduation with distinction" is roughly equivalent to the present *magna cum laude* degree.

## Graduate Program

The graduate program of the Cornell Law School is a small one, to which only a few students can be admitted each year. Financial resources for graduate scholarships and fellowships are limited. The Master of Laws (LL.M.) degree and the Doctor of the Science of Law (J.S.D.) degree are conferred.

The LL.M. is intended primarily for the student who wants to increase his or her knowledge of law by work in a specialized field or, in the case of a foreign student, to gain basic knowledge of American law. The J.S.D. is intended primarily for the student who wants to become a legal scholar and to pursue original investigations into the function, administration, history, or progress of law. A small number of law graduates may also be admitted as special students to pursue advanced legal studies without being degree candidates.

## Graduate Admission

An applicant to the LL.M. or J.S.D. degree program is accepted only when, in the judgment of the Law School faculty, the applicant shows exceptional qualifications, the Cornell program offers sufficient advanced courses in the special field of the applicant's interest, and the Law School faculty is in a position to provide proper supervision of the proposed course of study.

An applicant is expected (1) to hold a baccalaureate degree or its equivalent from a college or university of recognized standing; (2) to hold a degree of Bachelor of Laws or a degree of equivalent rank from an approved law school; (3) to have had adequate preparation to enter study in the field chosen; and (4) to show promise of an ability, evidenced by a scholastic record, to pursue advanced study and research and to attain a high level of professional achievement. An applicant to the J.S.D. degree program must also have had professional practice or experience in teaching or advanced research since obtaining the basic law degree.

Outstanding students from those foreign countries in which it is customary to begin the study of law upon entering the university and to obtain a law degree without first having earned a baccalaureate degree may, in exceptional circumstances, be admitted to the graduate program despite having earned only one degree.

The applicant must, however, have earned a university degree in law before entering the Cornell Law School and must, in the judgment of the law faculty, have an adequate general and legal education to qualify for advanced study. Any applicant for whom English is not the native language must give satisfactory evidence of ability to carry on studies successfully in English.

Students who meet the above requirements for admission, but who do not want to be candidates for a degree, may be admitted as special students to pursue an approved program of advanced legal studies. The standards for admission as a special student are somewhat less stringent than those for admission as a candidate for the LL.M. or J.S.D. degree.

Preliminary inquiries and requests for admission materials should be addressed to the Assistant Director, Graduate Program, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853. Preliminary inquiries should always indicate whether or not financial assistance is required. Communications should be initiated early enough to assure that the completed application and all supporting documents reach the Law School by February 1 of the year for which fall admission is sought.

Since financial resources for scholarships and fellowships for graduate study are limited, requests for financial assistance cannot ordinarily be considered unless the completed application has been received, with *all* supporting documents, by February 1. Unlike some other divisions of the University, the Law School does not offer teaching or research assistantships to its graduate students.

The application for admission should contain a detailed account of the applicant's purpose in undertaking advanced graduate work, the fields of study he or she wants to pursue, and a brief personal and academic history. Other general requirements for admission to the Graduate School should be complied with; for these, the applicant should consult the *Announcement of the Graduate School*, available from Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850.

## Requirements

The minimum residence required for either degree is two full semesters. The J.S.D. program normally requires three to four semesters. Longer periods may be required by the nature of the candidate's program, the extent of the candidate's prior legal training, or other factors. Each program is arranged on an individual basis. Accordingly, the content of the program, the time required for the work, the oral or written examinations, and the

thesis or other writing required of each candidate will vary.

A candidate for either degree is ordinarily expected to concentrate on one legal field and do a substantial amount of work in at least one other field. Exceptions may be made with the approval of the candidate's Special Committee. Legal fields available include jurisprudence, legal history, international legal studies, comparative law, criminal law, public law, legislation, taxation, labor law, commercial law, corporation law, property, and procedure and advocacy. Cooperative programs, involving work in other branches of the University, are encouraged. The Law School cooperates with other departments of the University in supervising studies by candidates whose interests involve other disciplines.

The Special Committee of each candidate may, in some cases, require demonstration of a reading knowledge of one or more foreign languages; however, there is no fixed language requirement.

Although candidates are expected to take some courses, there are no required courses. The Special Committee, however, must be satisfied that the candidate will have a sufficient grounding in the nature and function of legal systems and legal processes. This requirement may be fulfilled either on the strength of prior study or through an appropriate course of study at Cornell. Candidates whose prior study has been in another system of law must demonstrate adequate understanding of the common-law systems before they can be awarded a degree.

**Requirements for the LL.M.** A candidate for the LL.M. degree is required, in general, (1) to work under the direction of a Special Committee chosen by the candidate (after consultation with the field representative of the Division of Law of the Graduate School of Cornell University), the chairman and at least one other member of which are from the Law School faculty; (2) to pursue and complete with high merit a program of study and investigation approved by the Special Committee and acceptable to the Division of Law; and (3) to write a thesis or successfully complete at least twenty credits of legal study, including one course with a substantial writing component (the first writing requirement for J.D. candidates) or a three-credit supervised writing course. The student's faculty committee may require additional credits, particularly in the case of students from English-speaking countries (for whom about twenty-four credits would normally be appropriate). Students who elect to write a master's thesis may, at the discretion of the Special Committee, be permitted to take fewer than twenty credits (the minimum requirement would normally be fifteen credits).



**Requirements for the J.S.D.** A candidate for the J.S.D. degree is required (1) to work under the direction of a Special Committee; (2) to pursue and complete with distinction a program of study and investigation approved by the Special Committee and acceptable to the Division of Law; (3) to describe the results of his or her investigation in a thesis that is a creditable contribution to legal scholarship; and (4) to pass a final examination (usually on the subject matter of the thesis) and any other examinations that the Special Committee requires and that are acceptable to the division.

### **Administration of Graduate Studies**

Graduate work in law is administered by the Graduate and International Studies Committee of the Law School, under the direction of the Division of Law of the Graduate School of Cornell University. The Division of Law consists of the members of the faculty of the Law School, associated representatives of various other fields of study in the University (such as economics, government, history, philosophy, business and public administration, and industrial and labor relations), and other members of the Graduate

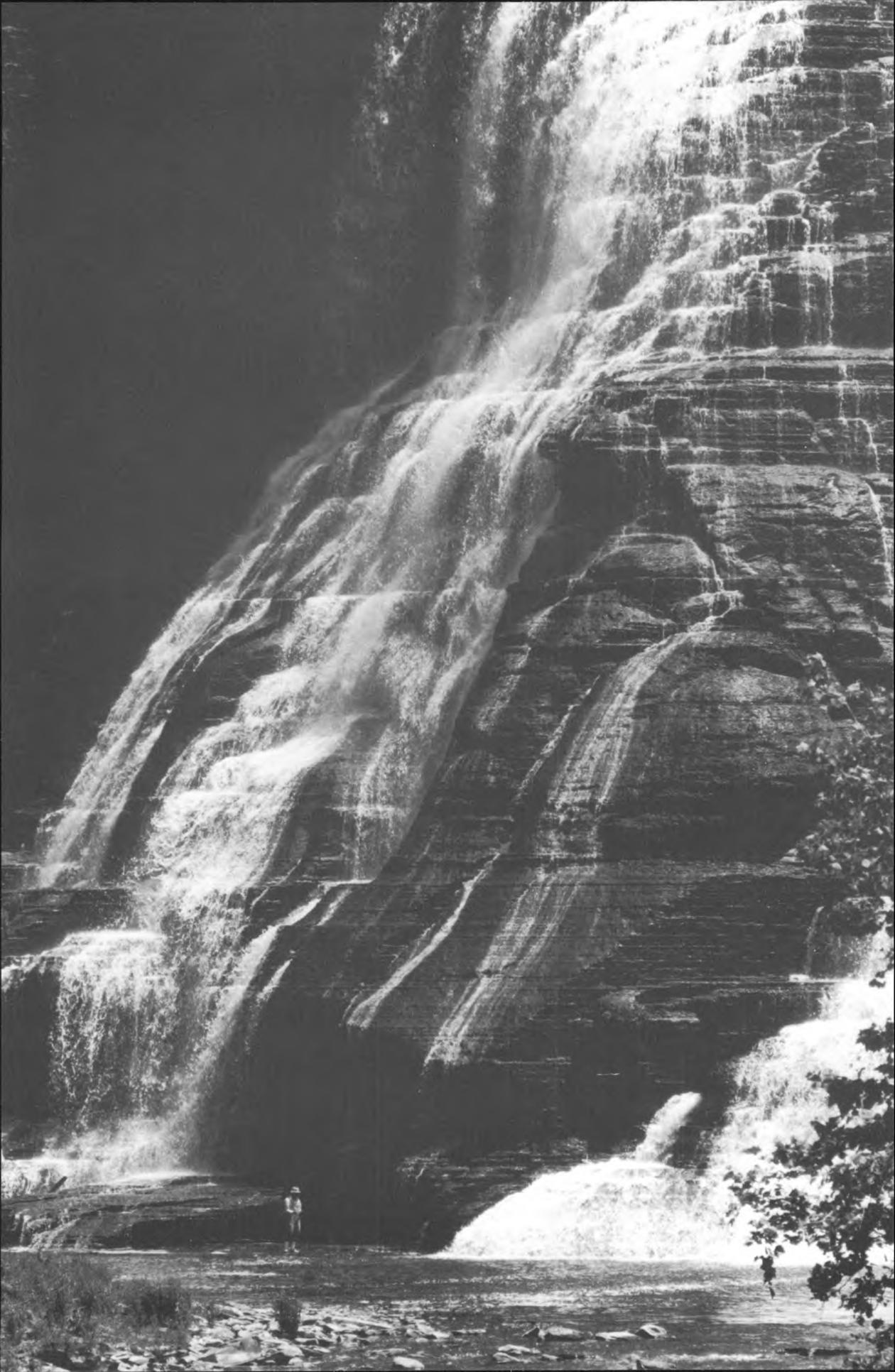
Faculty serving on the supervisory committees of candidates for law degrees.

This method of organizing graduate work in law is considered advantageous, since it offers candidates the opportunity to correlate their work in law with work in allied fields in other departments of the University. The purpose is to make available all facilities of the University that might help the candidate carry out a broad, constructive program planned in collaboration with his or her Special Committee.

Graduate students in law are registered with the Graduate School, in Sage Graduate Center.

### **Evaluation of Work**

In contrast to the grading system for other students described on pages 24–25, only three categories are used in evaluating the work of candidates for graduate degrees in law: honors, satisfactory, and unsatisfactory. Merit points are not assigned to these grades. Each student's Special Committee determines whether the student's course work meets the necessary standard for the award of a graduate degree.



# Application for Admission Cornell Law School



# Instructions

**W**e are pleased to learn of your interest in the Cornell Law School. Our application procedure consists of two sections: part 1 and part 2.

Part 1 is the attached form. To initiate the application process, fill out part 1 as soon as possible and return it to the admissions office, with the law school application matching form (found in the LSAT/LSDAS registration packet) and a nonrefundable application fee of \$40 (make checks or money orders payable to Cornell University). Since an LSDAS report cannot be produced by the Law School Admission Service without the matching form, the admissions office will return to the applicant any part 1 received without the matching form.

As soon as part 1 is received by the admissions office, you will be sent part 2 of the application. Part 2 consists of supplemental questions, two faculty recommendation forms, a dean's recommendation form, address labels, several postcards, several return envelopes, and guidelines for a personal statement.

Because admission decisions are made on a rolling basis beginning in late fall, it is to your advantage to complete both part 1 and part 2 as early as possible. The admissions committee will make every effort to send applicants a first response (admit, deny, or hold) by April 1 if the application is complete before February 1. To avoid the holiday mail rush and the resulting backlog, those who want this early response should try to get all supporting materials to the admissions office early in December. Those who complete their application after February 1 should not expect to receive a first response until late spring.

