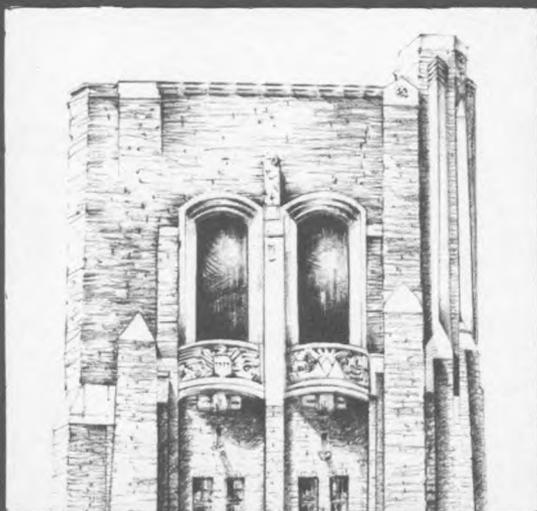
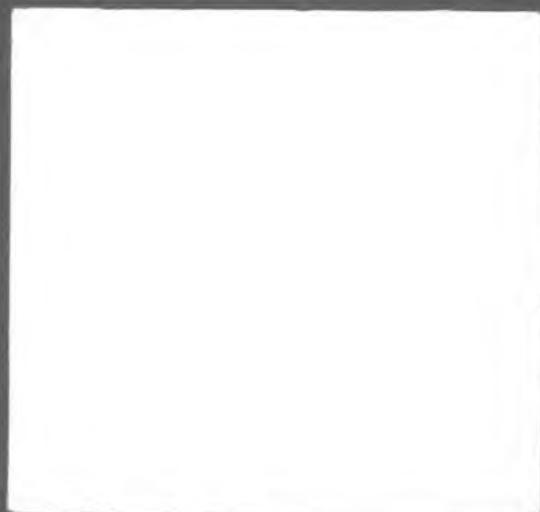


# Cornell Law School



**Cornell University Announcements**



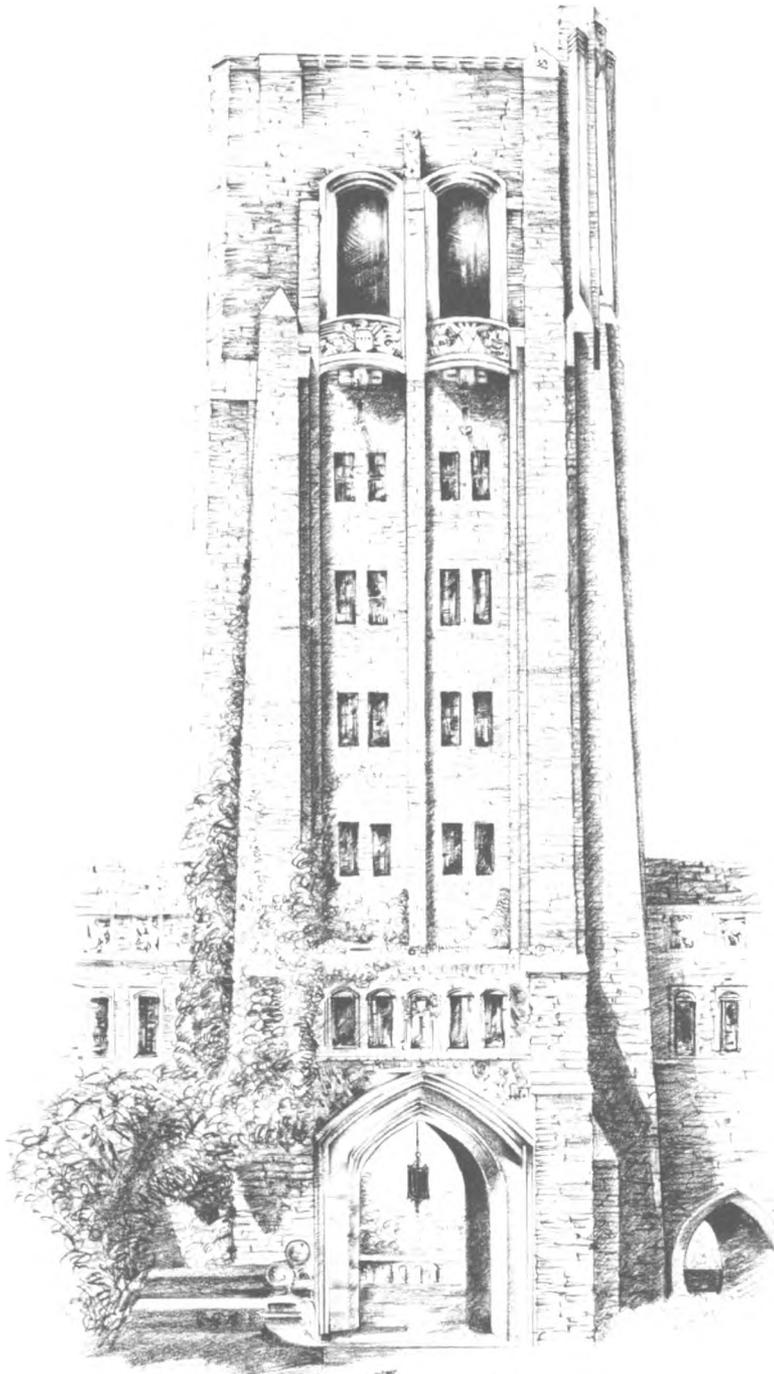
*Cornell University Announcements*  
ISSN 0749-1463

Volume 23 of the *Cornell University Announcements* consists of four issues, of which this is number three, dated June 24, 1988. Issued twice in March, once in June, five times in July, and once in September. Published by the Office of University Publications, East Hill Plaza, Ithaca, New York 14850-2805. Second-class postage paid at Ithaca, New York.

*Postmaster:* Send address changes to the Admissions Office, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853-4801.

# Cornell Law School

1985-86



# 1985-86 Calendar

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## Fall Term

Orientation for new students	Monday, August 26
Fall term instruction begins	Wednesday, August 28
Registration	Wednesday, August 28
Fall recess begins	Saturday, October 19
Instruction resumes	Monday, October 28
Thanksgiving recess begins	Thursday, November 28
Instruction resumes	Monday, December 2
Fall term instruction ends	Thursday, December 5
Reading period begins	Friday, December 6
Final examinations begin	Monday, December 9
Final examinations end	Friday, December 20

Wednesday, December 4, will have a Friday class schedule.

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## January Intersession

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

Instruction begins	Monday, January 6
Instruction ends	Thursday, January 23

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## Spring Term

Spring term instruction begins	Monday, January 27
Registration	Monday, January 27
Spring recess begins	Saturday, March 22
Instruction resumes	Monday, March 31
Spring term instruction ends	Friday, May 9
Reading period begins	Saturday, May 10
Final examinations begin	Monday, May 12
Final examinations end	Friday, May 23
Law School Convocation	Sunday, May 25
Commencement	Sunday, June 1

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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 from the University calendar. 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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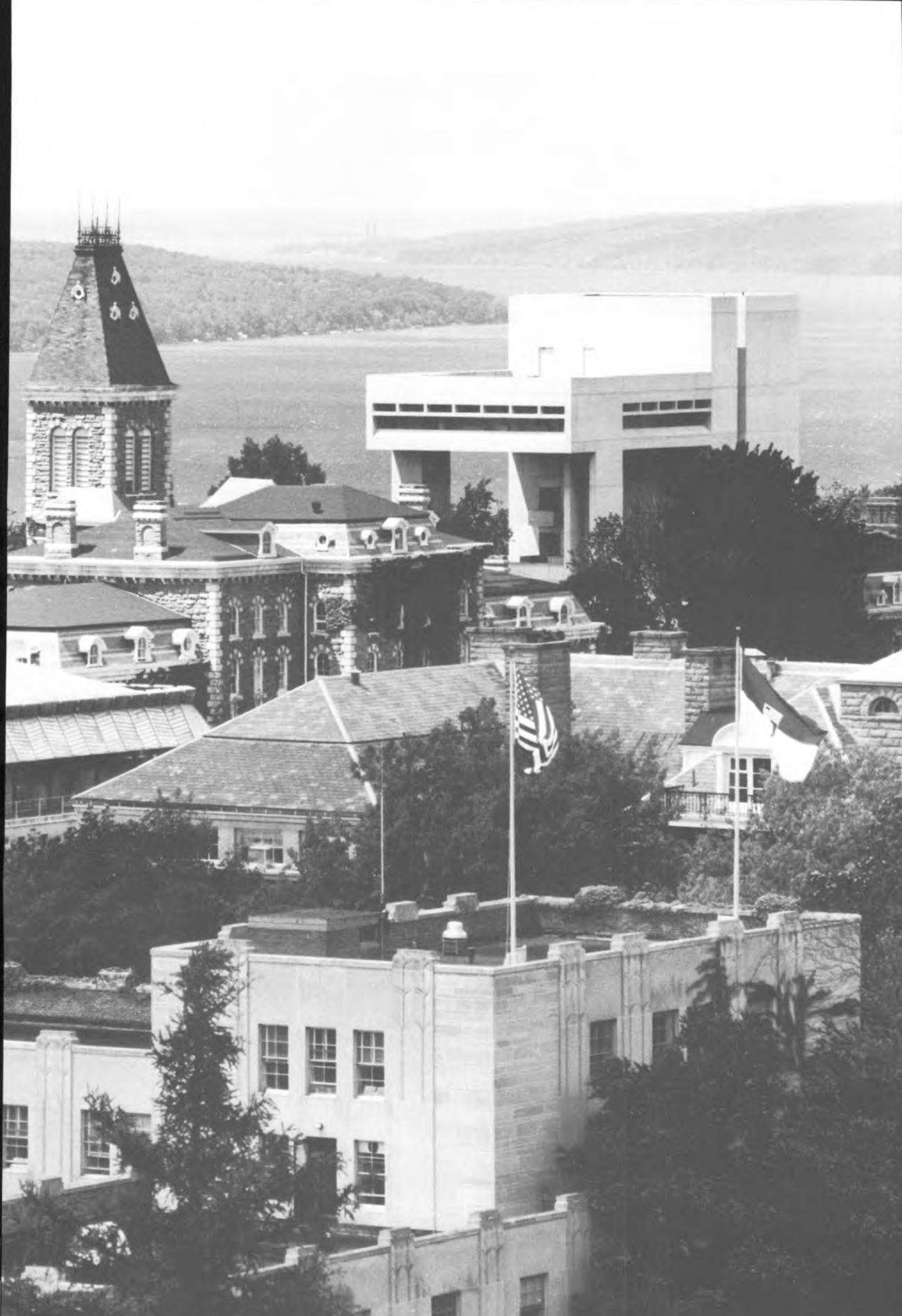
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**Part 1 of the application for admission is in the center of this Announcement.**





**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 will further legal progress and reform, and who can fulfill the vital role of the lawyer as a community leader and a protector of ordered liberty. Five elements are necessary to accomplish that purpose: a talented and dedicated faculty, a diverse and well-structured curriculum, highly qualified students, 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 faculty sets and maintains the highest possible ethical and academic standards for itself and 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 them 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 those 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 courses 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 every type of undergraduate institution. There is currently a total enrollment of about 540 students, representing most states and about 200 colleges. About 36 percent of the students are women, and 12 percent are minority members.

