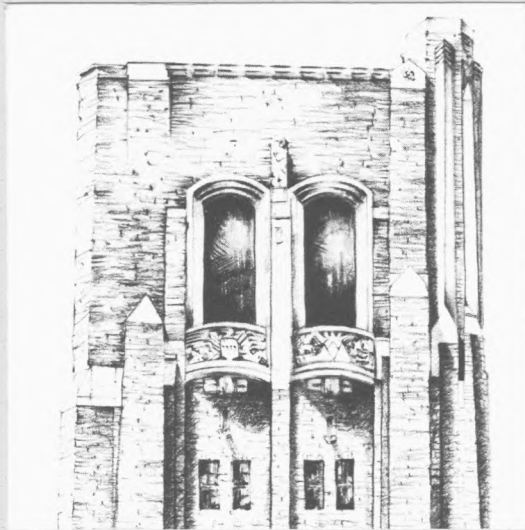


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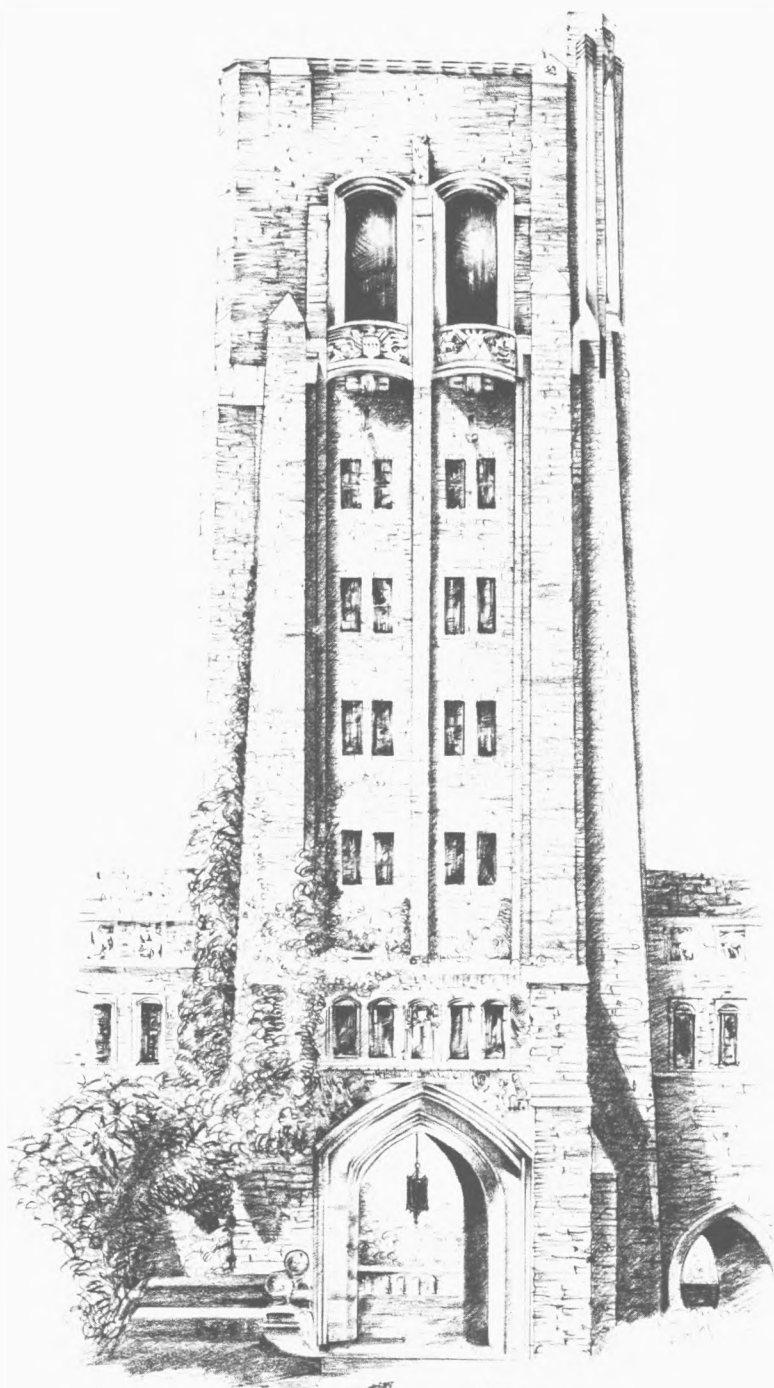
# Cornell Law School



**Cornell University Announcements**

# Cornell Law School

1987-88



# 1987-88 Calendar

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## Fall Term

Monday, August 24	Orientation for new students
Wednesday, August 26	Fall term instruction begins
Wednesday, August 26	Registration
Saturday, October 17	Fall recess begins
Monday, October 26	Instruction resumes
Thursday, November 26	Thanksgiving recess begins
Monday, November 30	Instruction resumes
Thursday, December 3	Fall term instruction ends
Friday, December 4	Reading period begins
Monday, December 7	Final examinations begin
Friday, December 18	Final examinations end

Wednesday, December 2, will have a Friday class schedule.

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## January Intersession

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

Monday, January 4	Instruction begins
Friday, January 22	Instruction ends

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## Spring Term

Monday, January 25	Spring term instruction for upperclass students begins
Wednesday, January 27	Spring term instruction for first-year students begins
Wednesday, January 27	Registration
Saturday, March 19	Spring recess begins
Monday, March 28	Instruction resumes
Friday, May 6	Spring term instruction for upperclass students ends
Saturday, May 7	Reading period for upperclass students begins
Monday, May 9	Final examinations for upperclass students begin
Tuesday, May 10	Spring term instruction for first-year students ends
Wednesday, May 11	Reading period for first-year students begins
Monday, May 16	Final examinations for first-year students begin
Friday, May 20	Final examinations for upperclass students end
Sunday, May 22	Law School convocation
Sunday, May 29	University commencement

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This calendar is subject to modification and is not legally binding.

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 who miss those activities because of religious observances be given adequate opportunity to make up the missed work.

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

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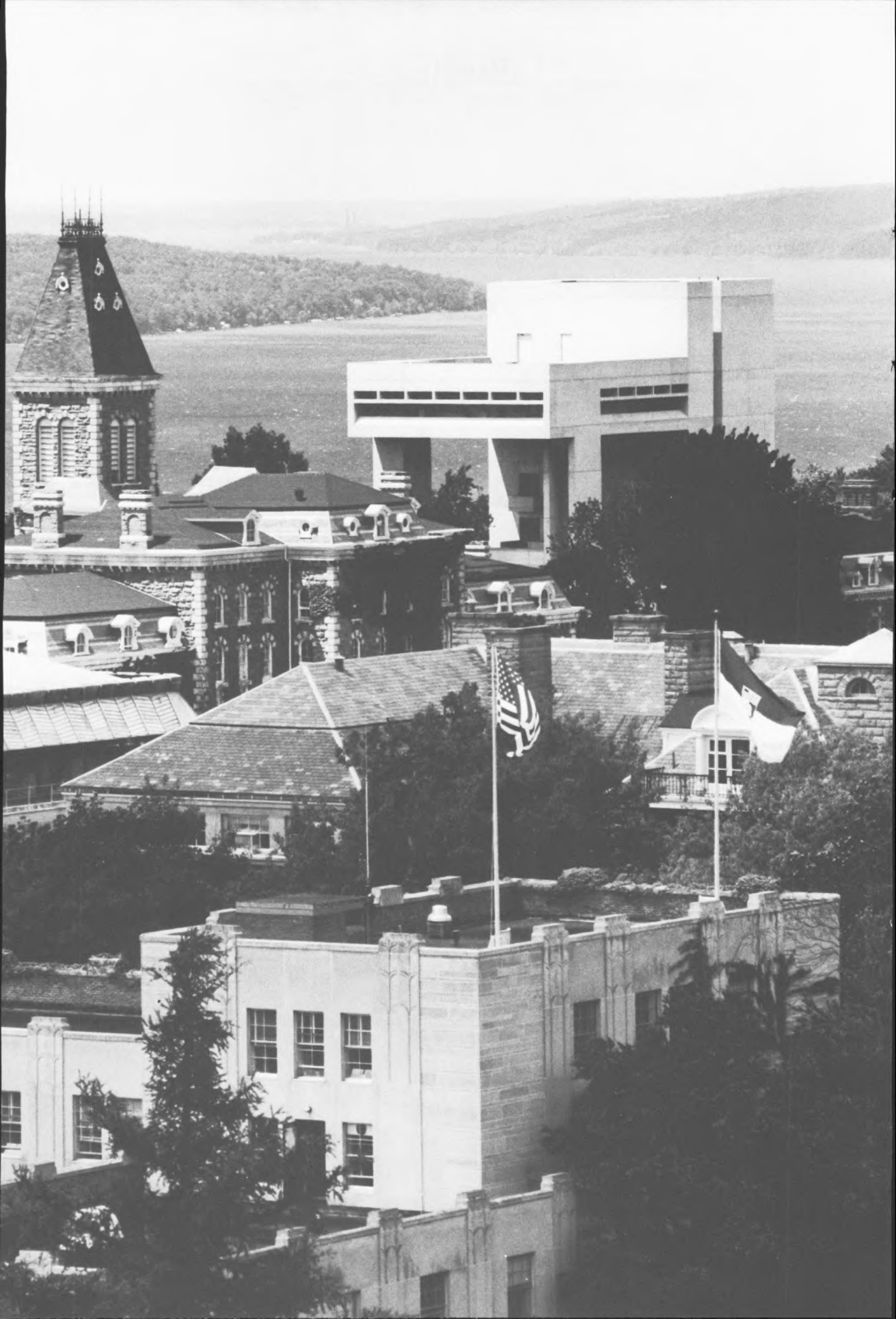
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**Part 1 of the application for admission is in the center of this catalog.**







**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.

Students are assigned members of the faculty who serve as personal advisers throughout the three years of law school. All students may call on members of the faculty 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 accomplishes 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, the curriculum emphasizes 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 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 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.