In addition to submitting the forms included in parts 1 and 2, you must register with the Law School Data Assembly Service (LSDAS) and arrange to have your transcripts sent to them. You

should also arrange to take the Law School Admission Test (LSAT) if you have not already done so. Write to LSAT/LSDAS, Box 2000, Newtown, Pennsylvania 18940.

If you intend to apply for financial aid, you should register with the Graduate and Professional School Financial Aid Service (GAPSFAS). GAPSFAS forms and information can be obtained from GAPSFAS, Educational Testing Service, Princeton, New Jersey 08540.

If you do not file with GAPSFAS before February 28, 1984, no financial aid consideration will be possible. If you believe that you will need financial aid *at any time* during your three years of law school, you *must* apply for financial aid now. Except in extremely unusual situations, a student who does not apply for and receive financial aid before enrolling in the first year of law school should not expect to receive financial aid during the second or third year.

Applicants are invited to visit the Law School. Arrangements can usually be made for a student-guided tour and a visit to a class. If you would like a tour, call the admissions office at 607/256-5141 several days before your visit and indicate that you would like a student to show you the Law School.

Interviews with the director of admissions are not usually part of the evaluative process. If you still have questions about our program after thoroughly reading our bulletin, you can arrange an informational interview with an admission assistant by calling the admissions office several days before your visit.

*In summary, you should* (1) fill out both sides of part 1 (attached), including the address label; (2) mail part 1 with the \$40 application fee and the matching form to the Admissions Office, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853; and (3) expect to receive part 2 within two weeks.



11. When did you or will you take the LSAT? \_\_\_\_\_  
date(s) score(s), if available
12. When did you or will you register with the LSDAS? \_\_\_\_\_  
month/day/year
- LSDAS registration number: \_\_\_\_\_
13. To be considered for scholarship awards, you must register with the Graduate and Professional School Financial Aid Service (GAPSFAS) before February 28, 1984.
- If you are applying for financial aid, when did you or will you register with GAPSFAS? \_\_\_\_\_  
month/day/year

I certify that the foregoing information is true, correct, and complete to the best of my knowledge. I shall promptly inform the Law School if there is any change in any of the facts indicated herein.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_



One factor in creating and maintaining excellence in legal education is the intellectual vitality and creative energy of a law school's student body. Cornell Law School is unexcelled in this regard. The student organizations, activities, and services listed below represent the wide range of interests and concerns of a highly heterogeneous student body. These organizations, activities, and services are viewed by students and faculty as necessary and desirable complements to the intellectual life of the school.

## Law School Activities

**American Indian Law Students Association.** The Cornell chapter of AILSA is composed of Native Americans from various tribal and native Alaskan backgrounds. It recruits, and promotes the admission of, Native Americans to the Law School and sponsors a variety of events, including an annual Native American Law Conference.

**Asian-American Law Students' Association.** AALSA is an organization of Asian-American law students committed to improving the general

welfare of Asian-Americans within and without the legal field using the law to effect change. AALSA is actively concerned with increasing the representation of Asian-Americans in law school and in the legal profession.

**Black American Law Students Association.**

BALSA is an organization of black law students dedicated to improving the opportunities in legal education for minority law students. BALSA works with minority students throughout the country on common problems. It sponsors a variety of public lectures and discussions on issues of concern to minority groups.

**Cornell Christian Law Fellowship.**

An interdenominational Christian group of law students and spouses, the Cornell Christian Law Fellowship meets frequently for discussion, encouragement, fellowship, and prayer. Members are united in their belief that the Christian faith can and should have a significant impact on their understanding and handling of the law, and that members can continue to develop that faith within the framework of a busy law school life. The group welcomes anyone who shares that belief.

**Cornell International Law Journal.** Established in 1967, the *Cornell International Law Journal* focuses on legal problems of international dimension. The *Journal*, edited by third-year students, publishes articles written by international scholars, lawyers, and diplomats. Each issue also contains student work in the form of comments on recent developments in international law and notes on unresolved problems facing the international legal community.

The *Journal* selects members on the basis of first-year academic performance or a writing competition conducted jointly with the *Cornell Law Review* during the second year. Participation in *Journal* activities provides an opportunity to develop research, writing, analyzing, and editing skills essential in both law school and practice.

**Cornell International Law Society.** The Cornell International Law Society has educational, social, cross-cultural, and other functions. It sponsors public lectures, conferences on international legal topics, regional meetings of the American Society of International Law, the Cornell team effort in the annual Jessup International Moot Court Competition, special placement services in the international legal field, and various social events. Its activities are conducted independently of, but in coordination with, other international campus groups. The society welcomes for membership all students, alumni, and faculty members interested in the international field.

**Cornell Law Forum.** The *Cornell Law Forum*, published three times a year, is the school magazine. It contains short articles, usually written by faculty members, of interest to the lawyer, law student, law teacher, and layperson. The *Forum* also contains news of the school, faculty members, and alumni.

**Cornell Law Review.** The *Cornell Law Review* (formerly the *Cornell Law Quarterly*) has been published continuously since 1915 and is one of the leading national law reviews. It is published six times a year and is edited by third-year students. *Review* members are chosen on the basis of either their law school academic standing after their first or second year or a writing competition held at the beginning of their second year.

The *Cornell Law Review* contains critical and analytical articles written by practicing lawyers, scholars, judges, and public officials. Discussions of developments in the law, in the form of comments and notes on current problems, are provided by second- and third-year students under the supervision of the editors. Reviews of significant books are also published. The *Review* offers training and experience in legal researching, critical analysis, and concise writing.

**Cornell Law Student Association.** Through its committees and activities, the CLSA is the voice of the law students in the formulation of Law School policy. CLSA members sit on most faculty committees and are significantly involved in the operation of the school.

A major responsibility of the CLSA is the administration of the honor system, which has served the school for more than fifty years.

CLSA runs a speakers' program and sponsors several social and educational events throughout the year.

**Elmira Prison Project.** The Elmira Prison Project is a student-organized program in which members help inmates of the state correctional facility at Elmira, New York, research legal issues. The students are also involved in an educational and counseling program for inmates of the facility.

**Environmental Law Society.** The Environmental Law Society organizes activities that advance the preservation and improvement of the environment. The group seeks to work with campus and area organizations involved in environmental projects or litigation.

**International Legal Studies Program.** The International Legal Studies Program provides an opportunity for concentrated study in the international legal field. Also participating in the program are several foreign scholars and students who come to Cornell for research and study.

Student programs include the speakers' series, the Jessup International Moot Court Competition, the activities of the Cornell International Law Society, and the publication of the *Cornell International Law Journal*.

**Journal of Legal Education.** The *Journal of Legal Education*, a quarterly publication of the Association of American Law Schools, is edited at the Cornell Law School. Professor Roger C. Cramton is the editor, and he is assisted each year by several law students. The *Journal*, distributed to seven thousand law teachers and others, fosters a rich interchange of ideas and information about legal education and related matters, including the legal profession, legal theory, and legal scholarship.

**Law and History Review.** The *Law and History Review* is a semiannual journal devoted to legal history, including the social history of the law and the history of legal ideas. It is jointly controlled by the American Society for Legal History and the Cornell Law School and is that society's official journal. The journal is edited by faculty members, but Cornell students play an active role in various aspects of its publication.

**Law, Ethics, and Religion Program.** The Law, Ethics, and Religion Program was established in 1975 for the purpose of "strengthening and enhancing efforts to imbue legal education with a sense of professional and moral responsibility." From its founding, the program has (1) raised questions about the ethical responsibilities of the profession of law, (2) analyzed moral principles and human values informing law and public policy, (3) addressed issues relating to personal problems students encounter in law school, and (4) examined the relationships between law, ethical norms, and religious beliefs.

The program's objectives are implemented through various activities: colloquies on issues of current public interest; weekend conferences on questions of career choices, professional duties, and personal values; lectures and seminars on the interaction of religion and law; faculty and student discussion groups on the human and moral dimensions of legal education; visits by jurists, legal scholars, and practicing attorneys who share their professional and personal experiences with students; and luncheon seminars on current topics involving legal, moral, and public policy issues.

**Law Partners' Association.** Composed of spouses of law students, the Law Partners' Association meets periodically throughout the school year. Members take part in various social activities and community services.

**Moot Court program.** Moot Court work, designed to afford training in the use of the law library, the analysis and solution of legal problems, the drafting of briefs, and the presentation of oral arguments, is required of all first-year students in connection with the Practice Training course. In addition, first-year students may participate in an elective Moot Court competition.

The Moot Court Board also conducts an extensive program for upperclass students. Several rounds of brief writing and oral argument in the third, fourth, and fifth semesters are organized in the form of an elimination competition. From the competitors are selected the Moot Court Board and teams to represent the school in inter-law school competitions. Prizes are awarded annually to the students ranked highest in this work. Judges are selected from the bench and bar, faculty, and members of the Moot Court Board. In addition to appellate argument of moot cases, the national trial competition provides experience in trial advocacy. Students submitting satisfactory briefs in at least two upperclass competitions fulfill the second of two writing requirements required of all students. Participation in independent interschool competitions held at various locations is also encouraged and sponsored.

**National Lawyers Guild.** The National Lawyers Guild is an organization of lawyers, legal workers, law students, and jailhouse lawyers with over six thousand members in eighty-seven chapters around the country. The organization is dedicated to using the law as an instrument of basic social reform, using the law for the protection of the people, rather than for their repression. In the past the Ithaca/Cornell chapter has participated in police brutality litigation, sponsored a program on governmental complicity in the Greensboro murders, and provided legal services to various progressive campus and community organizations.

**Order of Coif.** No more than 10 percent of each year's graduates are elected, on the basis of their academic records, to the Order of the Coif, a national honorary society.

**Phi Alpha Delta.** Phi Alpha Delta is the world's largest legal fraternity. The Woodrow Wilson Chapter, chartered at Cornell on October 17, 1925, includes among its alumni the Honorable Edmund S. Muskie. The chapter regularly participates in local, district, and international conventions and provides professional and social services to the school and its students.

**Phi Delta Phi.** The Conkling Inn, the Cornell Law School chapter of Phi Delta Phi, an international legal fraternity, enables members to engage in social and law-related activities and provides a forum for interaction with students in chapters at other law schools.

**Public Interest Law Union.** The Public Interest Law Union explores alternatives to traditional law practice and strives to enhance public interest lawyers' roles and opportunities in the legal profession. Recent activities have included a symposium on the future of public interest law and *pro bono* activities and a letter-writing campaign in support of the Legal Services Corporation. The group also coordinates a public interest job fair with the placement office and sponsors the Public Interest Fellowship Program, which raises funds from alumni, students, and faculty members to help support students pursuing summer public interest jobs.

**Women's Law Coalition.** In response to the needs of the increasing number of women attending Cornell Law School and entering the legal profession, the Women's Law Coalition was formed in 1970. The coalition sponsors programs, panel discussions, and speakers that address legal issues affecting women. Each year representatives are sent to the National Conference on Women and the Law, which provides information and resources that are made available to the law school community. The coalition coordinates intramural sports programs

for female law students, works with the admissions office to encourage qualified women to attend Cornell, and aids the placement office in exploring and expanding job opportunities for women in the law.