The test scores, undergraduate records and major fields, extracurricular activities, work experiences, and special circumstances of students show much variety. A large number have been involved in some kind of academic or nonacademic activity between graduation from college and entrance into law

school. Some have even had successful careers in other fields but have decided to pursue a legal education. As a result, the ages and backgrounds of the students vary significantly. That 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 385,000 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. The library also 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 without charge. Students may search other data bases if they pay the library's cost. In addition, personal computers are available for computer-assisted legal instruction and, subject to availability, for word-processing using software owned by the library.

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 almost five 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 540, is medium-sized among American law schools. It is large enough to offer a wide curriculum but small enough to provide a human scale that avoids impersonality. The full-time faculty, permanent members plus visitors, currently numbers thirty-four, 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.

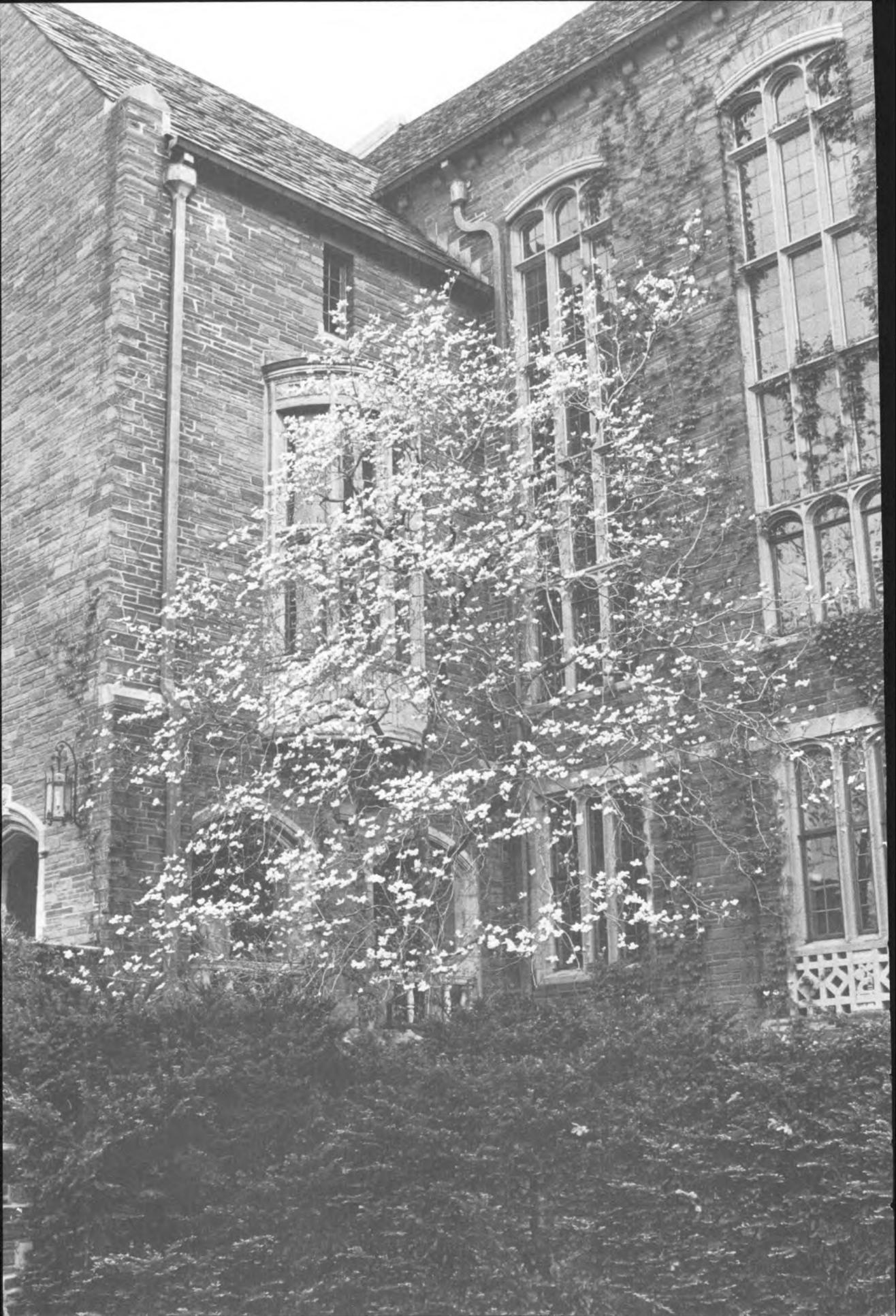
First-year classes are currently sectioned so that each student has one class in a major subject with an enrollment of less than thirty. Other first-year classes vary in size, but most contain about eighty students. Legal-writing classes for first-year students are usually taught in sections of sixteen 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 of Cornell University. Those programs are described on pages 22–23 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 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 3,100 applications for admission were received for the 175 places in the class admitted in the fall of 1985.

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. Those 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 1984 had a median LSAT score of about 41 and an undergraduate grade point average of about 3.45. Other characteristics include the following: 33 percent had full-time job experience other than summer jobs, 48 percent had law-related job

experience, including internships, 48 percent had been actively involved in student government in leadership positions, 24 percent were editors and reporters on college publications, 18 percent were college varsity athletes, and 13 percent had done graduate work.

If an applicant wants more information about the program after reading this Announcement, a visit to the school may be useful. Arrangements for informational meetings with admission assistants, as well as tours and visits to classes, may be made by calling the admissions office several days before a visit.

Because of the large number of applications, the members of the admissions committee cannot conduct evaluative interviews of all interested applicants. However, the committee may request that certain applicants come to Ithaca during the winter for an interview. In addition, applicants who are notified in the spring that they have been placed on hold, as well as applicants who are placed on the waiting list in the summer, may call the admissions office and request an interview. Whenever possible, the admissions committee will try to grant the interviews.

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 that 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 people.
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 *Prelaw Handbook*, prepared by the Law School Admission Council and the Association of American Law Schools. The 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.

## 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 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 those circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. 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.



Dean Peter W. Martin

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 specified dates during the year at test centers throughout the country and at some overseas centers. It 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*.

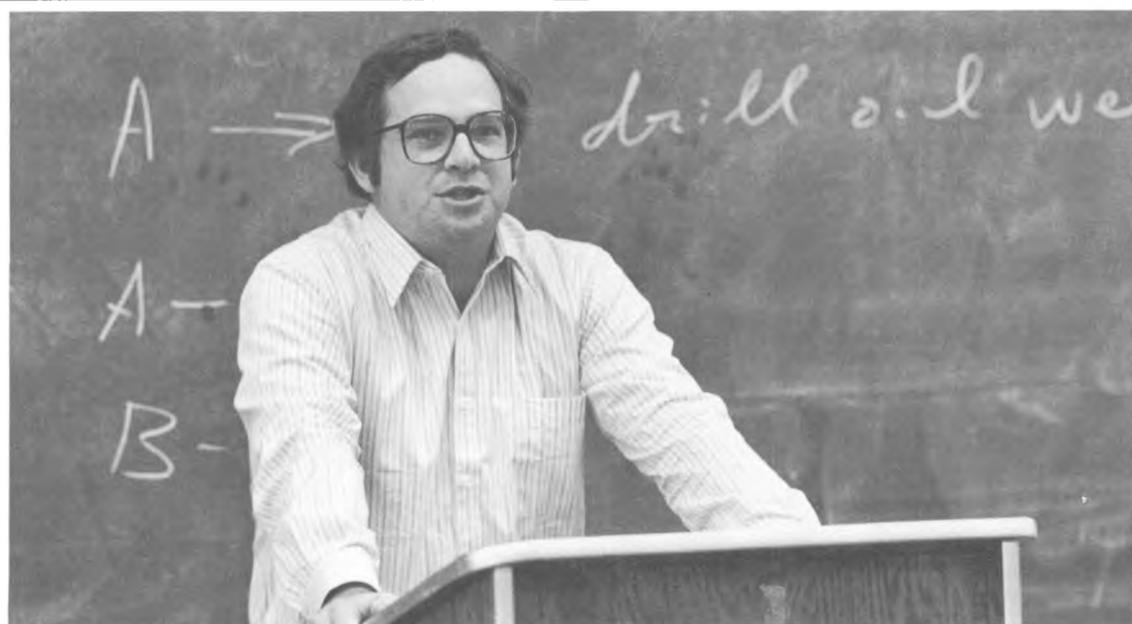
**Registration with LSDAS.** Each applicant must register with the Law School Data Assembly Service by completing and mailing the registration form supplied with the *Law School Admission Bulletin*. A transcript from each college or university attended should be sent to LSDAS, Box 2000, Newtown, Pennsylvania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

LSAT/LSDAS reports are 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 that form, found in each applicant's LSAT/LSDAS registration packet, and will return to the applicant any application received without the form. The matching form must be submitted with part 1 of the application for admission, located in the center of this Announcement.