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 are currently about 540 students, representing most states and some two hundred colleges. About 39 percent of the students are women, and 13 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 legal education.

**Law library.** The Cornell Law Library, one of the finest in the country, has more than 370,000 volumes and 240,000 microforms, arranged to give students direct access to the materials. 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 and the 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. The materials on international and foreign law are an excellent research collection in comparative law.

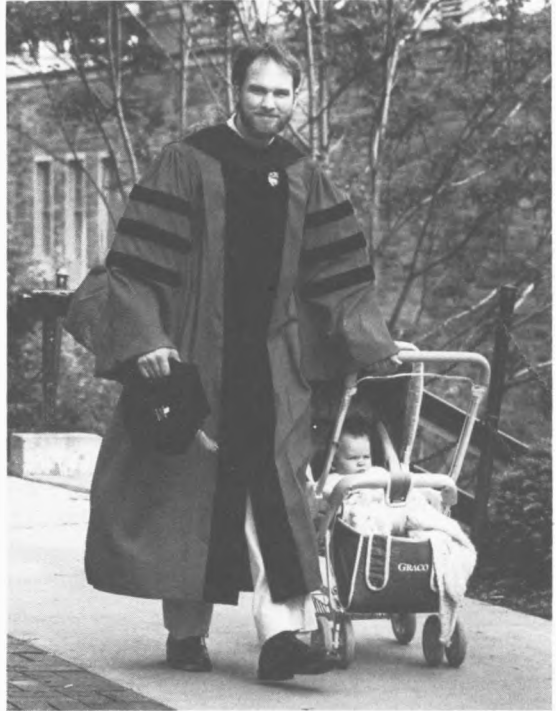
All students are trained in the computer-based legal research systems LEXIS and WESTLAW, both of which are available to them free of charge. Students may search other data bases if they pay the library's cost. In addition, personal computers are available for computer-assisted legal instruction and, subject to availability, for word processing using software owned by the library.

The twenty full-time members of the library staff, under the direction of the law librarian, provide invaluable aid to the students.

The university library system, which contains five million volumes and is one of the major collections in the world, 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-six, 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. Many 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 about twenty-five. 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. The school plays a role in many inter- and cross-disciplinary programs and courses. It also participates in joint degree programs with other divisions of Cornell University. Those programs are described on pages 22–24 of this catalog.

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 eighteen 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.

Cornell is located in Ithaca, a city of 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 3,200 applications for admission were received for the 175 places in the class admitted in the fall of 1987.

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 1986 had a median LSAT score of about 41 and an undergraduate grade point average of about 3.40. Other characteristics include the following: 43 percent had full-time job experience other than summer jobs, 47 percent had law-related job experience, including internships, 44 percent had been actively involved in student government in leadership positions, 23 percent were editors and

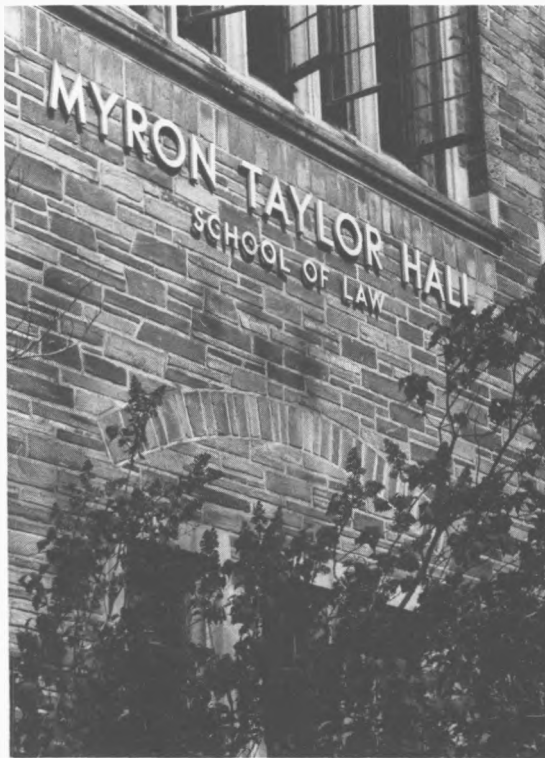
reporters on college publications, 22 percent were college varsity athletes, and 9 percent had done graduate work.

If an applicant wants more information about the program after reading this catalog, 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 (607/255-5141) 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 with a representative of the admissions committee. Whenever possible, the admissions committee will 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, and graduation.





## Equal Opportunity Policy

It is the policy of Cornell University to actively 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 that 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 almost all subjects can be considered of 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. Economics, history, government, and sociology bear a close relation to law and influence its development; ethics has a kinship to guiding legal principles; and philosophic reasoning influences 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, are 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 expands a student's interests, helps cultivate a wider appreciation of literature, art, and music, and results in a well-educated and well-rounded person.

4. *Consider the utility of certain subjects to a specialized legal career.* 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 a certain type of business, 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 18940-0998.

## 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 that "have teaching objectives primarily requiring for their fulfillment, judgment and understanding based on content, concepts, fundamental theory, and history of a subject." Such study includes courses in the



*Professor Ernest F. Roberts, Jr.*

humanities, languages, literature, social sciences, mathematics, and biological and physical sciences.

Occasionally exceptionally well qualified applicants are 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 admission after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. Students admitted after three years of college must make arrangements with their undergraduate schools to receive their bachelor's degree before beginning the second year of law school.

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 Bachelor of Arts degree, including ninety-two credits in the College of Arts and Sciences.

The College of Human Ecology offers a program for exceptional students in which they spend their fourth year of college at the Law School. Those interested

should consult with the college's director of special educational projects.

**Law School Admission Test.** The LSAT is given on specified dates during the year at test centers throughout the country and overseas. It is required of all applicants for admission to the Law School. The test score supplements the college record, faculty recommendations, and other factors that determine admission. Applicants should write to LSAT/LSDAS, Box 2000, Newtown, Pennsylvania 18940-0998, 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 to the LSDAS the registration form supplied with the *Law School Admission Bulletin*. A transcript from each college or university attended should be sent to LSDAS, Box 2000M, Newtown, Pennsylvania 18940-0993.

To consider an application, the Cornell Law School requires an LSAT/LSDAS report. The reports are produced only for applicants who submit to the Law School the law school application matching form, also supplied with the *Law School Admission Bulletin*. The admissions office will process only



*Professor Larry I. Palmer*

applications accompanied by that form 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 catalog.

**Health requirements.** An applicant accepted for admission must provide a health history, on a form supplied by the university, by the time of registration.

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

### Application Procedure

The application for admission to the Cornell Law School consists of part 1 and part 2. Part 1 is in the center of this catalog. Applicants should complete part 1 as early in the fall as possible and return it 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 tries 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.

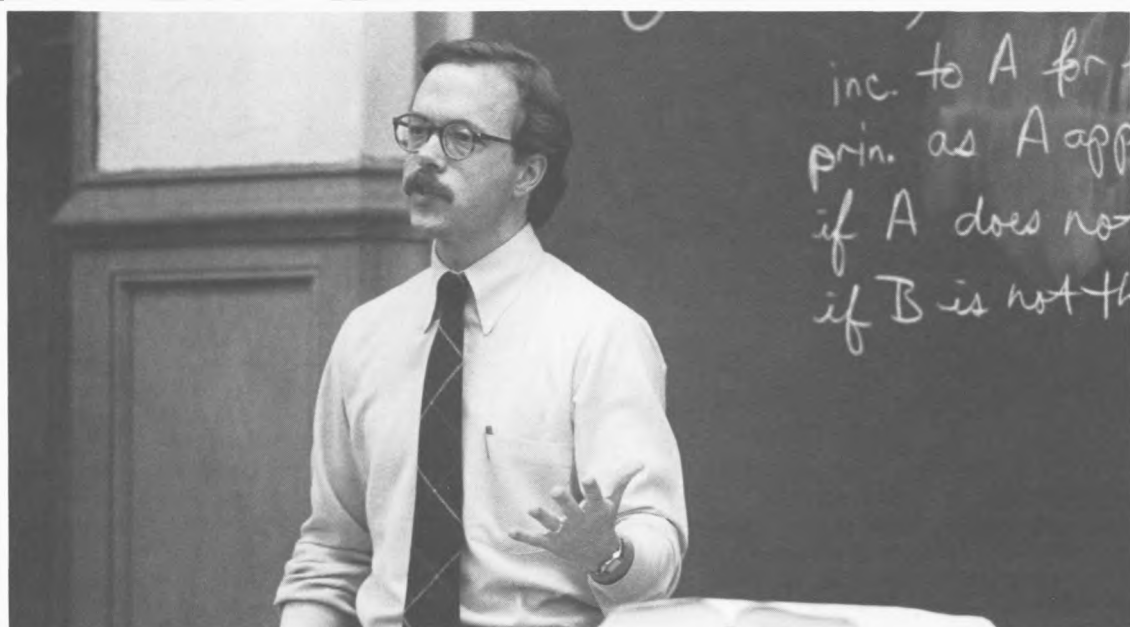
To secure a place in the class, each applicant accepted for admission must pay an initial deposit after receiving notice of acceptance. A second deposit is due in early summer. The amount and timing of the deposits varies from year to year. Those admitted to the class entering in the fall of 1987 were required to pay a \$150 deposit on April 3 and a \$350 deposit on May 29. Applicants are notified of the details of the deposit procedure at the time of acceptance.