## Lecture Series

**The Henry A. Carey Lecture Series.** The Henry A. Carey Lectureship was established in 1958 through a gift from Henry A. Carey, LL.B. 1912, and was renewed in 1976 by his son, Henry A. Carey, Jr., LL.B. 1949. The lectureship is usually devoted to civil liberties or environmental law. Funds received as part of the annual gift that are not required for the lectureship are used for general University scholarship aid. The incumbents of the lectureship and their topics have been as follows:

1979 The Honorable A. Leon Higginbotham, Jr., circuit judge, United States Court of Appeals for the Third Circuit: "From Jefferson to Bakke: Race and the American Legal Process"

1977 Professor Joseph L. Sax, University of Michigan Law School: "Recreation Policy and the Federal Public Lands"

1976 The Honorable David L. Bazelon, chief judge, United States Court of Appeals for the District of Columbia Circuit: "Coping with Technology through the Legal Process"

1968 Professor Thomas S. Szasz, M.D., professor of psychiatry, Upstate Medical Center, Syracuse University, and Professor Martin Levine, University of Southern California Law School: "Mental Illness and the Criminal Law—A Dialogue"

1967 Fred P. Graham, Esq., of the Tennessee bar and *New York Times* Supreme Court correspondent: "A Fair Press and a Free Client"

1964 Edward Bennett Williams, Esq., of the District of Columbia bar: "For the Defense"

1963 The Honorable Burke Marshall, assistant attorney general of the United States for Civil Rights: "The Mississippi Case and Civil Rights"

1962 Harris B. Steinberg, Esq., of the New York bar: "The Criminal Defendant and the Lawyer's Role"

1961 Robert K. Carr, president, Oberlin College: "Federal Governmental Powers and Civil Liberties"

1960 Professor Kenneth Culp Davis, University of Minnesota Law School: "Civil Liberties and the Faceless Informer"

1959 Thurgood Marshall, Esq., general counsel, National Association for the Advancement of Colored People; subsequently justice, Supreme Court of the United States: "Civil Rights and the Role of the Courts"

1958 Professor Harrop A. Freeman, Cornell Law School: "Civil Liberties—Acid Test of American Democracy"

**The Frank Irvine Lecture Series.** The Frank Irvine Lectureship, established in 1913 by the Conkling Inn of the legal fraternity of Phi Delta Phi in honor of Judge Irvine, former dean of the Law School, provides for lectures on legal topics by people of national reputation. The incumbents of the lectureship and the subjects of their respective addresses have been as follows:

1983 Joseph A. Califano, Jr., former secretary of health, education, and welfare and currently a senior partner in the Washington office of Dewey, Ballantine, Bushby, Palmer and Wood: "Politicizing God and Science: Whatever Happened to the Difference between Madame Curie and Dr. Frankenstein?"

1981 Thomas Ehrlich, provost and professor of Law, University of Pennsylvania, and former director, International Development Cooperation Agency: "International Human Rights and Human Needs: The Lawyer's Role"

1980 Bernard Wolfman, the Fessenden Professor of Law, Harvard Law School: "The Supreme Court in the Lyon's Den: The Story of a Case"

1978 Peter G. Stein, the Regius Professor of Civil Law, University of Cambridge, and fellow, Queens' College, Cambridge: "Adam Smith's Jurisprudence—Between Morality and Economics"

1976 Professor Henry P. Monaghan, Boston University School of Law, and William W. Van Alstyne, Duke University of Law: "Liberty, Property, and Due Process"

1975 Professor Robin M. Williams, Jr., the Henry Scarborough Professor of Social Science, Cornell University; Professor Ruth Bader Ginsburg, Columbia University; and Professor Robert G. Dixon, Jr., the Daniel Noyes Kirby Professor of Law, Washington University: "Equality in American Life"

1974 The Honorable Erwin W. Griswold, former dean, Harvard University Law School, and former solicitor general of the United States: "Rationing Justice—The Supreme Court's Caseload and What It Does Not Do"

1973 Professor Maurice Rosenberg, Columbia University Law School; the Honorable Clement F. Haynsworth, judge, United States Court of Appeals for the Fourth Circuit; Professor Philip B. Kurland, University of Chicago Law School; and the Honorable Henry J. Friendly, judge, United States Court of Appeals for the Second Circuit: "Federal Appellate Justice in an Era of Growing Demand"

1972 The Honorable Hardy Cross Dillard, judge, International Court of Justice: "The World Court: An Inside View"

1971 Professor Willis L. M. Reese, the Charles Evans Hughes Professor of Law, Columbia University School of Law: "The Choice of Law Battle—Evolution or Chaos?"

1970 Dean Jefferson B. Fordham, University of Pennsylvania Law School: "Who Decides in Troubled America? Limits of Reform by Judiciary"

1969 The Honorable Nicholas deB. Katzenbach, former attorney general of the United States: "Congress and Foreign Policy"

1968 The Honorable J. Skelly Wright, judge, United States Court of Appeals for the District of Columbia Circuit: "The Role of the Supreme Court in a Democratic Society—Judicial Activism or Restraint?"

**The Robert S. Stevens Lecture Series.** The Robert S. Stevens Lecture Series was established by Phi Alpha Delta law fraternity during the spring term of 1955 to pay tribute to Robert S. Stevens, retiring dean of the Law School, for his contributions to Cornell Law School and the legal profession as a whole. A secondary purpose was to provide law students with an opportunity to expand their legal education beyond the substantive and procedural law taught in the Law School. The incumbents of the lectureship and their topics have been as follows:

1983 Professor Dr. Aulis Aarnio, University of Helsinki, and fellow of the Finnish Academy of Sciences: "The Doctrine of the Sources of Law in Scandinavian Countries"

1980 Elliot L. Richardson, ambassador-at-large and special representative of the president to the Law of the Sea Conference: "Power, Diplomacy, and the Rule of Law"

1979 Professor William Kenneth Jones, Columbia University School of Law: "Government Price Controls: Perspectives from the Regulated Sector"

1978 Professor Theodore J. St. Antoine, University of Michigan Law School: "Affirmative Action in Employment—The Prospects after Bakke"

1977 Professor Geoffrey C. Hazard, Yale Law School: "The Supreme Court as a Legislative Body"

1976 Dean Norval Morris, University of Chicago Law School: "Criminal Sentences: Treating Like Cases Alike"

1975 Professor Andrew S. Watson, University of Michigan Law School: "The Effects of Law School on Law Students"

1974 The Honorable Irving Younger, judge, Civil Court of New York City: "Reflections on the Role of a Trial Judge"

1973 The Honorable Charles D. Breitel, judge, New York Court of Appeals: "Crime, the Courts, and Confusion"

1972 The Honorable Samuel R. Pierce, Jr., J.D. 1949, general counsel, United States Treasury: "Phase II, Past, Present, and Future"

1971 The Honorable Owen McGivern, Justice Appellate Division, First Department, New York: "A View from the Appellate Bench—Some Pragmatic Proposals to Meet Changing Needs"

1970 Milton S. Gould, Esq., LL.B. 1933, of the New York bar: "The Ethics of Advocacy"

1969 The Honorable Constance Baker Motley, district judge, Southern District of New York: "'Separate but Equal' Reexamined"

1968 Theodore W. Kheel, Esq., LL.B. 1937, of the New York bar: "The Dynamics of Mediation of Group Conflicts"

## Services

### Placement Service

Although the Law School does not guarantee positions to its graduates, it does provide comprehensive placement counseling and assistance. This service is administered by the director of placement and the Cornell law placement service staff.

The placement service helps men and women find positions in private practice, industry, and public service. The loyal and effective cooperation of individual Cornell law alumni throughout the country has been an invaluable aid in the placement of Law School graduates. The placement service also provides information and assistance to law students seeking summer positions.

Graduates of the Law School pursue a variety of careers in law, public life, and business. Over the years Cornell Law School graduates have been extremely successful in obtaining employment in their chosen area of interest. Members of the classes of 1981 and 1982, for example, entered private practice in large numbers (70 percent of those reporting); thirty-nine accepted judicial clerkships (15 percent); another group obtained employment with government agencies and public interest and legal services organizations (8 percent); some chose employment with business concerns (5 percent); and the remainder pursued further academic study, entered teaching, or fulfilled a military commitment (2 percent).



Starting salaries, as reported by recent graduates, ranged from \$15,000 to \$46,000. In 1983–84 firms in larger cities are expected to pay from \$30,000 to \$46,000. Salaries for judicial clerkships and other positions are \$16,000 to \$26,000. Federal government agencies hire at levels GS-9 and GS-11 (currently \$20,256 and \$24,508).

### Health Services

Health services for students are available in Gannett Health Center. Students are entitled to unlimited general medical visits at the center without charge. Acutely ill students are seen promptly without an appointment. Students are also entitled to counseling services and ordinary laboratory and X-ray examinations necessary for diagnosis and treatment. Student spouses can receive medical care on a fee-for-service or prepaid basis. Prepaid services can be arranged for at Gannett Health Center. Information on the services for students that require a fee are available at the center.

The Accident and Sickness Insurance Plan (for Cornell students and their dependents) supplements basic health care by providing twelve-month insurance coverage for hospital and ambulance-related services over and above benefits provided by the Department of University Health Services. This insurance protects the student when away from the Cornell campus (e.g., during vacations). All students are covered and billed for insurance unless they waive the coverage. The insurance may be waived if the student has other insurance coverage or recognizes the risk and accepts the financial responsibility for health care beyond that provided by the University.

More-detailed information about health insurance or health services may be obtained by writing to or visiting the Department of University Health Services, Gannett Health Center, Cornell University, 10 Central Avenue, Ithaca, New York 14853 (telephone 607/256-4082).

### Services for the Disabled

Cornell University is committed to assisting those disabled students who have special needs. A brochure describing services for the disabled student may be obtained by writing to the Office of Equal Opportunity, Cornell University, 217 Day Hall, Ithaca, New York 14853. Questions or requests for special assistance may also be directed to that office.

### Housing

Charles Evans Hughes Hall provides accommodations (including singles, doubles, and suites) for about a hundred male and female law students. The spacious and comfortable residence hall, completed in 1964, is connected to Myron Taylor Hall and overlooks Cascadilla Gorge. Hughes Hall is convenient to the library and classrooms. Preference is given to first-year students in allocating the limited number of spaces in Hughes Hall.

Other graduate residence units available to single law students include Sage and Schuyler halls, though space in these two halls is also limited.

Information about application for housing is sent by the Law School after the student pays the registration deposit.

The University maintains unfurnished apartments for about 421 student families. Requests for application information for family housing should be sent to the Family Housing Office, Cornell University, 40 Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Students are not required to live on campus. Acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

A partial list of available off-campus accommodations is maintained at the Off-Campus Housing Office. Because the list changes

constantly, it is not possible to compile a list for mailing. A brochure entitled *Guide to Off-Campus Housing* may be obtained by writing to the Off-Campus Housing Office, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. A student should plan a visit to Ithaca well before the beginning of the semester to obtain suitable off-campus housing.

## Dining

A cafeteria in Hughes Hall serves the Law School community, providing breakfast and lunch Monday through Friday. A number of dining plans are available for meals in Hughes Hall and six other dining facilities.

## Transportation Services

**Traffic and parking.** To provide a safe walking environment for pedestrians on campus and to reduce the impact of motor vehicles on the limited campus parking facilities, Cornell has restricted vehicle access to the central campus. Cornell University encourages ride sharing and the use of other modes of transportation such as public transit, bicycling, and walking.

New York State motor vehicle and traffic laws are enforced on the Cornell campus.

Except in certain metered and time-zone areas, all on-campus parking is by permit only and is subject to posted restrictions. Monday through Friday from 7:30 a.m. to 5:00 p.m. access by vehicles to the interior campus is restricted. Special parking restrictions are posted where applicable. Parking regulations are in effect throughout the year.

The University requires that all members of the campus community (students, faculty, and staff of the University and employees of non-University agencies located on the grounds) register annually with the Traffic Bureau any motor vehicles (including motorcycles and mopeds) in their possession that are at any time operated or parked on the Ithaca campus.