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

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

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 Gannett Health Center.



Professor Theodore Eisenberg

### 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 part 1 to the admissions office, along with the matching form and a \$40 application fee. As soon as the admissions office receives part 1, it mails part 2.

The admissions committee makes 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 that 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 1985 were required to pay a \$150 deposit on April 5 and a \$350 deposit on May 31. 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 the 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 at 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 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.



*Professor Stewart J. Schwab*

Transfer applicants use the same application form as 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 grants transfer students no more than thirty credit hours of advanced standing toward their J.D. degree and may award fewer, depending on the correspondence between first-year courses at Cornell and the 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 14853-4901.

The financial aid office of the Cornell Law School does not normally award scholarships 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, rather than 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 \$17,980 for an academic year. A total of about \$21,160 is projected for a married student without children. Married students with one child should anticipate expenses of about \$22,810 for nine months. Those 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, 1985–86*	\$10,830	\$10,830
Room and meals	4,150	7,330
Books and supplies	600	600
Personal expenses	2,400	2,400
	\$17,980	\$21,160

\*Tuition for 1986–87 will not be announced until March 1986.

## 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 1985–86 is \$10,830 for the academic year. Tuition is billed in July and December and must be paid before registration each semester.

**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 deposits may vary from year to year. Those admitted to the class entering in the fall of 1985 were required to pay a \$150 deposit on April 5 and a \$350 deposit on May 31. 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, \$60; four weeks, \$70; five weeks, \$80; six weeks, \$90; more than six weeks, \$90 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 to help students who demonstrate significant need. About 40 percent of the students at the Law School are receiving scholarship awards. A substantially higher percentage are receiving loan assistance.

All applicants for financial assistance (scholarship or loan) from Cornell must register with the Graduate and Professional School Financial Aid Service (GAPSFAS). A registration form for that service may be found in the *Law School Admission Bulletin* or 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.

To be considered for a *scholarship*, an applicant's analyzed GAPSFAS form must be received at the Law School admissions office no later than March 15, 1986. Therefore a scholarship applicant should register with GAPSFAS by mid-February at the latest. Scholarships are 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.

*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.*

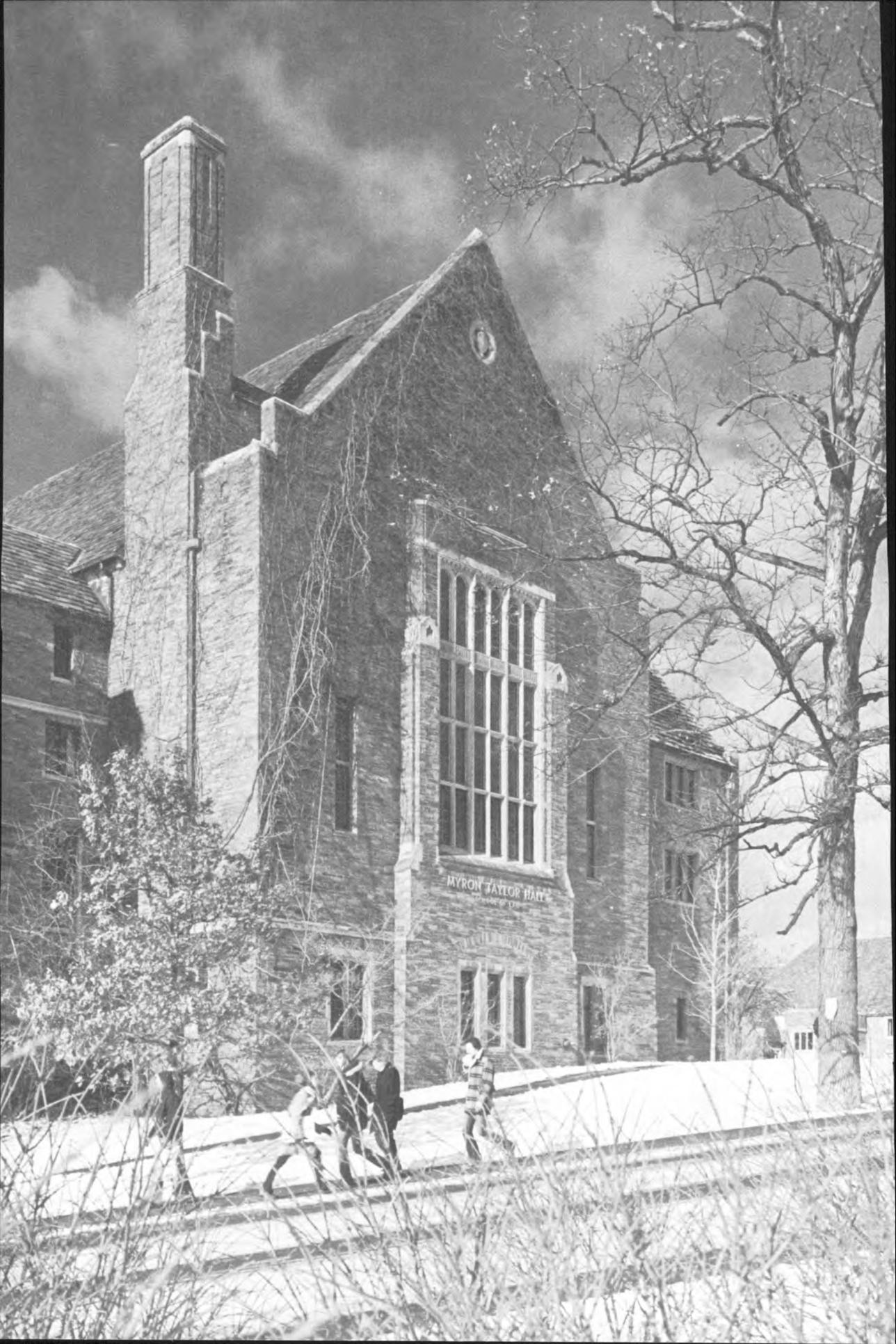
A student who is not eligible for Law School scholarships or University loans may nevertheless be eligible for a federally subsidized, state-guaranteed loan. Interested students should contact their local banks or an Ithaca bank for details.

## 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 14853-2801.





MYRON TAYLOR HALL  
UNIVERSITY OF TORONTO



**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 those 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 those requirements need the consent of the dean of students.

## First-Year Courses

	<i>Credit Hours</i>
<i>Fall</i>	
Civil Procedure	3
Constitutional Law	4
Contracts	3
Practice Training I	1
Torts	4
<i>Spring</i>	
Civil Procedure	2
Contracts	2
Criminal Justice	4
Legal Process	3
Practice Training II	
(intersession: January 6–23)	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. Those 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. That aim is reflected in the faculty's recommendation that students take four core courses during the second year: (1) Administrative Law, (2) Corporations or Enterprise Organization, (3) Evidence, and (4) Federal Income Taxation.

The importance of broadening of a different kind is reflected in the requirement 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, the 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 are 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, 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 and Counseling, 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" is 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 that use of the third year, the school offers students the opportunity to concentrate in any of four areas: (1) advocacy, (2) business law and regulation, (3) general practice, or (4) public law. The 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 that 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>Fall</i>	<i>Credit Hours</i>
Administrative Law	3
Antitrust Law	3
Commercial Law	3
Comparative Law	3
Constitutional Remedies	2
Corporations	4
Debtor-Creditor Law	4
Employment Discrimination	3
Estate and Gift Taxation	3
Evidence	3
Family Law	3
Federal Income Taxation	4
International Business Transactions	3
International Law	3
Interviewing and Counseling	3
Land-Use Planning	3
Products Liability	3
Professional Responsibility	3
Real Estate Transfer and Finance	3
Securities Regulation	3
Trial Advocacy	3
Trusts and Estates I	3
<i>Spring</i>	
Accounting for Lawyers (intersession)	2
Administrative Law	3
Admiralty	2
Advanced Civil Procedure	3
American Legal History	3
Commercial Law	3
Conflict of Laws	3
Criminal Procedure	3
The Early Development of Anglo-American Common Law	3
Enterprise Organization	4
Environmental Law	3
Evidence	3
Fact Investigation	3
Federal Courts	4
Federal Income Taxation	4
Freedom of Expression	3
International Taxation	3
Labor Law	3
Law Practice Dynamics	3
Law, Society, and Morality	3
Lawyers and Clients	3
Taxation of Corporations and Shareholders	3
Taxation of Partnership Income	2
Trial Advocacy	3
Trusts and Estates II	3

**Problem Courses and Seminars**

<i>Fall</i>	<i>Credit Hours</i>
Constitutional Theory	3
Copyright, Trademark, and Patent Law	3
Corporate Practice	3
Death Penalty and Criminal Appellate Advocacy Seminar	3
Ethics of Corporate Practice	3
European Economic Community	3
Family Law Clinic	3
International Human Rights	3
Labor Arbitration and Mediation	3
Labor Legislation	3
Law and Medicine	3
Legal Aid I*	4
Legal Aid II*†	4
Legal Information Systems	3
Problems in Criminal Justice	3
The Religion Clauses of the First Amendment	3
Sex Discrimination and the Law	3
<i>Spring</i>	
Children's Rights	3
Comparative Antitrust Law	3
Computer Applications in Law Practice and Legal Education	3
Contemporary Legal Theory	3
Estate Planning	3
International Business Transactions	3
Law, Science, and Technology	3
Legal Aid I*	4
Legal Aid II*†	4
Legal Predicaments in Settling Lawsuits	3
Media Law Seminar	3
Problems in Criminal Procedure and Postconviction Remedies	3
Problems in Legislation	3
Professional Responsibility Seminar	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).

†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 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*, or submission of satisfactory briefs in at least two upperclass Moot Court competitions satisfies the second, but not the first, writing requirement.