### Registration with the 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 a person begins studying 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 with an exceptional academic record 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



*Professor Gregory S. Alexander*

standing at that school may, at the discretion of the faculty, be admitted to advanced standing on the conditions that the faculty prescribes. In recent years there have been spaces for five to ten transfer students in each second-year class. The exact number of available spaces is not known until late summer.

Transfer applicants use the same application form as regular applicants. Part 1 of the application is attached in the center of this catalog. Transfer applicants should 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. Most transfer students have ranked in the top 10 percent of their class during their first year of law school. The committee does not make a final decision until it receives an official transcript showing grades for the first year in law school, a letter from the dean's office of the present law school indicating the student's academic standing, a similar letter from the dean's office at any school from which the student received a degree, an LSAT/LSDAS report, and two letters of recommendation from professors. At least one of those letters 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-two credit hours of advanced standing toward their J.D. degree. The number granted depends on the correspondence between

first-year courses at Cornell and at the 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 final 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.

Applicants who would like to be considered for special-student status should write to the Associate Dean for Student Affairs, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853-4901.





**T**he estimated expenses for a single student, including tuition, room, board, books, and incidentals, are about \$20,550 for an academic year. A total of about \$24,050 is projected for a married student without children. Married students with one child should anticipate expenses of about \$25,820 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, 1987–88*	\$12,750	\$12,750
Room and meals	4,560	8,060
Books and supplies	600	600
Personal expenses	2,640	2,640
	<hr/> \$20,550	<hr/> \$24,050

\*Tuition for 1988–89 will not be announced until March 1988.

### Tuition and Fees

The amount, time, and manner of payment of tuition, fees, and 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 1987–88 is \$12,750 for the academic year. Tuition and other charges are billed in July and December and must be paid before registration each semester.

**Application fee.** Payment of the 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 an initial deposit after receiving notice of acceptance. A second deposit is due in early summer. The amount and timing of the deposits varies from year to year. Those admitted to the class entering in the fall of 1987 were required to pay a \$150 deposit on

April 3 and a \$350 deposit on May 29. Applicants are notified of the details of the deposit procedure at the time of acceptance.

**Special fees.** Students unable to pay their bursar bill by August 15 are assessed a finance charge. Students who register after the third week of classes must pay a late-registration fee: four weeks into the semester, \$85; five weeks, \$95; six weeks, \$105; and an additional \$25 for each week thereafter. *Courses of Study* lists optional fees for meal plans, recreational activities, parking, and so on, and the penalties for replacing a lost identification 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. About 70 percent 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 it.

The Law School will not consider an applicant for a scholarship unless it receives the analyzed GAPSFAS form by March 15, 1988. Therefore a scholarship applicant should register with GAPSFAS before mid-February. Scholarships are awarded for one year at a time; 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 one the next year. However, every effort is made not to reduce the scholarship award to a student in good academic standing 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, may be used. 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 will not receive financial aid during the second or third year.*

A student who is not eligible for Law School scholarships or Cornell University loans may nevertheless be eligible for a federally subsidized, state-guaranteed loan; students should contact their local banks or an Ithaca bank for details. In addition, several private loans may be available; students should contact the financial aid counselor for details.

## Public Interest Low Income Protection Plan

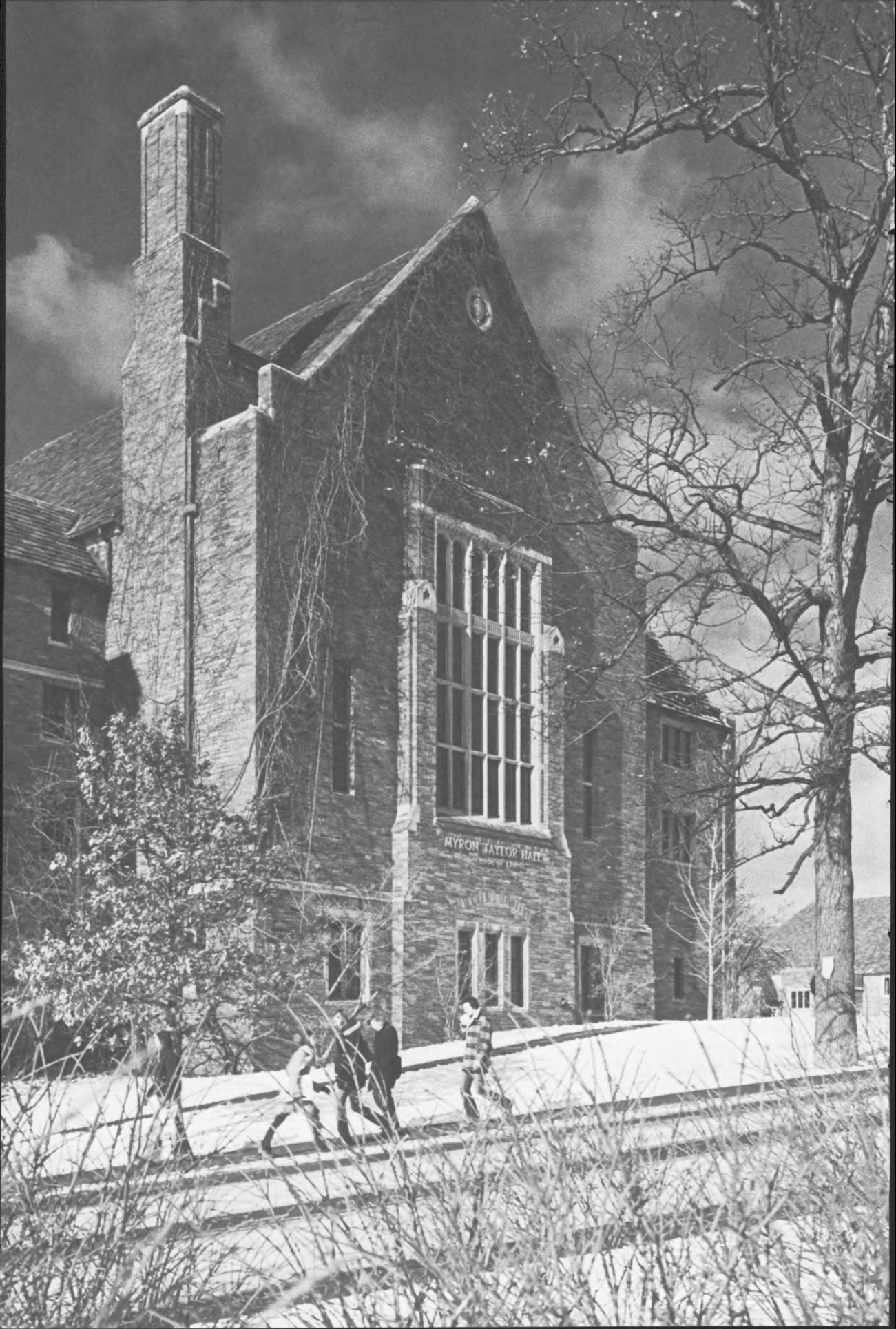
Although the Law School awards a significant amount in need-based scholarships (more than \$1,300,000 in 1987–88), all students are expected to borrow large amounts to meet their financial needs. Most graduates take permanent positions that pay enough to permit them to repay their educational debts without substantial difficulty. However, positions in the public sector may pay less, discouraging graduates with large debts. Therefore the Law School has established the Public Interest Low Income Protection Plan to assist graduates who work at relatively low paying law jobs in the public interest. Participants are initially assisted in their loan repayments with an interest-free loan from the Law School. After six years of participation in the program the Law School begins to forgive the Law School debt. Details may be obtained from the Law School's financial aid counselor.

## Employment during the Academic Year

The study of law, especially in the first year, demands so much time and energy that it is 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, 203A Day Hall, Ithaca, New York 14853-2801.







**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 the credit hours must be in professional law subjects. Subject in each case to the approval of the associate dean for academic affairs, 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 term, or for fewer than twenty-six hours in any academic year. Exceptions to the requirements must be approved by the associate dean for student affairs.