As a prerequisite to registration, the applicant and the vehicle must meet all the requirements prescribed by New York State law for operation. There is no charge for registering a vehicle. However, a registration sticker is not a parking permit.

In general, students living on campus and commuting students living more than one and a half air miles from the center of campus may buy campus parking permits. However, the number of parking spaces is very limited. Students planning to live in University dormitories and apartment complexes should find out if student parking is available near their prospective residences before

making their final housing selection. Although there is a parking lot adjacent to Hughes Hall, there are not enough spaces for all the cars that belong to students living there. At the beginning of the fall term a lottery is held to assign parking spaces to residents.

After October 1 of each academic year any community member may buy a permit for any area where space is available.

Students requiring special access to parking and transportation facilities for medical reasons should contact the Traffic Bureau to discuss their needs.

Motor vehicle registration, parking permits, and bus passes are available at the Traffic Bureau, Cornell University, 116 Maple Avenue, Ithaca, New York 14850 (607/256-4600). The Traffic Bureau is open Monday through Friday from 7:45 a.m. to 5:00 p.m. while classes are in session and from 8:00 a.m. to 4:00 p.m. during the summer and intersession.

The brochure *Parking and Traffic Regulations* is available at the Traffic Bureau. It is the responsibility of all community members who operate a motor vehicle on campus to be familiar with these parking and traffic regulations and to follow them.

**Bus service.** Cornell University buses (red and white) run several routes from the peripheral lots to central campus from 5:45 a.m. to 12:15 a.m. Monday through Friday. Campus bus stops are clearly marked with blue and white signs. The fare for each ride is twenty cents (exact change). Bus passes are available at the Traffic Bureau and the Willard Straight Hall ticket office.

Evening bus service (the Blue Light Bus) operates Sunday through Friday from 6:30 p.m. to 12:15 a.m. during the fall and spring semesters. The Blue Light Bus travels from central campus to peripheral dormitory and residential areas. The Blue Light Escort Service is also available during the evenings of the regular academic year for those traveling on foot to nearby residential and parking areas. Students can call 256-7373 in advance to be met by a trained and radio-equipped escort.

Ithaca Transit, the North-East Transit, the Ithaca-Dryden Transit, and the East Ithaca Transit provide service between Cornell and adjacent neighborhoods and municipalities. Schedules for on-campus and off-campus bus service can be picked up at the Traffic Bureau, the Information and Referral Center in the Day Hall lobby, Robert Purcell Union, and the Willard Straight Hall desk. For further information call the Campus Bus Service at 607/256-3782.





## First-Year Courses

**500 Civil Procedure** Six hours. R. B. Kent, F. F. Rossi, C. W. Wolfram.

An introduction to civil litigation, from commencement of action through disposition on appeal, studied in the context of the federal procedural system. Also, a detailed consideration of federalism and the ascertainment of applicable law; jurisdiction, process, and venue; and former adjudication.

**502 Constitutional Law** Four hours. S. L. Johnson, R. K. Osgood, G. J. Simson, F. C. Zacharias.

A study of basic American constitutional law and judicial review.

**504 Contracts** Five hours. R. A. Hillman, R. S. Summers.

An introduction to the nature, functions, processes, and limitations of exchange, contract, and contract law.

**506 Criminal Justice** Four hours. S. L. Johnson, N. E. Roth.

An introduction to criminal law and the administration of criminal justice. Jurisprudential issues like criminal responsibility and constitutional limitations on the state's power to punish. Policy issues such as capital punishment, controlling discretion, and sentencing.

**508 Practice Training I** One hour. J. L. Hammond, K. R. Kreilick, D. A. Diefenbach, J. M. Scanlon.

Lectures and problems requiring the use of the law library provide a working knowledge of legal materials and the various tools of legal research. Emphasis on access to federal and state case law and legislation. Training in computer-based legal research.

**509 Practice Training II** Two hours.

The preparation of legal materials of law practice, including the drafting of opinion letters, memoranda of law, and a brief. The functions and techniques of oral and written argument. The role of the legal profession, its functions, and its ethics.

**512 Property** Four hours. P. W. Martin, E. F. Roberts, S. J. Schwab.

An investigation of the law's protection of ownership, including the beginnings of property, legal and equitable estates, concurrent ownership, and public and private regulation of land use.

**515 Torts** Four hours. B. J. Cameron, R. C. Cramton, J. A. Henderson.

Principles of civil liability: an introduction to intentional torts, negligence, strict liability, and products liability.

## Upperclass Courses

### **600 Administrative Law** Three hours. K. L. Hanslowe.

The powers, methods, roles, and procedures of public officials and bureaucracies. Emphasis on the law-making, law application, and law enforcement processes of independent regulatory and executive agencies; their place in constitutional government; and their control by judicial and other means.

### **[602 Admiralty** Two hours. Not offered 1983–84.

The law applicable to the shipping industry. The jurisdiction of the admiralty courts of the United States: death and injury of the various classes of maritime workers; maritime liens; the carriage of goods by general and by chartered ships; the principles of liability and its limitation that are peculiar to the admiralty law; salvage and general average; marine insurance; and the principles governing collision.]

### **604 Advanced Civil Procedure** Three hours. K. M. Clermont.

A study of complex litigation that complements the first-year civil procedure course. Topics touched on in the first year are studied in greater depth: appeals; parties, including such areas of current interest as class actions; discovery; pretrial conference. The context of study is the federal procedural system.

### **[606 American Legal History (1607–1930)** Three hours. Not offered 1983–84.

A study of the creation and growth of American law, with attention given to events in the reign of Elizabeth I and the early Stuarts that affected American development, the foundation of the colonial legal systems (particularly in Massachusetts and New York), the "reception" of the common law and equity, the development of the legal profession and court system, changes in the legal system brought about by economic expansion and the Civil War, and the role of legal philosophy.]

### **608 Antitrust Law** Three hours. G. A. Hay.

A consideration of the basic antitrust rules enacted by Congress and amplified by the courts to protect competitive markets and limit the exercise of monopoly power. Price fixing, boycotts, and market allocation agreements among competitors; agreements between suppliers and customers; joint ventures; attempts to monopolize and monopolization; price discrimination; and mergers.

### **610 Business Associations I** Three hours. (May not be taken by those who have taken or are taking Enterprise Organization.) E. J. Weiss.

An introduction to the law of agency and partnerships, followed by a consideration of the nature, formation, financing, and operation of corporations. Emphasis on closely held corporations. Discussion of several stages of a problem involving the formation and operation of a corporation. The role of social concerns in the development of corporate law.

### **611 Business Associations II** Three hours. Prerequisite: Business Associations I. (May not be taken by those who have taken or are taking Enterprise Organization.) E. J. Weiss.

An examination of state and federal law relating to the governance of corporations, particularly large publicly held corporations. Topics covered include directors' and controlling shareholders' duty of loyalty,

mergers and other structural transactions, the impact of federal proxy and antifraud regulation on corporate governance, and procedural issues involved in shareholder derivative litigation.

### **614 Business Torts** Two hours. D. A. Oesterle.

Regulation of the competitive process at common law and by statute. Commercial torts and state and federal controls on pricing, advertising, and other competitive practices.

### **[616 Civil Rights** Three hours. Not offered 1983–84.

Explores in depth the history and current status of federal civil rights legislation.]

### **618 Commercial Law** Three hours. R. A. Hillman, R. S. Summers.

Examines the potential problems of commercial and consumer dealings and develops the skills required for effective use of complicated statutory schemes. Focus is on the Uniform Commercial Code, particularly articles two and nine, with some consideration of articles three and four.

### **620 Comparative Law** Three hours. B. S. Markesinis.

A comparative synthesis of problems of contract and tort in the common law and the civil law. Introduces comparative law and comparative method and some basic differences of common law and civil law systems and then focuses on two areas for comparative study: tort (including liability based on fault, products liability, and strict liability) and contract.

### **622 Conflict of Laws** Three hours. R. C. Cramton.

A study of the methods used by courts to decide the applicable law in cases that, in their parties or events, involve more than one state or country. Attention to the due process limitations on judicial jurisdiction, a state's obligation under the full faith and credit clause to respect sister-state judgments, and conflicts between federal and state law.

### **624 Criminal Procedure: From Indictment to**

**Sentence** Two hours. (This course does not overlap with Criminal Procedure: Investigation. A student may take either or both.) B. L. Gershman.

Explores the criminal processes from accusation to conviction, particularly the criminal trial, its basic protections, and the rules of defendant, prosecutor, and judge. The course also studies the grand jury, bail, immunity, double jeopardy, plea bargaining, disclosure, and discovery.

### **626 Criminal Procedure: Investigation** Three hours.

(This course does not overlap with Criminal Procedure: From Indictment to Sentence. A student may take either or both.) F. C. Zacharias.

The investigatory function of police in the criminal justice process and the scrutiny of police practices in judicial proceedings: arrest, search, and surveillance; the accused as a source of evidence; controlling police illegality; and related matters.

### **628 Debtor-Creditor Law** Four hours. T. Eisenberg.

In part a study of article nine of the Uniform Commercial Code. Article nine governs the procedures for achieving the status of secured creditor in personal property and the rights one obtains by virtue of having become a secured creditor. Also, selected topics in the law of bankruptcy. An overview of the various bankruptcy

chapters and a detailed study of the bankruptcy provisions of most general applicability. The relationship between the rights of the article nine-secured creditor and the bankruptcy trustee's power to avoid liens. Related topics in the enforcement of money judgments and the law of fraudulent conveyances.

**630 Employment Discrimination** Three hours. S. J. Schwab.

An examination of legal problems involving employment discrimination based on race, color, religion, sex, national origin, age, pregnancy, marital status, and handicap. The impact of developing principles of constitutional and statutory law on preemployment inquiries and testing, seniority and promotions, affirmative action, and other personnel policies, practices, and procedures.

**632 Enterprise Organization** Four hours. (May not be taken by those who have taken or are taking Business Associations I and II.) D. A. Oesterle.

An introduction to the law of agency and to the law governing the allocation of rights and decision-making authority in business firms. Topics covered include partnerships, publicly held corporations, privately held corporations, and nonprofit organizations.

**634 Environmental Law** Three hours. E. F. Roberts. Environmental law, studied as an ongoing process of reasoned decision making. Nuisance law, the National Environmental Policy Act, and air and water pollution controls are used to illustrate. Admixture of law rules, economic theories, and political reality.

**636 Estate and Gift Taxation** Three hours. Prerequisite: Trusts and Estates I or Process of Property Transmission. W. T. Dean.

A basic study of the federal estate and gift taxes and their effects on various types of dispositions of property during life and after death, with an introduction to income taxation of trusts and estates. Problems are assigned.

**638 European Economic Community** Two hours. (May be taken simultaneously with Comparative Law only by graduate students with approval from their adviser.) G. Slynn.

The institutional framework and constitutional problems of the European Economic Community, the largest trading unit in the world. Sources of community law, allocation of authority between the community and member states, jurisdiction of the European Court of Justice.

**640 Evidence** Three hours. F. F. Rossi, N. E. Roth. The rules of evidence in civil and criminal cases, with emphasis on judicial notice, real proof, witnesses, hearsay, problems of relevance, presumptions, and privileges. An analysis of the Federal Rules of Evidence and proposals for evidence reform.

**642 Family Law** Three hours. J. T. Younger. A study of the law governing *de jure* and *de facto* families including marriage, divorce, and relations of family members to one another and to the state.