In a three-hour problem course or seminar that satisfies the first writing requirement, 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.

**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 each student prepares one or more research papers.

**Supervised writing program.** Second- and third-year students may do supervised research and write on topics of their choice for academic credit. The 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 in the program is expected to submit outlines and drafts to the faculty member for review and discussion on a regular basis. The work is evaluated by letter grade, the standard being 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 those 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 the 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 or any Law School course other than Practice Training. The student cannot receive more than two credit hours in any one subject, in the same type of course, or in any one semester. The regulations set forth in the preceding paragraphs describing the supervised writing program otherwise apply, except that the maximum total of four 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. Those programs involve students in simulated exercises as well as in actual courtroom proceedings.

Cornell Legal Aid provides legal assistance to indigent people 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 I, students handle four to six 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, hearing advocacy). The skills are developed through lecture, discussion, simulation, and critique of actual case handling.



*Professor David B. Lyons*

The upper-level seminar, Legal Aid II, involves students in making court appearances and assisting in the supervision of other legal aid participants. The weekly class sessions are devoted to the further development of lawyering skills, 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 five attorneys working 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. Those 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., during the fourth or fifth semester of their J.D. program.

## Term Away

Each year a very limited number of students may obtain permission to enroll at another law school for the fourth or fifth semester of their J.D. program. Selection is on the basis of unique educational objectives attainable at a particular institution. Students who want to pursue that option must apply before March 1 for the following academic year.

An applicant must present a statement of specific educational objectives sought and a detailed outline of a proposed course of study not available at Cornell. The proposed host school must be of comparable quality and must indicate a willingness to entertain an application for admission as a special student. Approval of an application is conditional upon final acceptance by the host school. A student must be in good standing at the time of application and at the commencement of the term away.

Credit for the term away is granted upon submission of satisfactory evidence of completion of a semester's course work of not less than twelve and not more than sixteen credit hours. The final schedule of courses must be submitted to the Cornell Law School for approval before the commencement of the term away. Because grading systems are highly variable, course work completed at the host school is not 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 nine 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 may 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. A student may 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 counts as concentration credits, nor does 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 on the approval of the administrative committee. Before registration a list of the courses included within each of the four concentrations is issued.

## Specialized and Combined Degree Programs

**J.D. with specialization in international legal affairs.** At the beginning of their second year of law study 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.

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. Flexibility is maintained 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.** The faculties of the Law School and the Johnson Graduate School of Management 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 Master of Business Administration (M.B.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 the program may obtain further information by writing to the Director of Admissions, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853-4901, or to the Director of Admissions, Johnson Graduate School of Management, Cornell University, Malott Hall, Ithaca, New York 14853-4201.

**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 those 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 can complete 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 is 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 14853-3901.

**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. After successfully completing their first year in the Law School, students may elect one course each semester in the College of Architecture, Art, and Planning. Upon successfully completing the

requirements for a J.D. degree, the students spend a fourth year at the College of Architecture, Art, and Planning to complete the requirements for an M.R.P. degree. Instead of starting the program with a year at the Law School, a student may start it with a year in the College of Architecture, Art, and Planning.

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. The requirements are fixed by a faculty committee representing both the Law School and the Department of City and Regional 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 them 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. That 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 those electives to courses in philosophy. When appropriate, other Law School courses may also count toward a graduate degree in philosophy. While the Doctor of Philosophy (Ph.D.) program normally takes four years (twelve courses in two years plus two years for the dissertation), and the Master of Arts (M.A.) program normally lasts two years (six courses in one year plus a year for the thesis), a joint program of studies leading to the J.D. and Ph.D. degrees lasts six years instead of seven, and one leading to the J.D. and M.A. degrees lasts four years rather than five, 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 that time a student pursuing a master's degree has completed 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 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 must 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.



Professor Jane L. Hammond (left)

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. Grades may, at the option of the course instructor, be awarded in tenths of merit points, in lieu of letter grades.

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 the 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 other 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.

**In absentia study.** Requests for in absentia study should be submitted in writing to the office of the dean of students.

**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.

## Graduate Program

The graduate program of the Cornell Law School is a small one, to which only a few students are 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. In general, however, such students must be degree candidates at another university.

## 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 the ability, evidenced by the scholastic record, to pursue advanced study and research and to attain a high level of professional achievement.

Outstanding students from foreign countries in which it is customary to begin the study of law upon entering the university and to obtain a law degree without 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 14853-4901. 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; they can be found in the *Announcement of the Graduate School*, available

from Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850-1247.

## 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 vary.

The Special Committee of each candidate may require 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 satisfactory grounding in the nature and function of legal systems and legal processes. That requirement may be fulfilled either on the strength of prior study or through an appropriate course of study at Cornell. A candidate whose prior study has been in another system of law must demonstrate adequate understanding of the common-law systems before he or she can be awarded a degree.

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.

**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 partly chosen by the candidate (after consultation with the field representative of the Field 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 Field 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 is normally 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 Field 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 Field of Law of the Graduate School of Cornell University. The Field 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, industrial and labor relations, management, and philosophy), and other members of the Graduate Faculty serving on the

supervisory committees of candidates for law degrees.

That method of organizing graduate work in law offers candidates the opportunity to correlate their work in law with work in allied fields in other departments of the University. It makes 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.

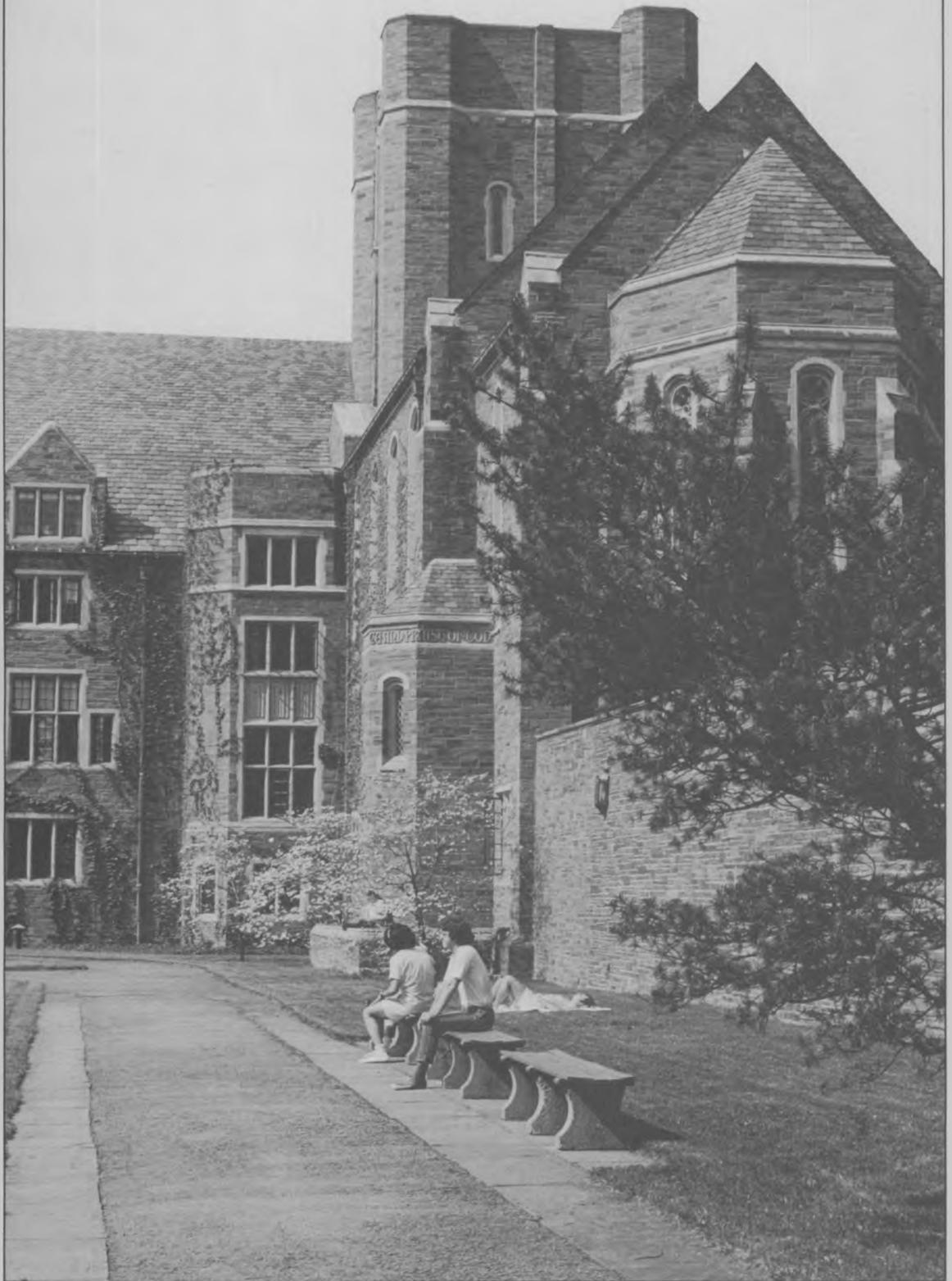
Graduate students in law are registered with the Graduate School, in Sage Graduate Center.

### **Evaluation of Work**

In contrast to the grading system for other students, 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 those 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 we receive part 1, we will send you 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. We will try to send you a first response (admit, deny, or hold) by April 1 if your application is complete before February 1. To avoid the holiday mail rush and the resulting backlog, those who want that early response should submit all supporting materials early in December. Those who complete their application after February 1 may not 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 have your transcripts sent to them. You should also 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.

To be considered for a *scholarship*, an applicant's analyzed GAPSFAS form must be received at the Law School admissions office no later than March 15, 1986. Therefore an applicant should register with GAPSFAS by mid-February at the latest. 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 will not 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.

If you want more information about the program after reading this Announcement, you may find a visit to the school useful. Arrangements for informational meetings with admission assistants, as well as tours and visits to classes, may be made by calling the admissions office several days before a visit.