## First-Year Courses

*Fall*  
Civil Procedure  
Constitutional Law  
Contracts  
Practice Training I  
Torts

*Credit  
Hours*  
3  
4  
4  
1  
4

## *Interession (January 4–22)*

Practice Training II

*Credit  
Hours*

2

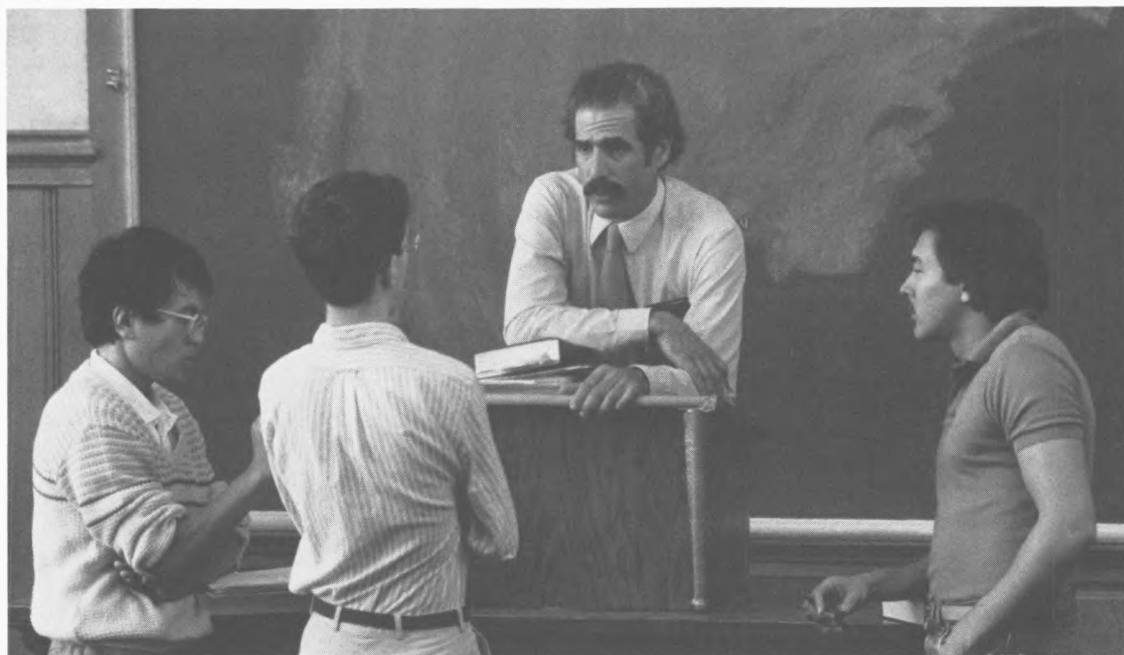
## *Spring*

Civil Procedure  
Contracts  
Criminal Justice  
Legal Process  
Property

2  
2  
4  
3  
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 interession. Those courses are described on page 37. Satisfactory completion of Practice Training I is a prerequisite to graduation.

In the first semester all students are assigned to small sections in Constitutional Law, Contracts, or Torts taught by full-time faculty members. The students in each section write a substantial memorandum of law during the semester under the supervision of the instructor. The exercise develops research techniques introduced in Practice Training I and focuses on techniques of effective writing. The instructor grades the memorandum as part of the course.



*Professor Nelson E. Roth*

## 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, (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 associate dean for student affairs 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 and legal theory 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 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 tasks such as interviewing, fact investigation, counseling, negotiation, drafting, and advocacy. Various current electives meet the skills requirement, including

Family Law Clinic, Interviewing and Counseling, Negotiation for Lawyers, Legal Aid I, and Trial Advocacy. A list of courses meeting the professional responsibility requirement and the skills requirement is issued each year before registration.

In the third year students 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 one of four areas: (1) advocacy, (2) business law and regulation, (3) general practice, or (4) public law. The concentration option is described on page 22. The school also offers a J.D. degree with specialization in international legal affairs, as described on pages 22–23.

In some heavily elected upperclass courses the school provides alternative courses or double sections. However, because of scheduling constraints, students may not always be able to take the courses they want. Large courses most frequently taken by second-year students often conflict with courses generally taken in the third year. The school may schedule the recommended core courses plus Commercial Law and Trusts and Estates 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
Banking Law and Regulation	3
Commercial Law	3
Comparative Law	2
Corporations	4
Evidence	3
Federal Income Taxation	4
Freedom of Expression	3
History of the Common Law	2
International Law	3
Land-Use Planning	3
Law and Social Science	3
Law, Society, and Morality	3
The Legal Profession	3
Negotiation for Lawyers	2
Patents, Copyrights, and Trademarks	3
Real Estate Transfer and Finance	3
Taxation of Corporations and Shareholders	3
Taxation of Partnership Income	2
Trial Advocacy	3
Trusts and Estates I	4
<i>Spring</i>	
Administrative Law	3
Admiralty	3
American Indian Law	3
Antitrust and the Health Care Industry	2
Commercial Law	3
Conflict of Laws	3
Constitutional Remedies	2
Corporations	4
Criminal Procedure	3
Debtor-Creditor Law	4
Environmental Law	3
Evidence	3
Fact Investigation and Discovery	3
Family Law	3
Federal Courts	4
Federal Income Taxation	4
The First Amendment	3
International Business Transactions	3
International Taxation	3
Interviewing and Counseling	3
Labor Law	3
The Law of Mergers and Acquisitions	3
The Legal Profession	3
Securities Regulation	3
Trial Advocacy	3
Trusts and Estates II	2

**Problem Courses and Seminars**

<i>Fall</i>	<i>Credit Hours</i>
Children's Rights	3
Comparative Public Law of the United States and the United Kingdom	3
The Constitution and the Schools	3
Constitutional Theory	3
Law and Medicine	3
Law, Science, and Technology	3
Legal Aid I*	4
Legal Aid II*†	4
Organized Crime Control	3
The Role of Communities	3
Securities Regulation, Corporate Finance, and the Public Corporation	3
Selected Problems of International Economic Law	3
Social Security Law	3
<i>Spring</i>	
American Legal Theory	3
Church and State	3
Constitutional Law and Political Theory	3
Contemporary Legal Theory	3
Family Law Clinic	3
Law and Economics Seminar	3
Legal Aid I*	4
Legal Aid II*†	4
Legislation	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. In problem courses students explore difficult issues in a field of law through the analysis of a series of problems. They 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. The students participate in simulated exercises and actual courtroom proceedings.

The Cornell Legal Aid Clinic provides legal assistance in civil matters to indigent people 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. Cases are supervised by the faculty members associated with the clinic; supervision is aimed at developing an understanding of lawyering, especially the relationship between attorneys and clients. Students also attend weekly classes, largely devoted to the development of a basic understanding of various lawyering activities (interviewing, counseling, hearing advocacy). The material is presented through lectures, discussions, and simulations.

In the upper-level seminar, Legal Aid II, students make court appearances and help supervise other legal aid participants. The weekly classes are devoted to the development of a further understanding of lawyering, including pretrial discovery, litigation, supervised case handling emphasizing the development of systematic case 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 the 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 faculty members associated with 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 develops trial skills and involves students in simulated courtroom proceedings. An interviewing and counseling course develops an understanding of the relationship between attorney and client and introduces the student to the process of gathering information for clients, developing a trust relationship with clients, and helping clients make legal decisions. 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 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 few students may obtain permission to enroll at another law school for the fourth or fifth semester of their J.D. program. The students selected must have unique educational objectives that can be met at the other institution. Students who want to pursue the option must apply to the office of the associate dean for academic affairs before March 1 for the following academic year.

An applicant must present a statement of the 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 be willing to entertain an application for admission as a special student. Permission is conditional upon final acceptance by the host school. The final schedule of courses must be submitted to the Cornell Law School for approval before the commencement of the term away. 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 when the student submits satisfactory evidence of completing a semester's course work of twelve to sixteen credit hours. Because grading systems vary, 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, courses relevant to legal careers are sometimes offered in other colleges in the university. All Cornell 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 in other divisions of the university, for Law School credit, if the courses are significantly related to their Law School program. Students who want to receive Law School credit for non-Law School courses offered in other departments or schools at Cornell should apply to the associate dean for academic affairs. The application must show (1) that the outside course offers an educational opportunity not available in the Law School and (2) that the substantive content and instructional approach of the outside course are sufficiently rigorous and sophisticated to make a significant contribution to the law student's professional education.

Law School credit will not be given for outside courses that are taken under the S-U grading option except in situations where the instructor requires that grading format. Applications may be submitted for both graduate and undergraduate courses. However, if the course is an undergraduate offering taken primarily by undergraduates in a subject in which law students already have some training and sophistication, the course will not be approved for Law School credit. (For information about credit for students enrolled in joint degree programs see "Specialized and Combined Degree Programs.")

Grades on work outside the Law School 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





*Professor Cynthia R. Farina*

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 concentration program requires the completion, before graduation, of fourteen credit hours, including 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 credits on the approval of the administrative committee. Before registration the school issues a list of the courses included in each concentration.

### Specialized and Combined Degree Programs

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

Those interested in pursuing the program may obtain further information from the Director of Admissions, Cornell Law School, Myron Taylor Hall, Ithaca, New York 14853-4901, or 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 School of Industrial and Labor Relations at Cornell University offers a two-semester program for outstanding law school graduates that leads to the Master of Industrial and Labor Relations (M.I.L.R.) degree. Both recent graduates and those working in the field of law may apply.

The 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, School of Industrial and Labor Relations, Cornell University, 158 Ives Hall, Ithaca, New York 14851-0952.