**644 Federal Courts** Four hours. R. B. Kent. An intensive examination of federal courts and their constitutional and statutory role in the federal system. The relationship of the federal courts with the other branches of the federal government and with the states

and the relationship between state and federal law. Case-or-controversy problems, the allocation of jurisdiction between state and federal courts, federal question and diversity jurisdiction of the district courts, and limitations thereon.

**646 Federal Income Taxation** Four hours. T. Eisenberg, A. Gunn.

A basic course in federal income taxation, designed to develop understanding of tax concepts and ability to work effectively with the Internal Revenue Code, regulations, cases, and other tax materials.

**648 Intellectual and Industrial Property** Three hours. (Those who complete this course are given preference in Copyright, Trademark, and Patent Law.) H. G. Henn.

An introduction to copyright, trademark, and patent law. Acquaints students with the basic concepts and dispels the mystiques of the three subject areas.

**650 International Law** Three hours. K. W. Abbott.

A problem-oriented introduction to international law. The first part focuses on the nature of international law, its sources, its force and effect, and its impact on national law. During the remainder, students analyze and argue the legal issues involved in four major hypothetical cases dealing with (1) nuclear testing and proliferation, (2) international human rights, (3) the law of the sea, and (4) economic development. A written assignment pertaining to each problem is required.

**652 International Taxation** Three hours. Prerequisites: Federal Income Taxation and Business Associations I or Enterprise Organization. R. K. Osgood.

United States taxation of foreign income and foreign persons, including consideration of fiscal jurisdiction (status questions and source rules), overseas operation in branch versus subsidiary form, the foreign tax credit, tax havens and deferral, intragroup transfer pricing, foreign joint ventures, antiboycott rules, tax avoidance transfer controls, foreign currency exchange transaction taxation, and income tax treaties. A short comparative treatment of British and Canadian tax law on similar matters is included. Students are expected to complete two short papers on assigned topics and a three-hour examination. The instructor uses photocopied materials.

**654 International Trade Law** Three hours. K. W. Abbott.

An examination of the public law of international trade, one of the most highly regulated areas of international economic activity. Considers (1) the General Agreement on Tariffs and Trade, the multilateral agreement that serves as the "constitution" for a basically open world trading system; (2) some unique problems of trade law created by the European Economic Community and Japan; and (3) the many ways in which the United States regulates international trade. Some of these forms of regulation have a political motivation, such as export controls and statutes limiting compliance with the Arab boycott of Israel. Most of them, however, have an economic motivation: the protection of American industry from "fair" and "unfair" foreign competition.

**656 Interviewing, Counseling, and Fact Investigation** Three hours. Enrollment limited to twenty-four. B. Strom, S. B. Fuller.

A study of the theories and techniques associated with the basic lawyering skills of interviewing, counseling, case planning, and fact development including fact

investigation and formal discovery techniques. Skills are developed through simulated exercises and through discussions of videotapes, live demonstrations, and readings. Frequent written assignments are required on matters such as counseling outlines, case plans, discovery documents, and investigation schemes.

**658 Labor Law** Three hours. K. L. Hanslowe.

A study of collective bargaining, including the representation of employees; employer conduct affecting organizational efforts of employees; strikes, picketing, and boycotts; the negotiation and enforcement of collective agreements; individual members' rights within unions, including the right to fair representation; and labor and antitrust laws. Also, consideration of protection of unorganized workers against unfair dismissal.

**660 Land-Use Planning** Three hours. E. F. Roberts.

A study of the legal matrix as a method of controlling the environment in which people live and work, including public nuisance as a device to control the town environment; the rise of zoning as a control mechanism; conflict between zoning as a plan for growth and as a dead hand on development; subdivision controls; the rise of planning as a respectable government activity; the dynamics of planning, zoning, subdivision controls, and private land-use controls; the rehabilitation-of-center-city syndrome; and future prospects of maintaining a decent environment.

**664 Law Practice Dynamics** Three hours. G. Thoron.

A realistic introduction to the professional aspects of law practice. Professional responsibility in the context of the dilemmas and pressures typically faced by lawyers in serving clients and practicing law. Topics include the goals and values of professional achievement; attracting clients; providing needed legal service to the poor, the underprivileged, the unpopular, the hated, and the guilty; lawyer-client relationships; protecting clients from inadequate legal representation resulting from dishonesty, incompetence, lack of zeal, or conflicts of interest; economics of practice and of organizing one's own firm; determining and collecting fees; and causes of popular dissatisfaction with lawyers and the legal profession. Meets periodically with lawyers representing different types of practice.

**666 Law, Society, and Morality (also Philosophy 342)** Three hours. J. Bennett.

An examination of theories holding law to be divine commands, commands of an earthly sovereign, the exercise of power by the state, rule-governed social behavior, and a process of creation and discovery of moral relations between citizens. Readings from Aquinas, Bentham, Gray, Holmes, Hart, Dworkin, and others.

**668 Lawyer as a Negotiator** Two hours. D. A. Oesterle.

Students engage in four or more mock negotiations in situations that typically involve lawyers: personal injury litigation settlements; labor negotiations; commercial negotiations; and plea bargaining in criminal prosecutions. Class discussion focuses on the results of the mock negotiations and on the ethics and methods of legal negotiation in general.

**670 Lawyers and Clients** Three hours. R. C. Cramton.

The law governing the practice of law: (1) limits of advocacy and "zeal" for client (asserting baseless

claims, resisting valid claims, defending the guilty, "preparing" favorable witnesses, cross-examining hostile witnesses, "technical" defenses and delaying tactics); (2) conflict of interest (representing clients with potentially opposing positions, switching sides, tensions between the lawyer's private views of public policy and client interests, etc.); (3) business getting and fee setting (advertising, "soliciting," contingent fees, relations with business providers, and enterprises in which the lawyer or the lawyer's partners have financial interest); (4) access to legal practice (entry control through bar examination and other qualifications; defending lawyers' "turf" against accountants, realtors, bank trust officers, and the like; lawyer discipline and disbarment); and (5) organization and delivery of legal services (firms, large and small; public defenders; community legal services; group prepayment plans). Incidental attention given to more general concerns such as the social functions of lawyers, the organization of the legal profession, and ethical theory.

**672 Legal History** Three hours. D. R. Coquillette.

This is an introduction to the history of Anglo-American common law, set in its philosophical and social background. Particular attention given to the dynamic development of legal doctrine, courts, and the legal profession; principles of precedent, equity, and codification; and the relationship of law to fundamental social and economic change.

**674 Local Government** Three hours. W. D. Curtiss.

The legal problems involved in the organization and administration of local government units (cities, counties, towns, villages, special districts); relationships with federal and state governments (home rule, federal and state aid); the lawmaking function (meetings, quorum, voting, conflicts of interest); powers (general, police, contracting); personnel (selection, tenure, unionization); finance (budgeting, appropriations, taxation, assessments, borrowing); tort liability; ownership and operation of business ventures (utilities, airports, housing); and land-use planning and control (condemnation, zoning, subdivision regulation).

**676 Process of Property Transmission** Four hours. (May not be taken by those who have taken or are taking Trusts and Estates I or II.) J. T. Younger.

This course deals with an owner's power to choose the persons who will succeed to his property when he dies. It covers wills, will substitutes (including intestate succession), the rudiments of gift and estate taxation, and future interests. Students should emerge familiar with the practitioner's problems and comfortable, if not expert, in the field. Written drafting exercises are required from time to time.

**678 Professional Responsibility** Three hours. C. W. Wolfram.

Professional ethical problems generated by a system, characterized by adversarial representation, in which the interests of lawyers, their clients, and the public do not fully coincide. Employs case material, statutes and rules, scholarly writings, and problems to explore several major issues, including the adversary system and the nature of the client-lawyer relationship; the forms of law practice and access to them; conflicts of interest; corporate, government, judicial, and public interest practice; and professional discipline and liability.

**680 Real Estate Transfer and Finance** Three hours. E. F. Roberts.

An overview of the real estate development process, including the financing of real estate transactions. The "federalisation" of this marketplace is particularly stressed.

**[681 Regulated Industries** Three hours. Not offered 1983-84.

A systematic examination of the basic methods and procedures used by state and federal regulatory agencies to direct economic activity, with emphasis on traditional "public utility" regulation of entry, rates, and costs as applied to gas and electric utilities, telephone companies, and transportation firms. Legal methods used in newer areas of regulation, including occupational health and safety standards, environmental quality, and petroleum allocation; overlapping state and federal jurisdiction and federal preemption; and the interface between the regulation of competition as it arises both in antitrust courts and in regulatory agencies.]

**682 Securities Regulation** Three hours. Prerequisite: a course providing basic introduction to the law of corporation. E. J. Weiss.

An examination of the Securities Act of 1933, which regulates distributions of securities; the Securities Exchange Act of 1934, which regulates trading in securities and tender offers; and the interplay of these two statutes. Emphasis on the regulatory structure created by the 1933 act, the question of what constitutes a security, implied liabilities for securities fraud, and current issues in the regulation of tender offers. The role and responsibilities of attorneys in securities transactions considered throughout the course.

**684 Soviet Law** Three hours. H. Hausmaninger.

The Soviet legal system in historic and comparative perspective. Topics include sources of Soviet law, the political and legal structure of the USSR, the role of legislative enactments and court decisions, and Soviet civil law.

**686 Supervised Writing or Teaching** One or two hours.

For information on this program see page 20.

**688 Taxation of Corporations and Shareholders**

Three hours. Prerequisite: Federal Income Taxation. R. K. Osgood.

A study of the important aspects of corporate taxation, including the rules governing dividends, redemptions, formations, divisions, liquidations, and reorganizations.

**690 Taxation of Partnership Income** Two hours. Prerequisite: Federal Income Taxation. A. Gunn.

A detailed examination of subchapter K of the Internal Revenue Code. Contributions of property to partnerships, partnership distributions, termination of partnerships, partnership elections, and sales of partnership interests.

**692 Trial Advocacy** Three hours. Prerequisite: Evidence. Two sections per semester in 1983-84. Enrollment limited to twenty-four per section. F. F. Rossi (fall), F. C. Zacharias (spring), S. Betsy Fuller.

A study of the trial. Fundamental skills, taught in the context of challenging procedural and substantive law problems. Each stage of the trial: jury selection, opening,

objections, direct examination and cross-examination, expert witnesses, summation, and jury instructions. Each student conducts a full simulated trial. Video equipment is used to teach and critique student performance. Frequent written assignments are required on matters such as outlines of witness examinations, openings, summations, trial memoranda, and requests for instructions.

**694 Trusts and Estates I** Three hours. (May not be taken by those who have taken or are taking Process of Property Transmission.) W. T. Dean.

Trusts and Estates I and II treat the law of wills, trusts, and future interests and introduce fiduciary administration and estate planning. Trusts and Estates I deals with wills, will substitutes, intestate succession, and fiduciary responsibility. Emphasis on how the lawyer practices in this field. Each student drafts his or her own will.

**[696 Trusts and Estates II** Three hours. Prerequisite: Trusts and Estates I. Not offered 1983-84.

A continuation of Trusts and Estates I. Completes the examination of decedents' estates and trusts and introduces the process of estate planning. The major problems of future interests are stressed. Students examine problems involving the application of the law of trusts and estates (including future interests) to estate planning. Several workshops demonstrate the estate-planning process.]

## Problem Courses and Seminars

**700 American Legal Theory** Three hours. R. S. Summers.

A survey and appraisal of the tenets of America's dominant philosophy of law in the twentieth century—comprising a synthesis of pragmatism, sociological jurisprudence, and legal realism. Readings from James, Dewey, Holmes, Gray, Pound, Bingham, Llewellyn, Cook, Moore, and Frank. Two papers (with one rewrite each) are required.