Because of the large number of applications, the members of the admissions committee cannot conduct evaluative interviews of all interested applicants. However, the committee may request that certain applicants come to Ithaca during the winter for an interview. In addition, applicants who are notified in the spring that they have been placed on hold, as well as applicants who are placed on the waiting list in the summer, may call the admissions office and request an interview. Whenever possible, the admissions committee will try to grant the interviews.

*In summary, you should* (1) fill out both sides of part 1 (attached), including the address label, and (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 14853-4901. You will 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 a *scholarship*, an applicant's analyzed GAPSFAS form must be received at the Law School admissions office no later than March 15, 1986. Therefore an applicant should register with GAPSFAS by mid-February at the latest.

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: \_\_\_\_\_

**Send this form with**

- 1. the \$40 application fee**
- 2. the matching form with the 1986 registration number**

**to the Admissions Office, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853-4901.**



**O**ne factor in creating and maintaining excellence in legal education is the intellectual vitality and creative energy of law students. Cornell Law School is unexcelled in that regard. The 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, in conjunction with the North American Indians at Cornell (NAIC), a campuswide student organization.

### **Asian American Law Students' Association.**

AALSA is an organization of Asian American law students committed to improving the general welfare of Asian Americans by using the law to effectuate 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.

**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 scholars, lawyers, and diplomats. Each issue also contains student work on recent developments in international law and theoretical questions in international and comparative law.

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, analytical, and editorial skills essential in both law school and practice.

**Cornell International Law Society.** The Cornell International Law Society has become one of the school's fastest growing and most active student organizations. It sponsors public lectures, conferences on international legal topics, the Cornell team effort in the annual Jessup International Moot Court Competition, special placement services in the international legal field, and various social and cross-cultural events. Its activities are conducted independently of, but in coordination with, other international campus groups. The society's members are 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.** All law students are members of the CLSA. The purpose of the association is to promote the general welfare of the student body. Each year students elect an

executive committee—officers and representatives of the association—to conduct the governmental operations of the CLSA. The executive committee allocates funds to all other Law School student organizations and ensures that student opinion is known and considered by the faculty and administration in formulating Law School policy. CLSA members sit on most faculty committees. The CLSA also sponsors social, academic, and athletic events at the Law School and cosponsors other University-wide events.

**Cornell Prison Project.** Members of the Cornell Prison Project, a student-organized program, assist inmates of state correctional facilities throughout New York through legal research and counseling programs. Project members are also involved in educational programs designed to heighten the awareness of the Law School community about problems and trends in criminal law.

**Dicta.** *Dicta* is the school's student-run newspaper. Using the legal and nonlegal skills of the *Dicta* staff and the larger student body, *Dicta* publishes news, feature, and opinion articles. The paper serves as a forum for the exchange of ideas and as a means for students to use their writing, artistic, and photographic skills.

**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. In addition to the courses leading to the J.D. with specialization in international legal affairs, there is a speakers' series, conferences, 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 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.

**Lambda Law Students.** Lambda was established in 1983 to provide support for gays, lesbians, and bisexuals in the Law School community; to educate

the community about issues affecting them; and to work for the recognition of their rights by our legal system. The group meets regularly and sponsors lectures and social events. Membership is open to all interested individuals.

**Latino American Law Students Association.**

LALSA is an organization of Hispanic and non-Hispanic students that is committed to increasing the number of Latin Americans in the Law School and in the legal profession. LALSA sponsors lectures and discussions on a variety of topics, such as international human rights, United States involvement in Central America, and domestic immigration policy.

**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 a 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." 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 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; 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 law student couples, married or otherwise, the group meets periodically throughout the school year. Members participate in various social activities.

**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 introduced to all first-year students in connection with the practice training course. In the spring semester first-year students may participate in an

elective Moot Court competition, which emphasizes the development of oral advocacy.

The Moot Court Board also conducts an extensive intramural program for upperclass students. The board conducts several rounds of brief writing and oral argument each semester in the form of an elimination competition. The Moot Court Board selects its members and the teams that represent Cornell in inter-law school competitions on the basis of performance in the intramural competitions. Prizes are awarded annually to the students ranked highest in this work. Judges are selected from the bench and bar, the faculty, and the Moot Court Board. In addition to appellate argument, the national trial competition provides experience in trial advocacy. Students submitting satisfactory briefs in at least two intramural 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. The Cornell chapter provides legal services to various community organizations and brings to the Law School distinguished speakers with progressive points of view.

**Order of the 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 numerous 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 its 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

participation in a public interest job fair with the placement office. The group also 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, students formed the Women's Law Coalition in 1970. The coalition sponsors a number of educational programs, including an annual Women and the Law Conference. The Befriender Program pairs each first-year woman with an upperclass woman who serves as an informal adviser and friend. Each year the group sends representatives to the National Conference on Women and the Law, publishes a newsletter, and sponsors informal gatherings with female faculty members and administrators.

## Lecture Series

**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 and their topics have been:

1984 Sir Gordon Slynn, advocate general, European Court of Justice: "A Common Market — Aspects of the Economic Law of the European Community" and "The Individual and the Law in the European Economic Community"

1984 Sol M. Linowitz, former United States ambassador for Middle East peace negotiations and currently a senior partner in the international law firm of Coudert Brothers: "A Lawyer Looks at the Middle East"

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 University 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 School of Law: "Liberty, Property, and Due Process"

1975 Robin M. Williams, Jr., the Henry Scarborough Professor of Social Science, Cornell University; Professor Ruth Bader Ginsburg, Columbia University; and 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 School of Law; 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 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 in 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. The series provides law students with an opportunity to expand their legal education beyond the substantive and procedural law taught in the Law School. The incumbents and their topics have been:

1984 Professor David Williams, Wolfson College: "A Separated Power: The Courts and the Constitution in the United Kingdom"

1984 Professor John P. Heinz, Northwestern University School of Law, and executive director of the American Bar Foundation: "Are 'Washington Lawyers' Lawyers?"

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. Breitler, 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. The 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 area of interest. Members of the classes of 1983 and 1984, for example, entered private practice in large numbers (77 percent of those reporting); thirty-three accepted judicial clerkships (12 percent); another group obtained employment with government agencies and public interest and legal services organizations (5 percent); some chose employment with business concerns (3 percent); and the remainder pursued further academic study, entered teaching, or fulfilled a military commitment (3 percent).

Starting salaries, as reported by recent graduates, ranged from \$18,000 to \$50,000. In 1985–86 firms in larger cities are expected to pay from \$30,000 to \$50,000. Salaries for judicial clerkships and other positions are from \$16,000 to \$37,562. Federal government agencies hire at levels GS-9 and GS-11 (currently \$21,804 and \$26,381).

**Health services.** Health services for students are available at 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. Counseling services and ordinary laboratory and X-ray examinations necessary for diagnosis and treatment are available on-site. More information on services available for students and fees for services that are not provided free of charge may be obtained at the center. Student spouses can receive medical care on a fee-for-service or prepaid basis.

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. That 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 and health services may be obtained from the Department of University Health Services, Gannett Health Center, Cornell University, 10 Central Avenue, Ithaca, New York 14853-3101 (607/256-4082).

**Services for the disabled.** Cornell University is committed to assisting disabled students who have special needs. A brochure describing services for the disabled student may be obtained from the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, New York 14853-2801. 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 is connected to Myron Taylor Hall and overlooks Cascadilla Gorge. It 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 those halls is also limited.

Information about application for housing is sent by the Law School after the student pays the registration deposit. Room assignments are made in the order in which applications are received, and the housing contract is for the entire academic year. Acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

The University maintains unfurnished apartments for about 421 student families. Requests for information about family housing should be sent to the Family Housing Office, Cornell University, 40 Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850-2662.

Students are not required to live on campus, and some prefer to live off campus, in Ithaca and the surrounding area. A partial list of available off-campus accommodations is maintained at the Off-

**Campus Housing Office.** Because the list changes constantly, it is not useful to compile a list for mailing. A brochure entitled *Guide to Off-Campus Housing* may be obtained from the Off-Campus Housing Office, Cornell University, 103 Barnes Hall, Ithaca, New York 14853-1601. 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.

**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, vehicle access to the central campus is restricted. The 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. Access by vehicles to the interior campus is restricted Monday through Friday from 7:30 a.m. to 5:00 p.m. 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 the 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 Department of University Health Services 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 14850-4902 (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.