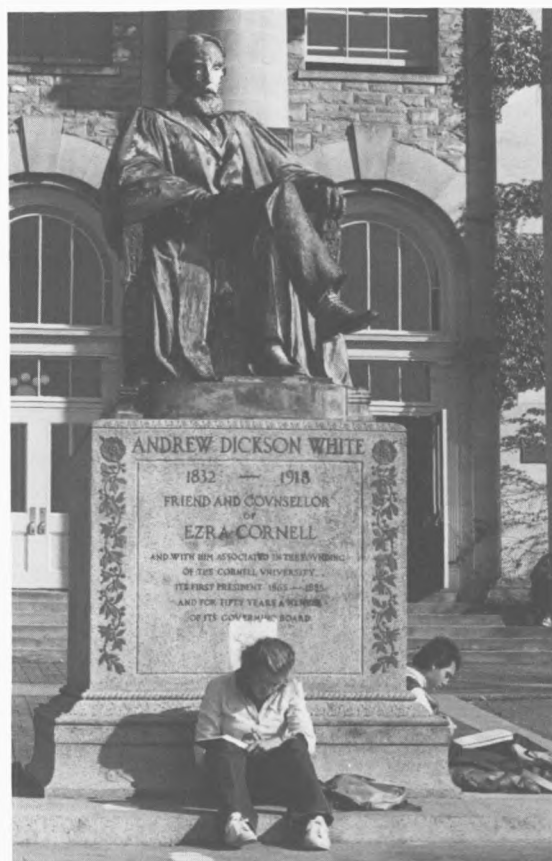
**J.D. and M.R.P.** Students may earn both a J.D. degree and a Master of Regional Planning (M.R.P.) degree in four years. Applicants must apply to, and be accepted by, both schools. After successfully completing their first year in the Law School, students may elect one course each semester in the College of Architecture, Art, and Planning. Upon successfully completing the requirements for a J.D. degree, the students spend a fourth year in 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 in 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 school announces the proper sequence of introductory planning courses 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.** Students who want to concentrate in jurisprudence or legal philosophy may 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 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 pursue joint degrees in other fields, such 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 first-year students take a practice examination to enable them to appraise their work and discover possible defects in their methods of study.
2. The course instructor, after reasonable written warning to the individual, may exclude a student from any examination because of irregular attendance or neglect of work during the term.
3. An excused absence from a course examination results in the mark of incomplete, which, if the student has not been dropped from the school, may be made up at the next examination in the subject.
4. A student may not take a reexamination in a course for the purpose of raising a grade, except when, with faculty permission, the student enrolls in and retakes the course for credit.
5. A student may not enroll in a course in which a grade has previously been received, except with the permission, or by the direction, of the faculty. When a student retakes a course 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. Course instructors may award grades 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 student may drop a problem course, seminar, or limited-enrollment upperclass course 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.

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 associate dean for student affairs, in consultation with the instructor. The associate dean for student affairs approves requests for permission to drop courses after the third week of the term 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 associate dean for student affairs and present a brief written statement of the reasons for the absence.

**In absentia study.** Without exception, all Cornell law students must successfully complete two full academic years in residence in order to qualify for the J.D. degree. Subject to administrative limitation, permission may be granted for a student to complete the third year at another law school for a reason of extreme personal hardship. Permission is not granted for vocational or academic reasons. Applications for in absentia study should be submitted by March 1 to the office of the associate dean for student affairs.

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

**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 faculty awards the J.D. degree summa cum laude by special vote in cases of exceptional performance. The school awards the J.D. degree magna cum laude to students who rank in the top 10 percent of the graduating class. Students not receiving another honors degree who rank in the top 30 percent of the class receive the J.D. degree cum laude.

## Graduate Program

The graduate program of the Cornell Law School admits only a few students 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 has exceptional qualifications, the Cornell program offers sufficient advanced courses in the field of 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 a university of recognized standing; (2) to hold a degree of Bachelor of Laws or its equivalent 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 whose native language is not English must give satisfactory evidence of the ability to carry on studies successfully in English.

Students who meet the above requirements for admission but 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 are less stringent than for candidates for the LL.M. and J.S.D. degrees.

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. Those inquiring should indicate whether or not they need financial assistance. 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, the school ordinarily considers requests for financial assistance only if it has received the completed



application, with *all* supporting documents by February 1. 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. Applicants should comply with other general requirements for admission to the Graduate School; they can be found in the Graduate School catalog, available from Cornell University Announcements, Building 7, Cornell Industry Research Park, Ithaca, New York 14850-1247.

## Requirements

Both degrees require a minimum residence of two full semesters. The J.S.D. program normally requires three to four semesters. Longer periods may be required because of 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. The student may fulfill that requirement either with prior study or with 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 graduate faculty representative of the Field of Law of the Graduate School of Cornell University), the chairperson 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). The Special Committee may permit a student who elects to write a master's thesis 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.

## 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 the 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

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.



**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 members 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, 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 effect change. AALSA is actively concerned with increasing the representation of Asian Americans in law school and in the legal profession.

**Black Law Students Association.** BLSA is a professional, nationally affiliated organization of black law students dedicated to improving the opportunities in legal education. The Cornell chapter actively involves itself in a wide variety of professional, academic, political, cultural, social, and educational activities. Some of those activities include participation in national and regional conventions, the Fredrick Douglas Moot Court Competition, the Cornell BLSA Big-Brother/Big-Sister program, BLSA Outreach (an admissions program), Alumni Networking, Black History Month, Kwanzaa, and the annual Minorities in the Law Conference.

**The Herbert W. Briggs Society of International Law.**

The Herbert W. Briggs Society of International Law is 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, including events to promote interaction between the international law students and the rest of the Law School community. Its activities are conducted independently of, but in coordination with, the International Legal Studies Program and other international campus groups. The society's members are students, alumni, and faculty members interested in international law.

**Cornell Christian Legal Society.** The Cornell chapter of the national Christian Legal Society is an interdenominational Christian group of law students and spouses. The group meets weekly 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 its activities provides an opportunity to develop research, writing, analytical, and editorial skills essential in both law school and practice.

**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. It 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 a leading national law review. It is published six times a year and is edited by third-year students. Its 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* publishes critical and analytical articles written by practicing lawyers,

scholars, judges, and public officials. Under the supervision of the editors second- and third-year students discuss developments in the law in the form of comments and notes on current legal issues. The *Cornell Law Review* also publishes reviews of significant books. It 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 international law. Among the participants are several foreign scholars and students who have come to Cornell for research and study. In addition to the courses leading to the J.D. with specialization in international legal affairs, the program includes a speakers' series, conferences, the Jessup International Moot Court Competition, the activities of the Herbert W. Briggs Society of International Law, and the publication of the *Cornell International Law Journal*.

**Lambda Law Students.** Lambda provides support for gays, lesbians, and bisexuals in the Law School community; educates the community about issues



affecting them; and works 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 people.

#### **Latino American Law Students Association.**

LALSA, an organization of Hispanic and non-Hispanic students, 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 Cornell Law School and the American Society for Legal History and is that society's official journal. The journal is edited by faculty members.

**Law, Ethics, and Society.** The purpose of Law, Ethics, and Society is to strengthen and enhance "efforts to imbue legal education with a sense of professional and moral responsibility." The group 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 group'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.** The group is composed of law student couples, married or otherwise, that meet periodically throughout the year. Members organize and participate in various social gatherings and outings.

**Moot Court Program.** The student-run Moot Court Program at the Cornell Law School prepares and administers two upperclass competitions and one first-year competition each year. Upperclass students compete in teams of two, submitting a brief and arguing in elimination rounds. The first-year competition emphasizes oral advocacy and requires only the submission of a summary of argument. Student members of the Moot Court Board judge early rounds, and faculty and bench members officiate in later ones. The Moot Court Board also encourages student participation in competitions with other law schools.

Students who submit satisfactory briefs in two Cornell upperclass competitions fulfill the second of the two curricular writing requirements. Students who participate in two competitions—two upperclass, one upperclass and one first-year, or one extramural and one at Cornell—may be selected to be on the Moot Court Board.

**National Lawyers Guild.** The National Lawyers Guild, an organization of lawyers, legal workers, law students, and jailhouse lawyers, has over nine thousand members in almost a hundred chapters around the country. The organization is dedicated to using the law as an instrument for social change and for the protection of people rather than profits. The





Cornell chapter works for progressive change in law school policies and sponsors workshops and speakers on current legal issues.

**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 in 1925, includes among its alumni 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. The Woodrow Wilson Chapter is responsible for the annual Thanksgiving food drive and the Adopt-a-Grandparent Program in connection with Ithacare. The chapter also conducts sales of Cornell Law School sweatshirts and T-shirts each semester.

**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 PILU 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 conference and a speakers' series with various public interest attorneys. PILU participates in a public interest job fair with the placement office and also sponsors the

Public Interest Fellowship Program, which raises funds from the Law School community to help support students pursuing summer public interest jobs.

**Women's Law Coalition.** The Women's Law 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 publishes a newsletter, holds fund-raising events, 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 recent incumbents and their topics have been:

1986 Louis Henkin, university professor, Columbia University School of Law: "Human Rights in United States Foreign Policy"

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"

**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 the 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 recent incumbents and their topics have been:

1986 Owen M. Fiss, the Alexander M. Bickel Professor of Public Law, Yale Law School: "The Death of the Law?"

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

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

1983 Aulis Aarnio, professor of law, 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"

## Services

**Placement service.** Although the Law School does not guarantee positions to its graduates, it does provide comprehensive placement counseling and assistance. The director of placement and the Cornell law placement service staff administer the service.

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 areas of interest. Information received about employment of the members of the classes of 1985 and 1986 indicates that large numbers, 80 percent, are engaged in private law practice; 9 percent accepted judicial clerkships; 6 percent obtained employment with public agencies, government agencies, and legal service organizations; 3 percent are employed with business concerns, entered teaching, or pursued further academic study; and 2 percent fulfilled a military commitment.

Starting salaries reported by recent graduates fell between the mid-\$20,000s and \$70,000. In 1987-88 firms in larger cities are expected to pay in the \$40,000-\$70,000 range. Salaries for judicial clerkships and other positions range from the mid-\$20,000s to the mid-\$30,000s. Federal government agencies hire at levels GS-9 and GS-11 (currently \$22,458 and \$27,172).

### Public Interest Low Income Protection Plan.

Graduates who take low-paying jobs in the public sector may be eligible to participate in the Public Interest Low Income Protection Plan. See page 15 for details.

**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. Emergency care is available 365 days a year. Counseling services and ordinary laboratory and X-ray examinations necessary for diagnosis and treatment are available on-site. 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. Students who want coverage for their dependents must enroll each year. 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 information about insurance, services available for students, and fees for services that are not provided free of charge may be obtained from the Department of University Health Services, Gannett Health Center, Cornell University, 10 Central Avenue, Ithaca, New York 14853-3101 (607/255-4082).