**704 Children's Rights** Three hours. S. L. Johnson.

Strategies for, and problems of, expanding constitutional and statutory protection of children's interests. Pervasive questions include: How do we determine the interests of the child? In what circumstances can we rely on the state to define and advance the child's interests? To what extent do parental rights limit state attempts to "help" the child? Can concepts of due process developed from rights adults enjoy ever suffice to protect the most basic interests of children? The rights of children in adoption and custody proceedings, the rights of handicapped children, the rights of abused children, the procedural rights of children charged with delinquency, and the substantive limits on state interference with minor's liberty. A paper is required.

**706 Computer Applications in Law Practice and Legal Education** Three hours. P. W. Martin.

The course is concerned with computer applications in law practice and legal education; outside business and administrative functions. Use of programs in gathering and ordering information from a client, in transaction planning, and in document preparation, as well as various forms of computer-assisted legal instruction. To the extent possible, students are expected to use

illustrative programs, in addition to readings, in preparation for class discussions. Students prepare one or more programs designed for law office or law school use. While some computer programming background is necessary, the legal (and pedagogical) components of program design are emphasized.

**710 Copyright, Trademark, and Patent Law** Three hours. Preference given to those who complete Intellectual and Industrial Property.) H. G. Henn.

Problems involving copyrights, trademarks (and unfair competition), and patents introduce the student to the basic concepts of those fields and provide some specialized training for those interested in pursuing careers in the publishing, entertainment, and other copyright-related industries; in representing clients with trademark problems; or as patent lawyers. The primary emphasis is on copyrights, but there are three sessions each on trademarks and patents. Leading practitioners are among the several guest lecturers.

**714 Corporate Practice** Three hours. Prerequisite: Corporations or Enterprise Organization. H. G. Henn.

Of importance not only to those planning to engage in metropolitan corporate practice or to serve in corporations, whether in legal or executive capacities, but also to those who expect to incorporate and represent small business corporations. Alternative projects are offered: some highlight corporate financial structures and operations, impact of federal and state regulations of corporate securities, and related accounting, tax, and corporate reorganization matters; others emphasize the financial management and other problems of small corporations and the drafting techniques essential to their solution. Clinical workshops. Guest lecturers.

**718 Equal Protection Seminar** Three hours. G. J. Simson.

An examination of various issues relating to the Fourteenth Amendment's equal protection clause. Discussion of assigned readings on standards of review under the clause, reverse discrimination, congressional enforcement of the clause, and other themes. Presentation of seminar papers. Each student submits a substantial paper on an approved topic and brief written critiques of two other students' papers.

**722 Ethics of Corporate Practice** Three hours. G. Thoron.

An in-depth study of selected problems that typically arise in modern corporate practice involving difficult moral or ethical choices for lawyer and client. Topics include (1) the lawyer's role when ambitious or overreaching clients put pressures on the lawyer to structure transactions that at best skirt the edges of what is legally permissible and that under developing standards may render the lawyer and the lawyer's firm subject to liabilities (civil or criminal) or to professional discipline; (2) conflicting loyalties and obligations involving confidences and secrets and other situations where the interests of a corporate client may differ from those of executive officers, directors, employees, stockholders, or other investors (potential as well as present); and (3) current issues of public policy and

corporate morality. Lawyers engaged in private corporate practice or with regulatory agencies participate in some of the class sessions.

**726 Freedom of Expression** Three hours. B. J. Cameron.

An examination of various issues relating to the First Amendment's free speech and free press guarantees.

**732 International Business Transactions** Three hours. J. J. Barceló.

The major legal problems (arising under American, international, and foreign law) that confront international business operations and related policy issues. The private law of international sales (including commercial arbitration and dispute settlement); government regulation of international trade (import and export controls, East-West trade); issues arising from direct investment abroad; and application of antitrust law to international transactions. Specialists from government and private practice participate in some class meetings.

**736 Labor Arbitration Seminar** Three hours. K. L. Hanslowe.

The arbitration of labor disputes in both the private and public sectors, including the law of arbitration, the scope of judicial review, the interaction between Title VII and arbitration, and individual rights to due process in the handling of grievances. Students prepare briefs, present cases, and write awards. As opportunity permits, students attend actual arbitration hearings and write mock awards. Each student prepares research memoranda on topics within the general scope of the course and presents these in summary form to the members of the seminar for criticism and evaluation.

**740 Law and Economics Seminar** Three hours. S. J. Schwab.

Selected analysis of ways in which the law has incorporated, wittingly or unwittingly, an economic perspective. One theme is whether the common law is designed to further the efficient operation of a laissez-faire economic system, with major emphasis on the Coase theorem. A second topic is the usefulness and limitations of cost-benefit analysis. A third topic is methods of calculating damage in a personal injury suit. Prior study of economics is neither required nor disqualifying. A research paper is required.

**744 Law and Medicine** Three hours. H. R. Beresford.

An examination of selected contemporary problems in law and medicine. Uses legislative proposals, cases, commission reports, and materials from medical literature to explore the legal, ethical, medical, and jurisprudential issues raised by these contemporary problems.

**748 Lawyers and Moral Responsibility** Three hours. D. R. Coquillette.

Specific problems relating to the lawyer as a moral person, the legal mentality, applied natural law theory in law practice, and the question of "justified" disobedience of professional rules are discussed. Selected readings drawn from the classics of ethical philosophy and jurisprudence, from Plato to H. L. A. Hart, relating to the common problems of an ordinary law practice. A substantial paper and regular attendance are required.

**752 Legal Aid I** Four hours. Prerequisite: permission of instructor. Enrollment limited. B. Strom, R. A. Masson, D. A. Pozner, K. A. Sullivan.

Participants handle cases for clients of the Legal Aid Clinic under the supervision of the clinic's instructors. Students interview and counsel; investigate and analyze facts; interrelate substantive and procedural law with facts in the context of actual representation; develop a strategy to handle a client's problems; identify and resolve professional responsibility issues; do legal writing; negotiate and settle cases; and represent clients at administrative hearings. Seminar classes seek to develop interviewing, counseling, negotiation, and advocacy skills through the use of readings, videotapes, discussions, demonstrations, and simulated exercises.

**753 Legal Aid II** Eight hours. (Must be taken in both the fall and spring semesters. The eight hours are awarded at the end of the spring term.) Prerequisites: Legal Aid I and permission of instructor. B. Strom, R. A. Masson, D. A. Pozner, K. A. Sullivan.

Students handle legal aid cases and help supervise participants in Legal Aid I. In addition to the case-handling aspects described for Legal Aid I, students represent the clinic's clients in both federal and state courts. Seminar classes seek to develop skills in case planning and development, litigation strategy, discovery, and trial advocacy and to refine skills in interviewing, counseling, and negotiation.

**758 Multinational Enterprise** Three hours. K. W. Abbott.

The structure of the modern multinational enterprise (MNE) and some of the practical and theoretical problems that arise from its operation in a world of nation-states are explored during the first part of the course. In the second part case studies of foreign direct investment by MNEs, covering the gamut of issues faced by the MNE, including the decision to invest, financing, investment incentives, performance requirements, negotiated divestiture, and nationalization. Detailed study of the actual contracts, statutes, and other documents involved in these transactions. Students prepare papers and present them to the class.

**762 Official Liability** Seven hours. Prerequisite: permission of instructor. Enrollment limited to five. T. Eisenberg.

An experimental seminar designed to give a small group of students an in-depth research and writing experience on a topic on which they and the instructor do original research. The topic—an analytical history of official liability—is related to the growth of state power, the development of federalism, changing concepts of holding public office, developments in private tort law, and the evolution of constitutional rights. The group meets weekly in a two-hour session to discuss the topic and ongoing work; individual members meet frequently with the instructor to discuss individual projects. The extensive course credit requires a research and writing effort equivalent to about half a semester's effort. The course satisfies the first writing requirement.

**766 Problems in Legislation** Three hours. W. D. Curtiss.

A study of the legislative process, including selected problems relating to legislative organization and procedure; the formulation of legislative policy; and the

drafting, enactment, interpretation, and enforcement of legislation (federal, state, local). Written exercises include memoranda of law, statutes, and a policy statement for presentation at a legislative committee hearing.

**770 Products Liability Seminar** Three hours. J. A. Henderson.

An examination of selected problems in products liability. The initial sessions are devoted to discussions of readings on general issues of liability for injuries imposed on those who manufacture, process, or distribute products. The following sessions consist of students presenting the results of their research on specific topics. Each student must submit a substantial paper on an approved topic and comment on the work of the others.

**778 Remedies** Three hours. D. A. Oesterle.

A study of judicially enforced remedies for aggrieved litigants. Attention is given to the variety of remedies provided in American law and to the goals and history of these remedies. Areas covered include tort law, contract law, wrongs cognizable in equity and restitution, and selected statutory law on patents, trademarks, copyrights, antitrusts, and securities.

**782 Selected Problems in Commercial Law** Three hours. Prerequisites: Contracts and Commercial Law. R. A. Hillman.

An examination of selected issues arising under the Uniform Commercial Code. Early class meetings involve discussions of assigned readings. Later sessions are devoted to the presentation of papers prepared by the students. Each student submits one substantial paper on an approved topic and one written critique of another student's paper.

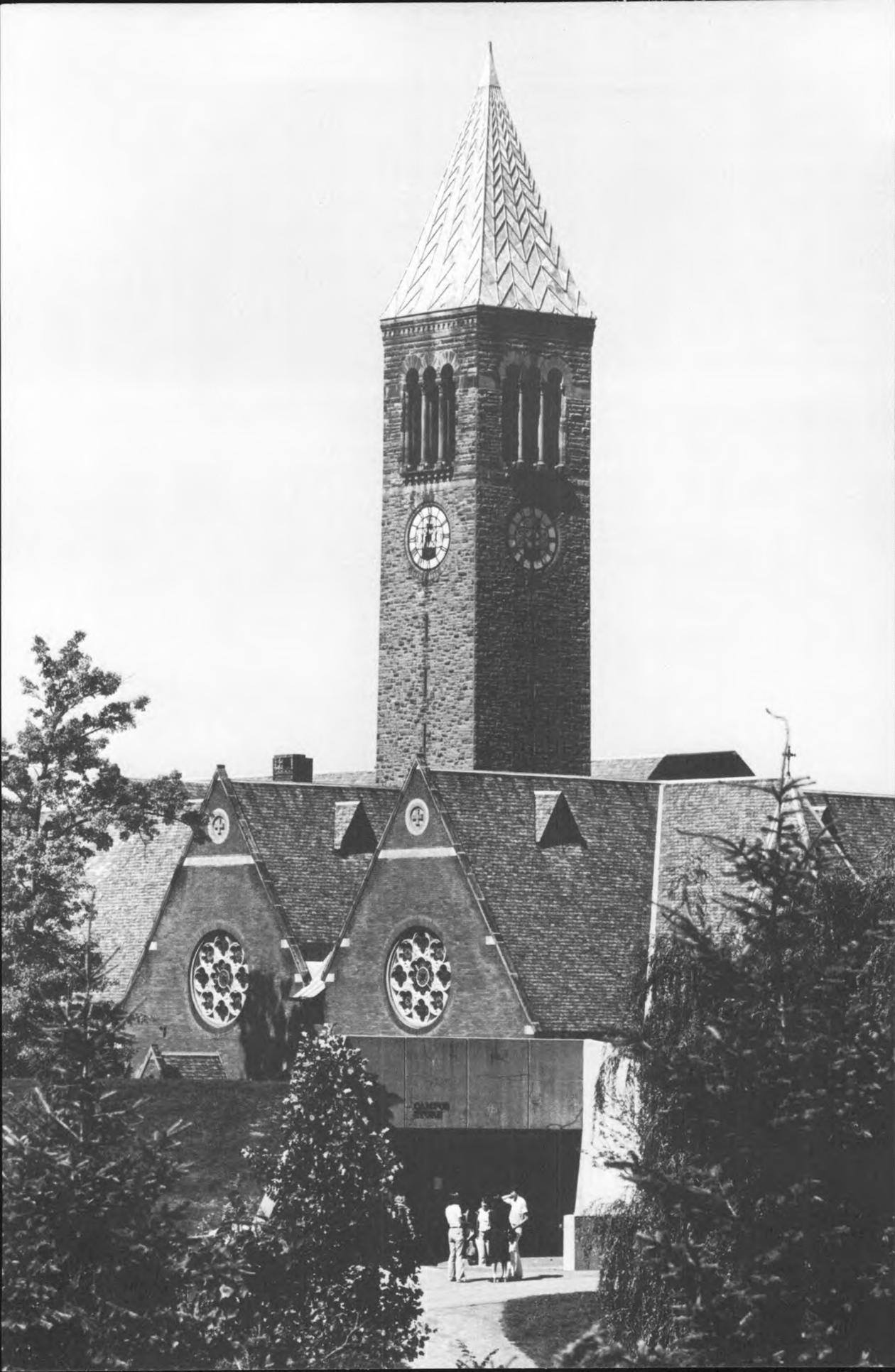
**788 Theories in Law, Science, and Ethics** Three hours. D. B. Lyons.