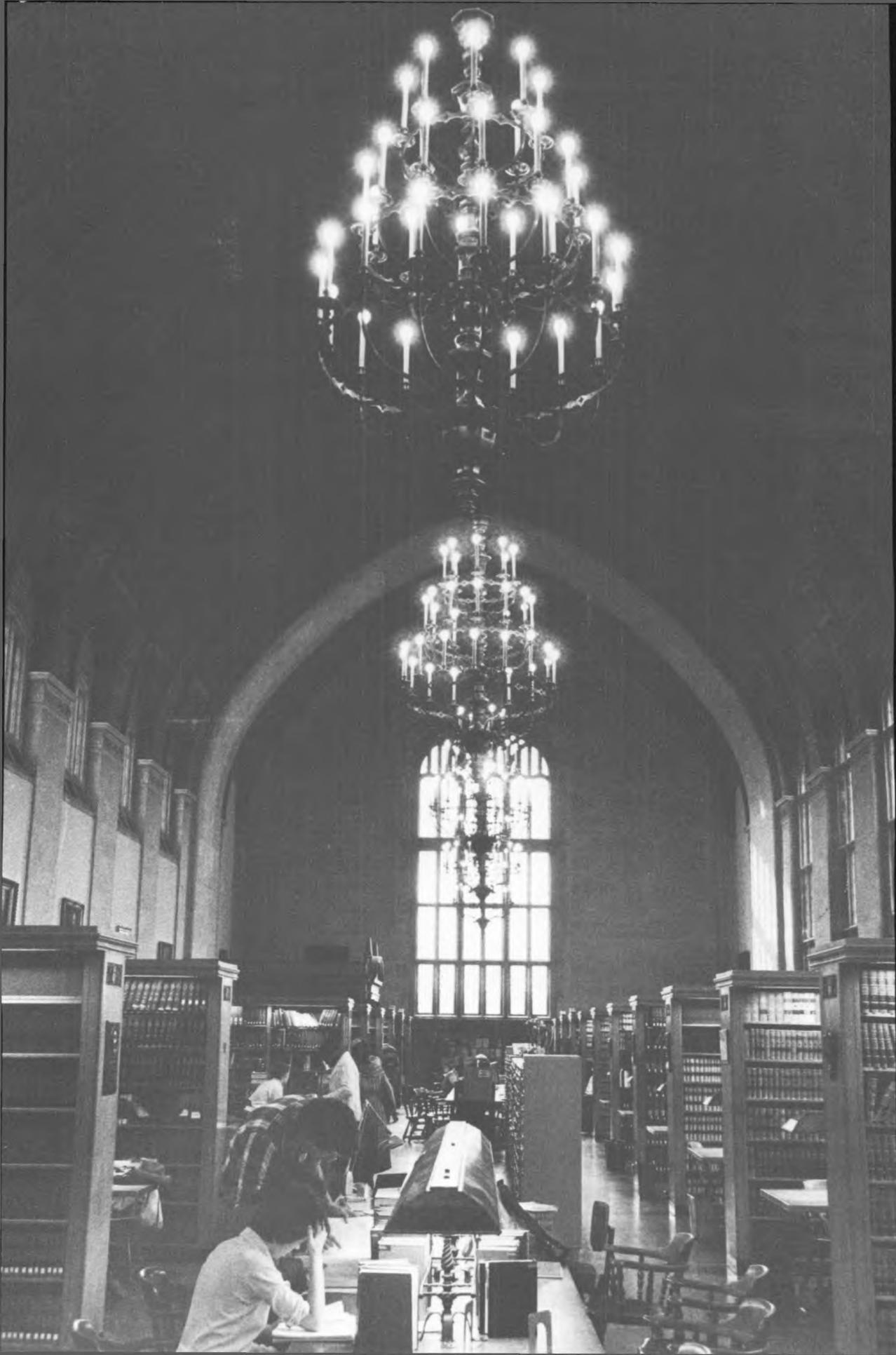
The brochure *Parking and Traffic Regulations* is available at the Traffic Bureau. It is the responsibility of all community members who operate a motor vehicle on campus to be familiar with the parking and traffic regulations and to follow them.

**Bus service.** There are several transit services that operate in Ithaca, on the Cornell campus, and to outlying areas.

CU Transit buses run several routes from rural communities, shopping areas, adjacent neighborhoods and Cornell's peripheral parking lots through the central campus from 5:45 a.m. to 1:00 a.m. Monday through Friday. Fares vary according to the route traveled. Discount commuter tickets and bus passes are available at the Traffic Bureau and the Willard Straight Hall ticket office.

The Blue Light Bus, an evening bus service, operates Sunday through Friday from 6:30 p.m. to 1:00 a.m. during the fall and spring semesters. It travels from central campus to peripheral dormitory and residential areas. Evening service between Cornell, downtown Ithaca, and Ithaca College is available on Ithaca Transit's Route 2A Monday through Saturday from 6:30 p.m. to 1:00 a.m. 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 CU Transit at 607/256-3782.





## First-Year Courses

**500 Civil Procedure** Five hours. K. M. Clermont, 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. A. C. Aman, Jr., D. J. Hutchinson, S. L. Johnson, R. B. Kent, 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. L. I. Palmer, J. A. Siliciano.

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.

**507 Legal Process** Three hours. J. A. Henderson, R. S. Summers.

The course cuts across traditional subject matter areas and focuses on problems of relationship—inter alia, between contracting parties and externally imposed legal order, between legislatures and courts—in the creation and application of legal norms. The role of stare decisis in legal decisions, theories of statutory interpretation, and problems of the methods and processes by which decision makers obtain relevant data. The role of the individual—contracting party, lawyer, judge, lobbyist, or legislator—is considered and emphasized.

**508 Practice Training I** One hour. J. L. Hammond and library staff.

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. G. S. Alexander, J. T. Younger.

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. J. J. Barcelo, R. C. Cramton, J. A. Henderson.

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

## Upperclass Courses

**600 Accounting for Lawyers** Two hours.

Basic accounting terminology, methods, and concepts and their application to business enterprises, taxation, regulation of economic activity, and securities regulation. Techniques of double-entry bookkeeping, deferral and accrual of expense and income, accounting for the costs of inventory and long-term assets, transactions affecting the income and proprietorship accounts, and special problems of combinations and consolidations.

**602 Administrative Law** Three hours. A. C. Aman, Jr., C. Farina.

The powers, methods, roles, and procedures of public officials and bureaucracies. 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.

**604 Admiralty** Two hours. J. J. Barcelo.

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.

**605 Advanced Civil Procedure** Three hours.

D. W. Hutchinson.

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 Agency and Partnership** Two hours. Not offered 1985-86.

A systematic introduction to agency and partnership law. Creation of agency; powers of agents; duration of agency; notice including knowledge; rights and duties among principal agent, and third person; master-servant; workers' compensation; individual (or sole) proprietorship; general partnership; limited partnership; joint venture; joint stock association; and business trust.]

**607 American Legal History** Three hours.

D. J. Hutchinson.

A topical survey of major problems in the history of American law, including the framing and ratification of the Constitution, the codification movement, the law of slavery, the "revolt against formalism" and the American legal realist movement, school desegregation, and modern legal

theory (including economic analysis of law and critical legal studies). The question of the appropriate historiography of American law is an underlying theme.

**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.

**616 Commercial Law** Three hours. C. Farina, R. A. Hillman.

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.

**618 Comparative Law** Three hours. B. A. Rudden.

After a short introduction to the history of European legal systems and the utility of the comparative method, the course concentrates on the presentation of some basic topics of the French, German, and Soviet law of contracts and torts. A secondary aim is to encourage the students to rethink their own law in the light of comparative observation, and in that sense it could be considered an advanced course on American contracts and torts. Topics include the classification of obligations; the choice of contract, tort, or some other figure; the issue of "good faith" negotiation and performance; the effects of contracts on third parties; and problems caused by inflation. Though proper attention is paid to statutes and cases, the course has two other aims: to provide insights into the reasons for the rules and to provoke reflection on how we learn our law.

**620 Conflict of Laws** Three hours. G. J. Simson.

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.

**621 Constitutional Remedies.** Two hours.

T. Eisenberg.

Explores in depth the history and current status of 42 U.S.C. §1983, the dominant statutory vehicle for vindication of constitutional rights in civil cases. Topics include the important antecedent civil rights statute, the Civil Rights Act of 1866, the scope of §1983, the immunities from suit of individuals and governmental entities, and the relationship between federal and state courts in civil rights cases.

**622 Corporations** Four hours. (May not be taken by

those who have taken or are taking Enterprise Organization.) J. A. Siliciano.

An extensive and practical treatment of the law of corporations and other business organizations at both state and federal levels. The history and significance of business corporations, theories of corporateness, selecting the form of business enterprise, selecting the

jurisdiction of incorporation, incorporation procedures and initial financing, defective incorporation and disregard of corporateness, alternatives to the corporate form, and statutory norms and duties of management. Problems of closely held and publicly held corporations, extraordinary corporate matters, and corporate litigation.

**624 Criminal Procedure** Three hours. S. L. Johnson. The investigatory function of police in the criminal justice system and the scrutiny of police practices in judicial proceedings: arrest, search, and surveillance; confessions; identification procedures; and related matters.

**626 Debtor-Creditor Law** Four hours. T. Eisenberg. In part a study of article nine of the Uniform Commercial Code, which governs the procedures for achieving the status of secured creditor in personal property and the rights one obtains by becoming 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.

**628 The Early Development of Anglo-American Common Law** Three hours. C. Holmes.

A survey of the English legal system from the Anglo-Saxon period to the age of Blackstone. The development and the powers of the major legal institutions; the relationship between precedent, equity, and positive legislation in English law; and the constitutional conflicts that vitally affected the nature of the system are examined.

**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 Energy and Natural Resources Law** Three hours. Not offered 1985–86.

An examination of various legal and policy issues that arise in the context of energy and natural resources law. The first half focuses on local, state, and federal economic regulations, particularly those that regulate electricity generated by fossil fuels. Reading and analysis of appellate court opinions and a simulated rate hearing. Students represent environmentalist organizations, industry, legal aid, the utility, and so on. Expert witnesses are cross-examined, a record is developed, and briefs are written. Students playing the role of commissioner decide the case and write a short opinion. The second half focuses on regulations dealing with health, safety, and the environment: the relevant case law in the area and its applications to the problems lawyers regularly encounter. Two major simulated problems that involve the entire class and three to five individual projects, including the drafting of a part of a statute, a letter to a client, or a short position paper.]

**634 Enterprise Organization** Four hours. (May not be taken by those who have taken or are taking Corporations.) 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.

**636 Environmental Law** Three hours. E. F. Roberts.

Environmental law, studied not so much as a process of reasoned decision making but as a hotchpot of bureaucratic expedients imposed upon problems by courts, agencies, and collective elites in what has become a paradigm of the administrative state. Air, land, and water regimes are used to illuminate the politico-economic base of the formal legal superstructure.

**638 Estate and Gift Taxation** Three hours.

Prerequisite: Process of Property Transmission or Trusts and Estates I. 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.

**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.

**641 Fact Investigation** Three hours. Enrollment limited. S. B. Fuller, B. Strom.

The investigation phase of preparing a case for trial. Through simulated exercises, often conducted collaboratively in teams, students develop case theories, analyze the probative strength of existing evidence, develop strategies for acquiring additional evidence, and obtain the evidence through witness interviews and formal discovery. Frequent written assignments are required on such matters as case theories, evidence-marshalling outlines, self-critiques of simulated exercises, interview and deposition preparation, and written discovery.