**Services for the disabled.** Cornell University is committed to assisting disabled students who have special needs. A brochure describing services for disabled students 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 ninety 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 Thurston Court Apartments, 112 Edgemoor, Sage Hall, and Schuyler Hall, though space in those units is also limited.

After a student pays the registration deposit, the Law School sends the student a housing application. Room assignments are made in the order in which applications are received. The housing contract is for the entire academic year. Acceptance to Cornell 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.

Some students 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.** Hughes Dining serves the Law School community, providing breakfast and lunch Monday through Friday. It offers a full breakfast menu, deli sandwiches, a salad bar, and grill items. Several dining options are available for meals at Hughes and seven other dining rooms across campus.

**Traffic and parking.** The New York State Motor Vehicle and Traffic Law has been adopted by Cornell University and is enforced on the grounds of the university.

Campus parking is by permit, as indicated by posted signs. Permit information is available at the Traffic Bureau. Access by vehicles to the interior campus is restricted Monday through Friday from 7:30 a.m. to 5:00 p.m. Various metered and time-zone areas throughout the campus are open to students, staff members, and visitors for a fee. Special parking restrictions are posted where applicable. Parking regulations are in effect throughout the year.

Each year all members of the campus community must register with the Traffic Bureau any motor vehicles, including motorcycles and mopeds, in their possession that are at any time operated on the Ithaca campus. As a prerequisite to registration, the applicant and the vehicle must meet all the requirements of New York State law for operation. There is no charge to register a vehicle; however, a registration sticker is not a parking permit.

In general, students living on campus and commuting students may buy campus parking permits as long as space is available. The number of parking spaces on campus is very limited. Students planning to live in university dormitories and apartment complexes should determine whether student parking is available near their prospective residences before making their final housing selection. At the beginning of the fall term residents of Hughes Hall participate in a lottery that assigns parking permits. There are very few parking spaces

adjacent to the Law School for commuting students. Parking in peripheral lots and bus service are available for a modest fee.

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 (607/255-PARK). 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 early morning to evening 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 seven evenings a week 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 during the academic year. 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 may call 255-7373 in advance to be met by a trained and radio-equipped escort.

Ithaca Transit, the North-East Transit, the Ithaca-Dryden Transit, the Ithaca-Ulysses Transit, the Ithaca-Newfield Transit, and the East Ithaca Transit provide service between Cornell and adjacent neighborhoods and municipalities. Schedules for on-campus and off-campus bus service are available 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 607/255-3782.







## First-Year Courses

**500 Civil Procedure** Five hours. M. Green, C. W. Wolfram.

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

**502 Constitutional Law** Four hours. S. H. Shiffrin, G. J. Simson, D. C. Williams, F. C. Zacharias.

A study of basic American constitutional law and judicial review.

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

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

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

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

**507 Legal Process** Three hours. P. W. Martin, R. K. Osgood.

The course cuts across traditional subject matter areas, focusing on issues of legal authority, legal reasoning, and legal process. Topics include the role and process of

adjudication, the meaning and effect of relevant precedent, retroactive versus prospective application of legal changes, and the significance and interpretation of statutes. Those issues are considered in the context of cases and other materials, some previously encountered in other first-year courses.

**508 Practice Training I** One hour. J. J. Hasko, D. A. Diefenbach, B. M. Kennedy.

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.

**512 Property** Four hours. G. S. Alexander, S. H. Williams.

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. Barceló, A. Gunn, S. L. Pepper, S. J. Schwab.

An introduction to the principles of civil liability in the tort field: intentional wrongs, negligence, and strict liability. Attention is also given to the processes by which tort disputes are handled in our legal system.

## Upperclass Courses

**[600 Accounting for Lawyers]** Two hours. Not offered 1987–88.

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. R. 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** Three hours. J. J. Barceló.

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. Not offered 1987–88.

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.]

**607 American Indian Law** Three hours. D. C. Williams.

An examination of the primary themes and materials of the federal law concerning Native American tribes and individuals. The course devotes considerable attention to the historical development of law and policy in that area and to the present division of authority over Indian country between the federal, state, and tribal governments. It also includes some discussion of hunting, fishing, and water rights and of the economic development of Indian lands.

**608 Antitrust and the Health Care Industry** Two hours. Prerequisite: Antitrust Law. G. A. Hay.

A large percentage of antitrust cases being filed in federal courts involves the health care industry. The cases cover the full range of issues discussed in the basic course: price fixing, boycotts, mergers, monopolization, and vertical restraints. Many jurisdictional issues arise as well, such as whether state involvement in the self-regulatory activities of the medical profession immunizes otherwise anticompetitive conduct. The course examines antitrust cases involving the health care industry. It is of interest not only to those who have some special interest in law and medicine but also to those who want to see how the principles learned in the basic course in antitrust are being applied in the context of a specific industry.

**609 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.

**612 Banking Law and Regulation** Three hours. J. R. Macey.

The course begins by defining the role that banks and other financial intermediaries play in the economy. Next it considers the argument that a specialized set of regulations governing the activities of financial intermediaries is justified by the special role banks occupy in society. In that context a variety of theoretical arguments about banking regulation are considered. The course then examines each of the major laws that govern banking activities against the background of the various regulatory theories discussed.

**616 Commercial Law** Three hours. C. R. 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. The focus is on the Uniform Commercial Code, particularly articles two and nine, with some consideration of articles three and four.

**[617 Commercial Paper and Banking Transactions]** Two hours. Not offered 1987–88.

Commercial paper and bank deposits and collections under the Uniform Commercial Code (articles three and four), other statutes, and common law. Intended to give the student the ability to master and read critically a complex pattern of statutory provisions and to give the student some understanding of an esoteric but important area of commercial practice and law, in which business practices are constantly threatening to outrun the controlling legislation.]

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

The course tackles first the sources, structures, and assumptions common to the legal systems of continental Europe, Latin America, and some countries of the Far East, and then the enduring divisions of their private law. Particular examples are then studied: they may be grouped under a topic (e.g., the liability of the post office or the problem of the injured rescuer) or by country—French contract law, Roman and German tort law, and the Soviet Russian "socialization" of law. The course aims to demonstrate the utility of the comparative method by encouraging students to rethink their own law in the light of other techniques, to see how problems may sometimes be solved by breaking the categories in which they are embedded in a given system, and thus to gain a better understanding of the reasons for the rules.

**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 government entities, and the relationship between federal and state courts in civil rights cases.

**622 Corporations** Four hours. J. R. Macey, J. A. Siliciano.

The course considers the legal principles governing the relationships among shareholders, creditors, managers, and directors of incorporated firms. Those legal principles are developed in the context of a regulatory system in which competitive forces and private agreements also play important roles. Costs of legal rule making and enforcement are emphasized, and the growing role of the federal government in corporate governance is explored. The course also provides an introduction to basic financial and organizational theory.

**624 Criminal Procedure** Three hours. F. C. Zacharias.

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.

**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.

**[637 Equitable Remedies]** Three hours. Not offered 1987–88.

Focuses on the availability and use of the injunction: the substantive and procedural prerequisites for obtaining interlocutory and permanent injunctions, permissible scope and timing, the duties of those enjoined, the special problems posed by official defendants. Considerable emphasis is given to the rise of the injunction as a remedial tool for federal courts in public law litigation.]

**[639 European Economic Community]** Three hours. Not offered 1987–88.

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

**640 Evidence** Three hours. M. Green, 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 in-depth analysis of the Federal Rules of Evidence and proposals for evidence reform.

**641 Fact Investigation and Discovery** Three hours. Enrollment limited. S. B. Fuller.

The investigatory aspects of case planning and development in litigation. 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. A. Griffiths.

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.

**643 Federal Courts** Four hours. C. R. Farina.

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.

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

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

**646 The First Amendment** Three hours. May not be taken by those who have taken or are taking Freedom of Expression. S. H. Shiffrin.

A comprehensive discussion of freedom of speech, press, and association. Some attention is paid to the free exercise of religion clause and the establishment clause of the First Amendment.

**647 Freedom of Expression** Three hours. May not be taken by those taking The First Amendment. S. H. Williams.

The course examines the "free speech" and "free press" clauses of the First Amendment. We use various theories of speech to help understand present doctrine on such discrete topics as sedition, obscenity, the nature of a public forum, libel, loyalty oaths, prior restraints, fair trial and free press, and the right of access to an audience, a medium, or information.



**648 History of the Common Law** Two hours. R. K. Osgood.

A study of the development in England (with occasional digressions into Scotland) of the institutional framework and other aspects of the legal system known as the common law. Classes focus on the chronological development of the system, with particular attention to the law of real property and trespass writs. The course concerns events from the Norman Conquest in 1066 down to the period of the ready availability of Blackstone's *Commentaries*, circa 1780.

**649 International Business Transactions** Three hours. Recommended preparation: International Law, Antitrust Law, Commercial Law, Conflict of Laws, and Corporations. J. J. Barceló.

The course covers the commercial law of international sales, international litigation and commercial arbitration, national and international governmental regulation of trade (import and export controls, including east-west trade), international antitrust issues, and the regulation and control of international investment. In areas with a domestic law analog, such as antitrust, litigation, and commercial law, the course stresses the unique legal features that arise when transactions cross national boundaries.

**650 International Law** Three hours. R. Dolzer.

Familiarizes the student with basic concepts, categories, and issues of international law. Past and current developments in major areas such as the law of the sea, the jurisdiction of states, state immunity, the status of the alien, human rights, rules governing international organizations, the preservation of peace, disarmament, and dispute settlement are reviewed. Special emphasis is laid on the sources of international law and the values reflected in corresponding norms. In that context the relationship between the claim to universality of international legal rules, the multicultural sociological nature of the existing international legal community, the special role of great powers, and the attendant problems of compliance with norms of international law require attention.