A study of the nature and role of doctrines, such as "federalism," which are used to help decide legal questions, by comparison with theories in natural science and ethics. Readings from philosophy of science, ethical theory, and law. At least two papers, at least one with a draft stage.

## Nonprofessional Course

**Government 313 The Nature, Functions, and Limits of Law** Spring. Four hours. K. M. Clermont.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules, but as a set of varied techniques for resolving conflicts and dealing with social problems. The course analyzes the roles of courts, legislatures, and administrative agencies in the legal process, considering also constitutional limits on their power and practical limits on their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before class and be prepared to participate in class discussion.





## Scholarships and Loans

The Cornell Law School Fund provides support for a significant portion of the scholarships awarded to Cornell law students. The fund is made up of unrestricted annual gifts to the law school from its alumni and friends. Since its establishment in 1952 by Dean Robert S. Stevens, it has provided an opportunity for graduates of the Cornell Law School to support both future generations of Cornell law students and the legal profession.

Other scholarships available are listed below:

### **Carl Anthony Memorial Scholarship Fund.**

Established in memory of Carl Anthony, A.B. 1950, J.D. 1953, by gifts from his family, friends, associates, and the Cornell Club of Northern California. The income is awarded annually to a law student.

### **Russell Edward Barone Scholarship.**

Through annual gifts from Judge Judith Ann Yannello, J.D. 1967, in memory of her uncle, Russell Edward Barone, a member of the class of 1932. The award is made annually by the dean to a female law student on the basis of financial need.

### **John Keith Blackman and Mary Etta Blackman Scholarship Fund.**

Established by the will of Ruth B. Rodgers to provide scholarships to talented and needy upperclass students.

### **Martin L. Blatt Loan Fund.**

Established by Martin L. Blatt, A.B. 1956, J.D. 1958. For students throughout the University as well as for law students. Loans to law students are provided under the supervision and at the discretion of the dean.

### **George G. Bogert Scholarship Fund.**

Established in memory of Professor George G. Bogert, A.B. 1906, LL.B. 1908, who served on the faculty from 1911 to 1926 and was dean from 1921 to 1926. The fund's income is awarded on the basis of need and scholarship, with preference given to highly qualified descendants of Professor Bogert.

### **Charles D. Bostwick Law Scholarship.**

Donated in memory of Charles D. Bostwick, LL.B. 1894, former comptroller and treasurer of the University, by Mrs. Charles D. Bostwick and Mr. J. B. S. Johnson, cousin of Mr. Bostwick. The award is made to a law student by the law faculty.

**Charles K. Burdick Scholarship.** Established in memory of former Dean Burdick by alumni who were members of the student society Curia.

**Arthur S. Chatman Memorial Scholarship.** Established in memory of Arthur S. Chatman, A.B. 1952, LL.B. 1957, by relatives, friends, and business associates. Income from the fund provides financial assistance annually to a law student. The scholarship award, based on need and merit, is given at the discretion of the dean.

**Fordyce A. Cobb and Herbert L. Cobb Law Scholarship.** Donated in memory of Fordyce A. Cobb, LL.B. 1893, and Herbert L. Cobb of the class of 1906 by their sister. The award is made to a law student by the law faculty.

**Cornell Law Association Scholarship.** Awarded annually to a needy and deserving law student in honor of a member of the law faculty.

**Cornell Law School Class of 1957 Twenty-fifth Reunion Scholarship.** Established through donations by members of the class of 1957. Income from the fund is awarded to law students, on the basis of financial need and scholarship, at the discretion of the dean.

**William D. Cunningham Memorial Fund.** Established from the estate of Ettina M. Cunningham as a memorial to her husband, William D. Cunningham. Provides scholarships for worthy students of high character, with preference to law students.

**Francis K. Dalley Fund.** Established under the will of Gretta D. Dalley to aid and assist worthy law students who most deserve financial assistance.

**Albert and Suzanne Dorskind Student Assistance Fund.** Established by gift of Albert A. Dorskind, J.D. 1948, and his wife, Suzanne Dorskind, to provide financial assistance to deserving and needy students at the Law School, with preference to students interested in a career in public interest law. The fund may be used either for student loans or for scholarships, at the discretion of the dean.

**Franklyn Ellenbogen Jr. Memorial Scholarship.** Established in memory of Franklyn Ellenbogen, Jr., a member of the class of 1955, by his parents. The fund's income is awarded to a law student on the basis of financial need.

**Jane M. G. Foster Scholarship.** Established by the Board of Trustees of Cornell University to be awarded to law students on the basis of financial need and scholarship. The scholarship honors Miss Foster, LL.B. 1918, for her generous contributions to the financial support of the school.

**Heber E. Griffith Scholarship.** Awarded each year in memory of Heber E. Griffith, A.B. 1911, LL.B. 1914. Funded by grants from the Lee N. and Grace Q. Vedder Foundation, whose assets are now administered by Bucknell University. Mr. Griffith served for many years as a member of the foundation's board.

**Benjamin Hall Scholarship Fund.** A memorial fund, established by Harriet G. Lynch's will, in honor of Benjamin Hall. The income is awarded yearly to a law student. In selecting the recipient of this scholarship, due consideration is given to good character, need, academic performance, and extracurricular activities—in particular, athletic ability.

**May Thropp Hill Scholarship Fund.** Established from the bequest of May Thropp Hill to provide scholarships and loans for law students, with preference to female students.

**George W. Hoyt Fund.** This fund came to the University under the will of George W. Hoyt, A.B. 1896. Following Mr. Hoyt's wish that the income be used for the benefit of the Law School, the Board of Trustees voted that, for the present, this income be appropriated for scholarships in the Law School.

**William T. and William B. II Kerr Scholarship Fund.** From the bequest of Frances H. Kerr, in memory of her husband and son (LL.B. 1921 and LL.B. 1959). Recipients and amounts of awards are determined by the dean on the basis of need.

**Dickson Randolph Knott Memorial.** Established by Mrs. Sophia Dickson Knott in honor of her son, 1st Lt. Dickson Randolph Knott, AUS. Lieutenant Knott, ranking student in the class of 1944 at the end of his first year and wearer of the Purple Heart and the Silver Star, was killed in action in Italy, October 22, 1943. The income from the memorial is used to aid veterans in the school.

**Irving B. Levenson Scholarship Fund.** Established by gifts from Irving B. Levenson, J.D. 1953. Income from the fund provides financial assistance annually to a worthy and needy law student. This scholarship is awarded at the discretion of the dean.

**William J. McCormack Scholarship Fund.** Established in memory of William J. McCormack by Donato A. Evangelista, LL.B. 1957. The fund's income provides scholarships to support worthy and needy law students.

**George J. Mersereau Fellowship and Scholarship.** Established from a bequest from the estate of Mrs. Edna Beahan Mersereau in memory of her husband, George J. Mersereau.



*Professor Robert B. Kent*

The scholarship is for students in the Law School who, by reason of character, ability, and financial need, are deemed exceptionally deserving of financial assistance.

**Leonard T. Milliman Cooperative Law**

**Scholarship.** A gift of Mr. and Mrs. Thomas E. Milliman in memory of their son, Ens. Leonard T. Milliman, USN. This scholarship is awarded to a law student who has an agricultural background and is a potential specialist in the field of farmer-producer cooperative law.

**Joseph and Hazel Moran Scholarship Fund.**

Established by Edward R. Moran, LL.B. 1942, in honor of his parents. This scholarship is awarded to deserving law students with at least a *B* average. Preference is given to graduates of Ohio Wesleyan University or to graduates of other colleges or universities in Ohio.

**Lewis W. Morse Memorial Scholarship.**

Established in memory of Professor Lewis W. Morse, LL.B. 1928, who served on the faculty from 1931 to 1969, by friends and associates. This scholarship is awarded at the discretion of the dean.

**Norman Penney Memorial Scholarship.**

Established in memory of Professor Norman Penney, J.D. 1953, who served on the faculty from 1957 to 1981, by friends and associates. The scholarship is awarded at the discretion of the dean.

**Melvin I. Pitt Scholarship.** Established in memory of Melvin Ira Pitt, LL.B. 1950, by his family, classmates, and friends.

**Cuthbert W. Pound Fund.** Created through contributions made in memory of Cuthbert W. Pound, class of 1887, chief judge of the New York Court of Appeals and at one time a member of the faculty of the Cornell Law School.

**Public Interest Fellowship.** Administered by the Public Interest Law Union and supported by donations from students, alumni, and faculty members. Each year a committee of students and faculty members awards fellowships to selected student applicants pursuing public interest summer jobs that pay little or no salary, thereby making it possible for these students to accept such jobs. In recent years Public Interest Fellowships have been awarded to students working for legal services, public defenders' offices, civil rights organizations, and other agencies and groups.

**Lewis and Esta Ress Scholarship Fund.**

Created by gifts from Lewis Ress, A.B. 1952, J.D. 1954, and Esta Ress. Income from the fund is awarded annually to a law student. The award is based on need and merit and is given at the discretion of the law faculty.

**Ralph K. Robertson Scholarship.** Established by a bequest from the estate of Maj. Gen. Robert K. Robertson, LL.B. 1906, to be awarded to worthy law students.

**Peter A. and Stavroula Romas Scholarship**

**Fund.** Established in honor of Peter A. and Stavroula Romas to provide a scholarship for law students in need.



**Henry W. Sackett Scholarships.** Two scholarships have been established from the Sackett Law School Endowment Fund. These scholarships are awarded at the discretion of the law faculty.

**Alfred M. Saperston Student Aid Fund.** Established in honor of Alfred M. Saperston, LL.B. 1919, by members of his immediate family, to be used for loans and scholarships for law students under the supervision of and at the discretion of the dean.

**Judge Nathan A. Schatz Emergency Loan Fund.** Established in memory of Judge Nathan A. Schatz, LL.B. 1915, by members of his immediate family, to be used for emergency loans for law students under the supervision and at the discretion of the dean.

**Eva Howe Stevens Scholarship.** Established by the Board of Trustees of Cornell University to be awarded to a Law School student on the basis of financial need and scholarship. This scholarship honors Mrs. Stevens, widow of the late Dean Robert S. Stevens, for her generous, extensive, and continuous support of the Law School.