**642 Family Law** Three hours. L. I. Palmer.

An examination of the ways in which law seeks to intervene into the family as an institution. Besides examining the usual matters surrounding the legal dissolution of families, the course emphasizes the issues relating to children, the emerging problems of the elderly members of the family, and the pressures for new legal definitions of the family arising from demographic and social changes within society.

**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** Fall. Four hours.  
A. Gunn, T. Eisenberg.

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.

**647 Freedom of Expression** Three hours.  
D. J. Hutchinson.

A study of the "free speech" and "free press" clauses of the First Amendment, with attention to underlying theory and to such discrete topics as prior restraints, obscenity, the right of privacy, libel and group libel, fair trial and free press, legislative investigating committees, loyalty oaths, compulsory disclosure laws, sedition, nonlabor picketing, and "public forums."

**649 International Business Transactions** Three hours. D. W. Hutchinson.

The course emphasizes three aspects of the law regulating international business transactions: dispute settlement in international transactions, including special litigation problems and alternative methods of dispute resolution; import regulations, including background on the GATT, dumping, subsidies, and quotas; and export regulations, including the general export-licensing system, boycotts, and economic sanctions. Although the emphasis is on United States law, references are made, where appropriate, to the analogous laws of other countries and regions and to the relevant international materials.

**650 International Law** Three hours. F. Francioni.

The structure and functioning of the international legal system. "Formal" and "informal" processes through which international law is created and applied. The relationship between international law and municipal law, with special reference to federal states. The role of domestic courts in the interpretation application and development of international law. The role of individuals, groups, and private entities in improving compliance with international law. The contents of the general norms of international law: territorial sovereignty and its limitations, immunities from territorial jurisdiction (sovereign states, state organs, international organizations), rights of aliens and international standards concerning the treatment of their economic interests, special regimes for foreign investments and multinational enterprises, limitations placed on territorial sovereignty in view of the protection of fundamental human rights, diplomatic protection of individuals and corporations. The law of the sea and of common responses (outer space, Antarctica). Economic and military coercion. State responsibility.

**652 International Taxation** Three hours. Prerequisites: Federal Income Taxation and either Corporations 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.

**656 Interviewing and Counseling** Three hours.  
Enrollment limited. S. B. Fuller, P. Goldman.

The focus is on the dynamics of client representation as manifested in client interviewing and counseling. Through performance of simulated exercises and discussion of live and videotaped demonstrations, students learn client-interviewing skills to maximize lawyer-client rapport and efficient gathering of information and counseling skills to help clients make case-related decisions. Discussions cover both the skill and the ethical dimensions of those phases of client representation. Frequent written assignments are required on such matters as analyses and critiques of performances and counseling preparation.

**658 Labor Law** Three hours. S. J. Schwab.

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.

**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 in a multilingual and culturally tribal society that lacks a genuine moral consensus.

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

A realistic introduction to the professional aspects of law practice. Professional responsibility and standards 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 and zealous representation within the bounds of law; 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. D. B. Lyons.

An examination of theories about the nature of law, many of which emphasize its relations to morality: law as divine commands, commands of an earthly sovereign, the exercise of power by the state, a species of rule-governed social behavior, and a system of moral relations. Readings from Aquinas, Bentham, Austin, Gray, Holmes, Hart, Dworkin, and others.

**[668 Lawyer as a Negotiator]** Two hours. Not offered 1985–86.

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). Attention is given to more general concerns such as the social functions of lawyers, the organization of the legal profession, and ethical theory

**[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.) Not offered 1985–86.

Owners' power to choose the persons who will succeed to their property when they die. Wills, will substitutes (including intestate succession), trusts, 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.]

**677 Products Liability** Three hours. J. A. Henderson.

Applications of products liability doctrine and theory to a variety of problems drawn from actual litigation. An overview of the relevant case law, statutes, and administrative regulations, including analytic tools drawn from economic, psychological, and other social science theory. A new set of materials has been prepared specifically for this course.

**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 "federalization" of that marketplace is particularly stressed.

**682 Securities Regulation** Three hours. Prerequisite: Corporations or Enterprise Organization. A. Gunn.

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 those two statutes. Primary emphasis on the regulatory structure created by the 1933 act, the question of what constitutes a security, implied secondary liabilities for securities fraud, and current issues in the regulation of tender offers.

**[684 Soviet Law]** Two hours. Not offered 1985–86.

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 the program see page 20.

**688 Taxation of Corporations and Shareholders**

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

A study of aspects of corporate transaction 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. Enrollment limited. F. F. Rossi, F. C. Zacharias.

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 Process of Property Transmission. May be taken by those who are taking Estate and Gift Taxation.) G. S. Alexander.

The course studies the process of gratuitous transfers of wealth and introduces the practice of estate planning. The basic law of property succession, including wills and intestate succession, the law of trusts, and selected aspects of trust administration are covered. A comparison of provisions of the Uniform Probate Code and the New York Estates, Powers, and Trusts Law, illustrating different

approaches to probate law reform. Although the treatment of certain types of wealth transfers under federal estate and gift tax provisions is discussed, the course is primarily concerned with the property aspects of wealth transfer.

**695 Trusts and Estates II** Three hours. (May not be taken by those who have taken Process of Property Transmission.) Prerequisite: Trusts and Estates I. G. S. Alexander.

The course builds upon Trusts and Estates I. Although the scheme of future interests is studied, it is not the sole, or even the primary, focus of the course. More heavily emphasized are constructional problems, particularly those concerning requirements of survivorship, class gifts, and incomplete dispositions. The premise is that study of recurrent constructional problems that lead to litigation and the way that courts have handled them is necessary preparation for drafting all but the most basic wills and trust instruments. Also studied are powers of appointment, which are widely used today in connection with trust arrangements. Finally, the Rule against Perpetuities is studied, both from the perspective of planning and drafting to avoid rule violations and from the perspective of modern policies affecting modern reform of the rule. Although federal transfer taxation is not the principal focus, tax implications are periodically considered, especially with respect to powers of appointment.

## Problem Courses and Seminars

**[700 American Legal Theory** Three hours. Not offered 1985–86.

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.]

**702 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 minors' liberty. A paper and two critiques are required.

**704 Comparative Antitrust Law** Three hours. Prerequisite: Antitrust Law. G. A. Hay.

Based on students' assumed familiarity with the American way of handling various kinds of antitrust issues, the course considers many of the same problems from the perspective of various other regimes, including the United Kingdom, the European Economic Community, Canada, and so on.

**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 available software 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 design one or more programs for law office or law school use. While some computer-programming background is useful, the legal (and pedagogical) components of program design are emphasized.

**708 Constitutional Theory** Three hours. D. B. Lyons.

The seminar examines approaches to interpreting and applying the Constitution, emphasizing their theoretical rationales and assumptions. Specific problems include the significance of the official text, "original intent," implied "structures and relationships," judicial doctrine (such as *stare decisis*), history (of, e.g., the franchise), political theory (such as conceptions of "democracy"), the relationship of the judiciary to other branches of government, the justifiability of the constitutional settlement (given, e.g., chattel slavery), and the relevance of logical, semantic, and ethical theory.

**710 Contemporary Legal Theory (also Philosophy 444)** Three hours. D. B. Lyons.

The seminar examines theoretical conceptions of the problem of justifying judicial decisions in "hard" cases (e.g., when the law is unclear) and proposed solutions to it. Topics include the legal syllogism and its limits, legal "realism," the "open texture" of law, legal "rules" and legal "principles," derivation versus justification, "vague" provisions versus "contested" concepts, historical and normative conceptions of judicial precedent and the idea of "underlying" principles, right-based and goal-based reasoning, the "gravitational force" of precedent, the reappearance of "natural law."

**712 Copyright, Trademark, and Patent Law** Three hours. (Preference given to those who have completed Intellectual and Industrial Property.) H. G. Henn.

Problems involving copyrights, trademarks (and unfair competition), and patents introduce the student to practical problems in 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.

**716 Death Penalty and Criminal Appellate Advocacy Seminar** Three hours. Prerequisite: permission of instructor. (Courses on criminal procedure and evidence highly recommended.) A. C. Aman, Jr., N. E. Roth.

Each student is responsible for an actual criminal appeal pending before either the New York or federal appellate courts, or a petition for certiorari in a death penalty case before the United States Supreme Court. Working in teams, students review the record from the trial court, identify viable issues, prepare the briefs and other necessary papers, and, in the state cases, present oral arguments. Class sessions are devoted to discussion of pending cases, criticism of briefs and arguments, and consideration of the fundamentals of handling a criminal appeal.

**[718 Equal Protection Seminar** Three hours. Not offered 1985-86.

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.]

**720 Estate Planning** Three hours. Prerequisites: Federal Income Taxation and either Trusts and Estates I or Process of Property Transmission. W. T. Dean.

Problems involving planning and drafting for the disposition of property, both during lifetime and at death, taking into account relevant property law and federal and state income, gift, and estate tax aspects. Selected subjects include interest-free loans, business continuation through use of cross-purchases or redemption agreements, impact of attribution rules, planning for estate tax payments by use of Section 303 and Section 6166, questions and methods of valuation planning for life insurance, procedural techniques and solutions for contested estate tax matters, and examination of the "new" unlimited marital deduction and jointly held property under the 1981 Act.

**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.

**724 European Economic Community** Three hours. B. A. Rudden.

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.

**725 Family Law Clinic** Three hours. J. T. Younger.

A simulation clinic in which students research, negotiate, draft, and argue on behalf of clients in matrimonial litigation. Weekly writing required.

**730 International Business Transactions** Three hours. J. J. Barcelo.

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.

**734 International Human Rights** Three hours. F. Francioni.

The position of the individual under customary international law. Human rights of aliens and the development of an international concern for the treatment of nationals. Domestic jurisdiction. The United Nations' action for the promotion and protection of human rights: the United Nations Charter, the Universal Declaration, the Covenants. Collective human rights and self-determination. The role of international criminal law in shaping human rights: war crimes, genocide, torture, terrorism, apartheid. The "regionalization" of human rights: the European Convention, the Helsinki Accords, the Inter-American system, the African Charter. Implementing human rights through international or supranational machinery and through domestic courts.