**652 International Taxation** Three hours. Prerequisites: Corporations and Federal Income Taxation. R. K. Osgood.

United States income taxation of foreign income and foreign individuals, including consideration of fiscal jurisdiction (status questions and source rules), overseas and domestic operation in branch versus subsidiary form, the foreign tax credit, tax havens and deferral, intragroup transfer pricing, antiboycott rules, tax avoidance transfer controls, foreign currency transaction taxation, and income tax treaties.

**656 Interviewing and Counseling** Three hours. Enrollment limited. R. F. Seibel, B. Strom.

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 and solve legal problems. Discussions cover both the skill and the ethical dimensions of those phases of client representation. Some 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 and Social Science** Three hours. W. D. Loh.

An introduction to the logic, applications, and limits of social science and statistical methods in trial and appellate adjudication. The purposes are (1) to develop literacy (not expertise) in the uses of empirical analyses in legal decision making and (2) to examine legal institutions and procedures from the perspectives of psychology, sociology, and statistical decision theory. Readings consist of judicial opinions, jurisprudential essays, and empirical studies. The readings are organized around case studies on school desegregation, employment discrimination, capital punishment, police searches and interrogations, and litigation issues (e.g., scientific jury selection, scientific expert testimony, courtroom persuasion, "Brandeis briefs"). The philosophical premises and political implications of the social-legal approach to the judicial process are an underlying concern of the course.

**665 The Law of Mergers and Acquisitions (also NBA 572)** Three hours. D. A. Oesterle.

The materials examine how current law affects a corporation's choice, first, of whether to purchase an independent company and, second, of how to consummate the transaction. Tax law, federal securities law, state corporate codes, and antitrust law are considered along with accounting chicanery and finance theory. Statutory mergers and combinations, share exchange mergers, privately negotiated cash sales, public tender offers, and asset acquisitions are discussed. The course is not only informative on the details of corporate combinations but also a good introduction to the broader questions on the appropriate role of law in American capital markets.

**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, including natural law, legal positivism, and legal realism. Readings from Aquinas, Austin, Holmes, Hart, Dworkin, and others. Topics include the nature of legal authority; the role of coercion in law; restrictive and facilitative law; legal and moral rights and obligations; "hard cases," "open texture," and "judicial discretion"; rules, principles, and legal reasoning; and justice and "the rule of law."

**668 The Legal Profession** Three hours. S. L. Pepper.

A survey and critique of the nature of professionalism, the social function of the lawyer and the legal profession, the ethical relationship between lawyer and client, and the economics, history, and sociology of the legal profession. Problems with accompanying readings from many sources provide the focus for discussion. Satisfies the professional responsibility requirement.

**670 Negotiation for Lawyers** Two hours.

D. A. Oesterle.

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

**676 Patents, Copyrights, and Trademarks** Three

hours. D. A. Oesterle.

The course covers law that awards property rights to products of the mind. Primary emphasis is on the federal patent, copyright, and trademark statutes. Also noted are several related state doctrines that complement the federal statutes.

**[677 Products Liability** Three hours. Not offered 1987–88.

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.]

**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: one of the basic corporations courses. D. A. Oesterle.

The Securities Act of 1933, which regulates primary and secondary distributions of securities, and the Securities Exchange Act of 1934, which regulates the trading markets and tender offers.

**[684 Soviet Law** Two hours. Not offered 1987–88.

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 the income taxation of corporate structure and transactions involving alterations in structure, including the rules governing Subchapter S status, 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. M. Green, 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** Four hours. G. S. Alexander.

The course examines 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, powers of appointment, and trust investment. 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** Two hours. Prerequisite:

Trusts and Estates I. G. S. Alexander.

The course builds on 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, powers of appointment, and federal estate and gift taxation. 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.

## Problem Courses and Seminars

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

The seminar addresses the teachings of leading twentieth-century American legal theorists, including Roscoe Pound, Oliver Wendell Holmes, Jr., Karl N. Llewellyn, and Lon L. Fuller. The seminar concentrates on developing a viable philosophy of law and legal method designed for the American lawyer of today. There is intense focus on such topics as the interpretation of statutes and contracts, doctrines of precedent, legal reasoning, the theory of legal validity, and the distinctive character of law in our society (as compared, for example, with law in England or West Germany). Examples are drawn largely from the common law of contract and tort and from the Uniform Commercial Code. Two papers of about fifteen pages each are required. Assigned readings include works of the above theorists; R. Summers, *Instrumentalism and American Legal Theory*; R. Summers, *Lon L. Fuller*; and P. Atiyah and R. Summers, *Form and Substance in Anglo-American Law—A Comparative Study of Legal Reasoning, Legal Theory, and Legal Institutions*.

**[701 Business Planning]** Three hours. Not offered 1987–88.

The course focuses on specific problems a business lawyer might expect to confront when retained to give advice about how best to organize a business enterprise. The problems presented (1) illustrate the variety of legal and practical issues that a lawyer must consider in order to select the most appropriate organizational vehicle and (2) highlight approaches that will maximize the chances of selecting the form and structure best suited to the needs of the particular client. As an outgrowth of those problems, students are introduced to fundamentals of draftsmanship as applied to contracts and other forms of business documentation.]

**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.

**703 Church and State** Three hours. D. C. Williams.

A consideration of the theoretical underpinnings of the First Amendment's religion clauses. The seminar consists of three parts: first, we examine in outline the development of English political theology; second, we consider the thinking of some of those directly involved in the framing of the clauses; and third, we discuss the relationship of the first two parts to current case law.

**705 Comparative Public Law of the United States and the United Kingdom** Three hours. Y. Cripps.

A comparison of British and American approaches to dealing with constitutional and administrative problems. The different natures of the two constitutional systems are

analyzed in the context of the scope of judicial review of administrative action, the separation of powers, natural justice, due process, and selected issues surrounding First Amendment protections and the disclosure of information.

**[706 Computer Applications in Law Practice and Legal Education]** Three hours. Not offered 1987–88.

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.]

**707 The Constitution and the Schools** Three hours.  
G. J. Simson.

The seminar examines a wide range of constitutional issues relating to the nation's schools. Among the subjects studied are the constitutional problems raised by compulsory education laws, limitations on students' expression of and access to ideas, discipline processes for students and teachers, and religion in the public schools. In the early part of the semester assigned readings are discussed. The latter part of the semester 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.

**708 Constitutional Law and Political Theory** Three hours. S. H. Shiffrin.

The purpose of the seminar is to explore theories of freedom of speech and theories of equality. How are the ideas of freedom, equality, association, and community linked in doctrine and how should they be linked? Neoconservative, liberal, radical, feminist, and Marxist writings are considered.

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

An examination of approaches to interpreting and applying the Constitution, emphasizing their theoretical rationales and assumptions. Topics include the justification of judicial review; the comparative importance of the authoritative text and of original intent; neutral principles; interpretivism and noninterpretivism; the role of moral skepticism and of linguistic theory; process-based theories and democratic principles.

**710 Contemporary Legal Theory** Three hours.  
D. B. Lyons.

An examination of major developments in contemporary legal theory, with an emphasis on interpretive theory and critical legal scholarship. Topics include the role of politics in adjudication, the coherence of law and the justifiability of judicial decisions, judicial precedent, and underlying principles.

**725 Family Law Clinic** Three hours. B. Colapietro.

The course is designed to familiarize the student with the practical problems facing the practitioner in family law. Students participate in negotiating separation agreements, making oral arguments of motions, and interviewing clients.





The philosophy of the family law practitioner and how to deal with clients involved in divorce, custody, and the like, are covered. The emphasis is on method rather than substantive law.

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

Selected analysis of ways in which the law has incorporated, wittingly or unwittingly, an economic perspective. A major theme is whether and how the common law furthers the efficient operation of a laissez-faire economic system, with major emphasis on the Case theorem. A second theme is whether such a common law is ethically appropriate. A third theme contrasts the efficiency of common law with the marketplace for legislation. Prior study of economics is neither required nor disqualifying.

**742 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.

**[744 Lawyers and the Legal Profession** Three hours.  
Recommended preparation: a basic course in professional responsibility. Not offered 1987–88.

The seminar considers a wide range of issues relating to lawyers and the legal profession: the nature of professionalism, the organization of the legal profession, the lawyer in history and popular culture, pervasive issues of professional behavior (especially the adversarial ethic and paternalism), justice in the distribution of legal services, competition within the profession and with outside providers. Materials considered will be drawn from law, moral philosophy, economics, and sociology and will probably include a few novels, movies, or other unusual fare. The seminar satisfies the writing requirement and the professional responsibility requirement.]

**748 Law, Science, and Technology** Three hours.  
Y. Cripps.

An examination of the interaction between legal principles and procedures and scientific research and development. Topics include the role of the law in regulating recombinant DNA research, surrogacy, and in vitro fertilization; plant breeders' rights and the patentability of organic matter; judicial assessment of expert scientific evidence; and compensation for damage caused by scientific experiments and new technologies.





**752 Legal Aid I** Four hours. Prerequisite: permission of instructors. Enrollment limited. B. Strom, R. F. Seibel, G. G. Galbreath, J. M. Miner.

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

**753 Legal Aid II** Four hours per semester. Must be taken both semesters. The four hours are awarded at the end of each semester. Prerequisites: Legal Aid I and permission of instructors. B. Strom, R. F. Seibel, G. G. Galbreath, J. M. Miner.