**Tessler Student Aid Fund.** Established by a gift from Allan R. Tessler, A.B. 1958, J.D. 1963, and his wife, Frances Goudsmit Tessler, A.B. 1959, to provide financial assistance to deserving and needy law students. The fund may be used either for student loans or for scholarships, at the discretion of the dean.

**Tudor Foundation Student Loan Fund.** Established at the Law School in 1979 by the Tudor Foundation, to be used to help needy and deserving law students finance their education.

**Mynderse Van Cleef Scholarship.** Awarded at the discretion of the law faculty.

**John James Van Nostrand Scholarships.** Two scholarships, available to students after the first year, are awarded on the basis of financial need, character, and scholarship.

**Clifford R. Weidberg Scholarship.** Through annual gifts to the Law School, Clifford R. Weidberg, J.D. 1972, provides a scholarship for a student with financial need who has excelled in extracurricular activities and service to an undergraduate institution. Preference is given to graduates of Hofstra University from Long Island.

**Joseph Weintraub Memorial Scholarship Fund.** Established by New Jersey lawyers and jurists in honor of Judge Joseph Weintraub, A.B. 1928, LL.B. 1930, who made a substantial contribution to our jurisprudence. Scholarships are awarded on the basis of need and merit, with preference given to students who are New Jersey residents.

**Milton and Nathalie Weiss Scholarships.** Established in honor of Milton Weiss, A.B. 1923, LL.B. 1925, and Nathalie Weiss, by their son, Stephen H. Weiss, A.B. 1957, for scholarship awards to law students, with preference given to entering students who were outstanding Cornell undergraduates.

## Prizes

**American Bar Association Prizes.** Established by the Section of Urban, State, and Local Government. Awarded annually to the two graduating students who excel in the areas of land use and local government. The prize is a book published by the section.

**American Jurisprudence Prize Award Program.** The Lawyers Co-operative Publishing Company and Bancroft-Whitney Company, joint publishers of the Total Client-Service Library, award a certificate and an appropriate book selected from the modern legal encyclopedia, *American Jurisprudence 2d*, to the students achieving the highest grades in selected subjects.

**Annual Corpus Juris Secundum Student Award.** Each year the West Publishing Company awards a selected title of Corpus Juris Secundum to the law student or students who, in the judgment of the faculty, have made the most significant contribution to legal scholarship.

**Annual Hornbook Student Award.** Each year the West Publishing Company awards a selected title from the Hornbook Series to the law student or students who achieve superior scholastic accomplishments in their class.

**Peter Belfer Memorial Prize.** A gift of Jean Belfer in memory of Peter Belfer, J.D. 1970, to encourage study of federal securities law. A cash prize is awarded annually from the fund's income to the student who, in the judgment of the dean, demonstrates greatest proficiency and insight in federal securities regulation and related laws.

**Boardman Third-Year Law Prize.** This prize of \$250 is the income from a gift of Judge Douglas Boardman, the first dean of the Law School. It is awarded annually to the student who has, in the judgment of the faculty, done the best work through the end of the second year.

**Nathan Burkan Memorial Competition.** The first prize is \$500, and the second prize is \$200. Awarded to the students who, in the judgment of the dean or such other person as the dean delegates for the purpose, prepare the best papers on copyright law.

**Arthur S. Chatman Labor Law Prize.** A prize of \$500, awarded in memory of Arthur S. Chatman, A.B. 1952, LL.B. 1957, to a third-year student who demonstrates general academic excellence, particularly in the field of labor law, or has written a paper on labor law.

**Cornell Law School Class of 1936 Evidence Prize.** This prize of \$50, from a fund created by members of the class of 1936, is awarded annually to the law student achieving the highest grade in Evidence.

**Cuccia Prize.** Two prizes, a first prize of \$75 and a second prize of \$25, are the gift of Francis P. Cuccia in memory of Mary Heagan Cuccia. They are awarded annually to the teams reaching the finals of the fall Moot Court competition.

**Fraser Prizes.** A first prize of \$100 and a second prize of \$50 are the gift of William Metcalf, Jr., LL.B. 1901, in memory of Alexander Hugh Ross Fraser, former librarian of the Law School. They are awarded annually at the beginning of the college year to third-year students whose law study has been taken entirely at Cornell University and who have most fully evidenced high qualities of mind and character by superior achievements in scholarship and by those attributes that earn the commendation of teachers and fellow students. The award is made upon recommendation of the third-year class by vote, from a list of members submitted by the faculty as eligible by reason of superior scholarship. The holders of the Boardman Prize and the Kerr Prize are not eligible.

**International Academy of Trial Lawyers Award.** Given annually to the student who makes the most outstanding record in the course in trial and appellate practice. The recipient's name is inscribed on a plaque honoring the student.

**Louis Kaiser Prizes.** Two prizes of \$60, given by Louis Kaiser, LL.B. 1921. Awarded after both the fall and spring Moot Court competitions to the upperclass team submitting the best brief.

**John J. Kelly Jr. Memorial Prize.** An annual award given by an anonymous donor in memory of John J. Kelly, Jr., LL.B. 1947, to the students who, in the judgment of the dean, best exemplify qualities of scholarship, fair play, and good humor.

**Ida Cornell Kerr and William Ogden Kerr Memorial Prize.** Established in memory of Ida Cornell Kerr and William Ogden Kerr by Jane M. G. Foster, LL.B. 1918. The income from a fund provides the prize, to be awarded by the dean to a third-year law student who demonstrates general academic excellence.

**Herbert R. Reif Prize.** A gift of Arthur H. Dean, LL.B. 1923. A cash prize awarded annually from the income of a fund established in honor of Herbert R. Reif, LL.B. 1923, to the student who, in the judgment of the faculty, writes for the *Cornell Law Review* the note or comment that best exemplifies the skillful and lucid use of the English language in writing about the law.

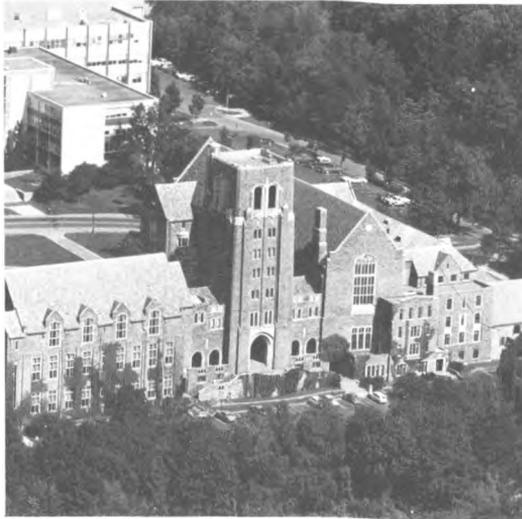
**Earl Warren Prize Fund.** A gift of David R. Keyser, J.D. 1977, and Jan Schlichtmann, J.D. 1977, in honor of the late Chief Justice Earl Warren. The prize is awarded to the student who prepares a paper that best exemplifies the commitment of Earl Warren to civil rights and equal opportunity for all Americans, regardless of race, sex, nationality, alienage, or language and to a society where all persons can speak and worship free from interference by government or the moral majority of the moment.

**United States Law Week Award.** The Bureau of National Affairs of Washington, D.C., offers this award to the graduating student in law who, in the judgment of the faculty committee, has made the most satisfactory progress in his or her final year. The award is a year's subscription to *Law Week*.

## Research Funds

Several endowed gifts to the University have been designated by the Board of Trustees for the support of research in the Law School. The Homer Strong Research Fund was established in honor of Homer Strong, LL.B. 1897, by the will of his wife, Margaret Woodbury Strong. A portion of a gift from Roger C. Hyatt, LL.B. 1913, and of the income of the William G. McRoberts Professorship and the John W. McDonald Fund are also devoted to the support of faculty research. The Milton and Eleanor Gould Endowment Fund, established in 1980, furnishes critical additional support.





## University Administration

Frank H. T. Rhodes, president of the University  
W. Keith Kennedy, University provost  
Thomas Meikle, Jr., provost for medical affairs  
William G. Herbster, senior vice president  
Robert Barker, vice president for research and advanced studies  
William D. Guowitz, vice president for campus affairs  
Robert T. Horn, vice president and treasurer  
Robert M. Matyas, vice president for facilities and business operations  
Richard M. Ramin, vice president for public affairs  
Joan R. Egner, associate provost  
Alison P. Casarett, vice provost  
Kenneth M. King, vice provost  
Larry I. Palmer, vice provost  
James W. Spencer, vice provost  
Walter J. Reihan, Jr., secretary of the corporation and University counsel  
James A. Sanderson, chief investment officer  
J. Robert Barlow, special assistant to the president  
Neal R. Stamp, senior counsel to the University  
Joseph B. Bugliari, dean of the University Faculty

## Law School Faculty and Staff

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Anne Lukingbeal, B.A., J.D., assistant dean and director of admissions and financial aid  
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 Alfred C. Aman, Jr., A.B., J.D., professor of law (on leave 1983-84)  
 John J. Barceló III, B.A., J.D., S.J.D., professor of law (on leave fall 1983)  
 B. Jamie Cameron, B.A., LL.B., visiting assistant professor of law (fall 1983)  
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 Fred C. Zacharias, B.A., M.A., M.A., J.D., assistant professor of law

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 Kathleen A. Sullivan, B.A., J.D., lecturer and staff attorney

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Dorothy Rasinski-Gregory, Washington, D.C.  
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 Alvin B. Rubin, circuit court judge, United States Court of Appeals for the Fifth Circuit, Baton Rouge, Louisiana  
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 James R. Withrow, Jr., Donovan Leisure Newton and Irvine, New York City  
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 Elbert P. Tuttle, senior judge, United States Court of Appeals for the Fifth Circuit, Atlanta, Georgia  
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### Colleges and Universities Attended by Students Enrolled at Cornell Law School, 1982-83

Adelphi University  
 University of Alabama  
 University of Alaska  
 Albright College  
 Allegheny College  
 Alma College  
 American University  
 Amherst College  
 University of Arizona  
 Augustana College  
 Ball State University  
 Barnard College  
 Baruch College  
 Bates College  
 Beloit College  
 Boston College  
 Boston University  
 Bowdoin College  
 Bradley University  
 Brandeis University  
 Brooklyn College  
 Brown University  
 Bryn Mawr College  
 Bucknell University  
 University of California, Berkeley  
 University of California, Davis  
 University of California, Irvine  
 University of California, Los Angeles  
 University of California, Santa Cruz  
 California State University, Chico  
 Calvin College  
 Cambridge University  
 Carleton College  
 Carnegie-Mellon University  
 Case Western Reserve University  
 Catholic University of America  
 Central Michigan University  
 University of Chicago  
 City College of New York  
 Clark University  
 Clemson University  
 Colby College  
 Colgate University  
 University of Colorado  
 Colorado State University  
 Colorado Women's College  
 Columbia University  
 University of Connecticut  
 Cornell University  
 Creighton University  
 Dartmouth College  
 Denison University  
 University of Denver  
 DePauw University  
 Dickinson College  
 Dowling College  
 Duke University  
 Emory University  
 Fairleigh Dickinson University  
 University of Florida  
 Florida State University  
 Fordham University  
 Fort Lewis College  
 Franklin and Marshall College  
 Georgetown University  
 George Washington University  
 Gettysburg College  
 Goddard College  
 Grinnell College  
 Hamilton College  
 University of Hartford  
 Hartwick College  
 Harvard University  
 University of Hawaii  
 Hobart College  
 Hofstra University  
 College of the Holy Cross  
 University of Illinois  
 Indiana University  
 Ithaca College  
 Jagiellonian University  
 Johns Hopkins University  
 University of Kansas  
 Kenyon College  
 Keuka College  
 Lafayette College  
 La Salle College  
 Lawrence University  
 Lehigh University  
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