**736 Labor Arbitration and Mediation** Three hours. W. D. Curtiss.

The resolution of labor disputes, in both the public and private sectors, through mediation, fact-finding, and arbitration. The course is designed to introduce the student to the basic concepts and techniques involved in the three methods of settling disputes. Students participate in mock mediation, fact-finding, and arbitration cases and in that connection prepare a fact-finding report, a post-hearing arbitration brief, and an arbitration award.

**738 Labor Legislation (also ILR 608)** Three hours. S. J. Schwab.

An analysis of selected legal and economic aspects of employment law, including the Occupational Safety and Health Act, the Fair Labor Standards Act, workers' compensation, unemployment insurance, employment at will, and the Social Security Act. Develops themes and common approaches to the pervasive and often overlapping regulation of labor markets at the state and federal levels.



**[740 Law and Economics Seminar** Three hours. Not offered 1985–86.

Selected analysis of ways in which the law has incorporated, wittingly or unwittingly, an economic perspective. One theme is whether and how the common law furthers 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.]

**744 Law and Medicine** Three hours. H. R. Beresford  
An examination of selected contemporary problems in law, medicine, and biomedical science. Uses legislative proposals, cases, commission reports, and materials from medical and scientific literature to explore the legal, ethical, medical, and jurisprudential issues raised by those contemporary problems.

**748 Law, Science, and Technology** Three hours.  
J. A. Silliciano.

A seminar examining the legal issues raised by the process of scientific and technological change. Focuses on the appropriateness of legislative and judicial responses to various problems caused by such change.

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

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, and advocacy skills through the use of readings, videotapes, discussions, demonstrations, and simulated exercises.

**753 Legal Aid II** Four hours per semester. (Must be taken in both the fall and spring semesters. The four hours are awarded at the end of each semester.) Prerequisites: Legal Aid I and permission of instructor. B. Strom, R. A. Masson, D. A. Pozner, K. A. Sullivan, P. E. Goldman.

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, pretrial procedures, discovery, and trial advocacy.

**754 Legal Information Systems** Three hours.  
P. W. Martin.

The course is concerned with a variety of legal information systems. It reviews book-based systems and the theoretical elements of system design. The emphasis, however, is on application of new technology to the lawyer's task of gathering, storing, retrieving, and analyzing legal materials relevant to a problem at hand. Commercial and experimental systems in the United States and abroad are compared.

**756 Legal Predicaments in Settling Lawsuits** Three hours. D. A. Oesterle.

A seminar on the legal rules that affect settlement negotiations. Topics covered include good faith obligation of insurers, threats, lying, collusion in multiparty suits, authority of lawyers to settle, judicial involvement in settlement discussions, and the formation and interpretation of settlement contracts.

**760 Media Law Seminar** Three hours. A. C. Aman, Jr.

An examination of selected constitutional and nonconstitutional issues that arise from conflicts between the government and the media. Emphasis on the First Amendment, its relationship to regulatory policies applied to the communications industry, and selected regulatory policies of the Federal Communications Commission.

**765 Problems in Criminal Justice** Three hours.  
L. I. Palmer

A critical examination of selected problems in criminal law jurisprudence and the law's administration. Topics of discussion include criminal responsibility of Nazi physicians and modern physicians, sexual abuse of children, group crimes and the problem of corporate responsibility, the deterrence function of modern police, and physical assault within families.

**766 Problems in Criminal Procedure and Postconviction Remedies** Three hours. Prerequisite: Criminal Procedure. F. C. Zacharias.

Selected issues in criminal procedure, postconviction remedies, and proposals to reform the law. Subjects that may be discussed include selective prosecution, pretrial release, discovery, speedy trial, jury selection, publicity in the media, plea bargaining, sentencing, habeas corpus, double jeopardy, and alternatives to such current criminal procedure "gospel" as the exclusionary rule. Each student writes and presents a substantial paper proposing a statute covering an approved topic and several short papers responding to other students' proposals.

**768 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.

**774 Professional Responsibility Seminar** Three hours. Recommended preparation: a course in professional responsibility. C. W. Wolfram.

An examination of topics in the regulation of the legal profession, historical and comparative views of the legal profession, legal malpractice, advocacy, legal ethics, client-lawyer relationships, and the delivery of legal

services. Each student writes a major research paper on a topic of his or her choice and at least one other paper on another student's paper or another selected major work.

**778 The Religion Clauses of the First Amendment** Three hours. G. J. Simson.

An examination of various issues relating to the First Amendment's establishment and free exercise clauses. In the early part of the semester the seminar meets to discuss assigned readings. The latter part is devoted to the presentation of seminar papers. Each student is required to submit a substantial paper on an approved topic and brief written critiques of two other students' papers.

**780 Sex Discrimination and the Law** Three hours.  
D. W. Hutchinson.

The seminar examines each of the major areas in which the law has been used as a tool for correcting perceived problems of sex discrimination: constitutional rights, family relationships (including reproductive issues), employment, education, and crime. Some of the history of the laws that differentiate on the basis of sex are also discussed. The following important general questions are explored: Does the subject lend itself to legal regulation at all? If so, are existing laws serving the purpose for which they were intended? If existing laws are inadequate or ill advised, what would be better? Students are expected to select a paper topic, make a presentation based on their rough draft, and turn in a final draft.

## Nonprofessional Courses

**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 each class and be prepared to participate in class discussion.

**Biology and Society 426 Medicine and the Law** Spring. Four hours. Prerequisite: Biology and Society 301 or 311 or permission of instructor. L. I. Palmer.

The role of law in modern medicine (and the related biomedical sciences) is examined from the perspective of the social function of law and medicine. A number of policy and ethical issues are considered, including the role of hospitals and other health organizations in doctor-patient interactions, the social aspects of physician-patient interactions, the effect of medical malpractice on health care delivery, legal issues in the care of the newborn, and health decisions for incompetents and terminally ill patients.

# Awards and Funds



## 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 and loans 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.

**Robert J. Auchter Scholarship.** Established by a gift from Florence Auchter and Paul R. Auchter, B.S. 1960, J.D. 1963, in honor of Mr. Auchter's brother, Robert J. Auchter. The scholarship is awarded to a second-year law student on the basis of financial need and merit at the discretion of the dean.

**Sidney J. Berger Scholarship.** Established by gifts from Sidney J. Berger, J.D. 1929. The scholarship is awarded annually to a worthy and needy law student at the discretion of the dean.

**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, a 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 a gift from Albert A. Dorskind, J.D. 1948, and his wife, Suzanne Dorskind. The fund provides financial assistance to deserving and needy law students, with preference to students interested in public interest law, at the discretion of the dean.

**M. Harold Dwyer Scholarship Fund.** Established by a gift from the estate of M. Harold Dwyer, J.D. 1935. The income is awarded annually to a law student at the discretion of the dean. Preference is given to a Native American, especially an Onondaga or other Iroquois.

**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.

**Allan T. Fisher Memorial Scholarship.** Established in memory of Allan T. Fisher, J.D. 1979, who struggled with cancer throughout his years at the law school and thereafter, until his death in 1983. The fund was created by his family, friends, and fellow students. The scholarship is awarded annually on the basis of financial need at the discretion of the dean. Preference is given to a law student who has suffered extraordinary medical problems or physical handicaps.

**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 the scholarship, 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.** The 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, the 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 on 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. The 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 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. The scholarship is for law students 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. The 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. The 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. The 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 those 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.

**Ritter Memorial Fund Scholarship.** Established by a gift from the Gerald and May Ellen Ritter Memorial Fund. The scholarship is awarded on the

basis of need and merit at the discretion of the dean, with preference given to a law student who was an undergraduate at Cornell and is a participant in the double-registration program.

**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. The 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 and at the discretion of the dean.

**Saperston, Day, Lustig, Gallick, Kirschner and Gaglione Memorial Scholarship.** Established in memory of Alfred M. Saperston, LL.B. 1919, by his law firm. The scholarship is awarded annually on the basis of scholarship and merit at the discretion of the dean, with preference given to a second-year student from western New York.

**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 student on the basis of financial need and scholarship. The 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.

## 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 is also devoted to the support of faculty research. The Milton and Eleanor Gould Endowment Fund, established in 1980, furnishes critical additional support.

## 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.** The prize of \$250 is the income from a gift of Judge Douglas Boardman, the first dean of the Law School. 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 the person 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.** The 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. 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 attributes that earn the commendation of teachers and fellow students. The award is made on 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.

**Freeman Award for Civil-Human Rights.** A gift of Professor Emeritus Harrop A. Freeman, J.D. 1930, J.S.D. 1945, and his family. A prize of \$500 is awarded annually to the law student who, in the opinion of a committee appointed by the dean, has made the greatest contribution during his or her law school career to civil-human rights. The award is made in the spring of each year from nominations submitted by any member of the Cornell community.

**Stanley E. Gould Prize for Public Interest Law.** A gift of Stanley E. Gould, J.D. 1954. A cash prize is awarded each spring from the fund's income to a third-year student who, in the judgment of the dean, has shown an outstanding dedication to serving public interest law and public interest groups.

**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, awarded by the dean to a third-year law student who demonstrates general academic excellence.

**Real Property Prize.** Established by the Real Property Section of the New York State Bar Association for the purpose of making awards to students at accredited New York State law schools who have expressed interest in real property. An award of \$500 is made twice a year (in the fall and spring) to the student who writes the best paper on the real property topic selected by the Real Property Section of the New York State Bar Association.

**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 the 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*.



## University Administration

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Richard M. Ramin, vice president for public affairs  
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Joan R. Egner, associate provost  
Barry B. Adams, vice provost for undergraduate education  
Kenneth M. King, vice provost  
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 Myra Malkin, A.B., J.D., lecturer  
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 Rosanne Mayer, B.A., J.D., lecturer and judicial administrator of the University  
 Daniel A. Pozner, B.A., J.D., lecturer and staff attorney  
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 Tufts University  
 Tulane University  
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