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, fact investigation, and trial advocacy.

**756 Legislation** Three hours. A. C. Aman, Jr.

A study of the legislative process, including selected problems relating to legislative organization and procedure; various theories of democracy and their application to current issues involving the legislative process; 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.

**764 Organized Crime Control** Three hours.

Prerequisites: Criminal Justice and Criminal Procedure. R. C. Goldstock.

Selected aspects of criminal procedure and civil remedies used to control sophisticated illegal syndicated activity. The legal, social, economic, and historical issues involved in understanding and bringing criminal and other sanctions to bear on organized criminal and related behavior.

**[766 Regulation of Corporate Behavior]** Three hours.

Prerequisite: Corporations. Not offered 1987-88.

A detailed examination of the role of markets, fiduciary and other liability rules, shareholder democracy, and direct regulation in controlling the behavior of corporate entities.]

**768 The Role of Communities** Three hours.

S. H. Williams.

The seminar examines the legal status of intermediate communities, such as families, religious organizations,

neighborhoods, and voluntary associations. Looking first to political theory, we discuss the function of such communities in both the life of the individual and the life of the state. We then draw on examples from diverse areas of the law—including family law, constitutional law, and labor law—to discover what understanding of the interrelationship of those three levels of society informs, or should inform, the law.

**770 Securities Regulation, Corporate Finance, and the Public Corporation** Three hours. J. R. Macey.

The seminar is intended to encourage students to observe and consider the interrelationships inherent in a variety of seemingly disparate issues currently being debated by scholars and practitioners of corporate law. Those issues include the jurisdictional competition among states of corporate charters, the structure of the securities industry and the trading markets, insider trading, and the rationale for the various disclosure provisions of the Securities Acts. Students are provided with a background in finance and in organizational theory sufficient to enable them to evaluate the theoretical underpinnings of the modern publicly held corporation. The legal principles governing the relationships among directors, shareholders, creditors, workers, and managers, in the context of a regulated environment in which competitive market forces and private agreements also play important roles, are developed. Costs of legal rule making and enforcement are emphasized, and the growing role of the federal government in corporate governance is also explored.

**772 Selected Problems of International Economic Law** Three hours. R. Dolzer.

The seminar focuses on individual topics in the field of public international law. Controversial aspects of the legal framework of foreign investment, such as the applicable law, the amount of compensation in the case of expropriation, indirect expropriation, and transfer of technology, are covered first. In the second part, current issues of international trade are studied, with an emphasis on rules concerning dumping, subsidies, and countervailing duties. Further discussions relate to international monetary matters; in particular, international rules on the transfer of capital, the freezing of foreign funds, and aspects of the renegotiation of foreign debts are covered. The common theme of all discussions is the tension between factual economic interdependence among the states on the one hand and the reluctance of nation-states to abandon the concept of economic sovereignty on the other hand. Participants are expected to write papers and to present their results in class.

**774 Social Security Law** Three hours. P. W. Martin.

An examination of the largest federal expenditure program. The law governing entitlement and benefit amount and the procedures for resolving claims disputes. Emphasis on current issues and proposals for changes. A substantial paper on an assigned topic and brief written critiques of two other students' papers are required.

**[776 Theories of Property]** Three hours. Not offered 1987–88.

The seminar attempts to test the influence of various justificatory theories of property on the development of legal doctrine. We first study the major theories and critiques of private property, relying primarily on secondary sources. We then examine selected doctrines in light of those theories, asking to what extent the development of the doctrine was dependent on, or at least is consistent with,

any single theory of property. The doctrine that we study is a mixture of old and modern. Thereafter members of the seminar present papers in which they use the same method, interpreting a specific legal doctrine, case, or line of cases in terms of the influence of property theories. Throughout we focus attention on the extent of tension between property theories in the development of legal doctrine and how legal thought attempts to mediate the theoretical conflicts. No prior study of legal or moral philosophy is required or presupposed.]

**[778 Topics in Advanced Civil Procedure]** Three hours. Not offered 1987–88..

Selected issues in civil procedure, studied to a depth that the first-year course does not reach. Last year's topic was the trial, with special emphasis on the interaction of psychology and procedure. This course contains a substantial writing component, as each student writes and presents a research paper on an approved subject.]

## Nonprofessional Courses

**Biology and Society 306 Institutions, Roles, and Accountability** Spring. Three hours. Prerequisite: introductory biology or permission of instructor. C. McClintock, L. Palmer.

Developments in modern biology are having a profound impact on fundamental institutions such as medicine, religion, and the family and on social control processes such as law. The course analyzes institutions whose primary functions are regulatory practice (e.g., the Federal Drug Administration), care giving (e.g., health and mental health agencies), policy and legislation (e.g., the legislative and executive branches of government), cultural practice (e.g., the family), education (e.g., institutions of higher education), and social control (e.g., prisons and mental hospitals). Students study the institutional and legal basis for regulation of professions, individual roles and ideologies in institutions, and the dynamics and techniques for institutional change.

**[Biology and Society 426 Medicine and the Law]** Fall. Four hours. Prerequisite: Biology and Society 301 or 311 or permission of instructor. Not offered 1987–88.

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.]

**Government 313 The Nature, Functions, and Limits of Law** Fall. Four hours. R. A. Hillman.

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.

# Awards and Funds



## Fellowships, 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 fellowships, 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, and 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 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 law 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 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. Income is awarded on the basis of need and scholarship. Preference is 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 by the 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. The scholarship is awarded to a law student, on the basis of need and merit, at the discretion of the dean.

**Class of 1951 Law School Scholarship Fund.** Established through thirty-fifth-reunion gifts from the members of the law class of 1951. Income is awarded to law students, on the basis of need and scholarship, at the discretion of the dean.

**Class of 1966 Law School Scholarship Fund.** Established through twentieth-reunion gifts from the members of the law class of 1966. Income is awarded to law students, on the basis of need and scholarship, 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 faculty.

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

**Cornell Law School Class of 1936 Scholarship Fund.** Converted from the Class of 1936 Evidence Prize to an endowed scholarship through fiftieth-reunion gifts from the members of the law class of 1936. Income is awarded to second-year law students, on the basis of scholarship, at the discretion of the dean.

**Cornell Law School Class of 1957 Scholarship.** Established through donations by members of the class of 1957. The scholarship is awarded to law students, on the basis of need and merit, 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. Preference is given to law students.

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

**John J. and Norene A. D'Onofrio Scholarship Fund.** Established by a gift from John J. D'Onofrio, J.D. 1976, and his wife, Norene A. D'Onofrio, to provide assistance to worthy law students. Preference is given to married students in need of 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. Assistance is provided to deserving and needy law students at the discretion of the dean. Preference is given to students interested in public interest law.

**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 Native Americans, especially Onondagas and 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 income is awarded to a law student on the basis of 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 need at the discretion of the dean. Preference is given to law students who have suffered extraordinary medical problems or physical handicaps.

**Jane M. G. Foster Scholarship.** Established by the board of trustees to be awarded to law students on the basis of 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.

**Heidelberg Fellowship.** Established by the West German government in honor of Jacob Gould Schurman, a former president of Cornell. The International Legal Studies Program awards the fellowship to a Cornell law student or recent graduate for study and research for one or two semesters at the law faculty of the University of Heidelberg. It covers university fees and living costs. A high proficiency in German is a prerequisite.



**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). The dean awards the scholarship 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 is used to aid veterans in the school.

**Irving B. Levenson Scholarship Fund.** Established by gifts from Irving B. Levenson, J.D. 1953. Income provides assistance to a worthy and needy law student. The scholarship is awarded annually 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 income provides scholarships to worthy and needy law students.

**George J. Mersereau Fellowship and Scholarship.** Established through 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 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 and of other colleges and universities in Ohio.

**Lewis W. Morse Memorial Scholarship.** Established in memory of 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.

**Joseph D. Norris, Esq., Health Law Public Policy Scholarship.** Established by John A. Norris, J.D. 1973, in honor of his father. The award is made annually to one or more students in the joint J.D. and M.B.A. program who have a special interest in health law.

**Norman Penney Memorial Scholarship.** Established in memory of 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 is awarded annually to a law student, on the basis of need and merit, at the discretion of the 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. Preference is given to law students who were undergraduates at Cornell and are participants in a combined degree 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 Scholarship.** Two scholarships, established from the Sackett Law School Endowment Fund, are awarded at the discretion of the 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 merit at the discretion of the dean.

Preference is given to second-year students 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 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 assistance to deserving and needy law students. The fund may be used either for 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.

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

**John James Van Nostrand Scholarships.** Two scholarships, available to students after the first year, are awarded on the basis of 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 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. Preference is 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. Preference is given to entering law 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 Prize.** 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.** The Lawyers Co-operative Publishing Company and Bancroft-Whitney Company, joint publishers of the Total Client-Service Library, award a certificate and a credit voucher toward the purchase of a publication to the students achieving the highest grades in selected subjects.

**Annual Corpus Juris Secundum and Hornbook Student awards.** Each year the West Publishing Company makes two awards: (1) 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 and (2) 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 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.

**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 Prize.** 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 early each fall 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 each spring from nominations submitted by members 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 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.

**Ralstone R. Irvine Prize for Legal Writing.** Established by the law firm of Donovan, Leisure, Newton and Irvine to honor the memory of Ralstone R. Irvine, LL.B. '26, who was a partner in

the firm. The three prizes of \$2,500, \$1,000, and \$500 are awarded to first-year students each spring. The winners are selected, on the basis of examples of their legal writing, by a panel of two faculty members and a member of the firm.

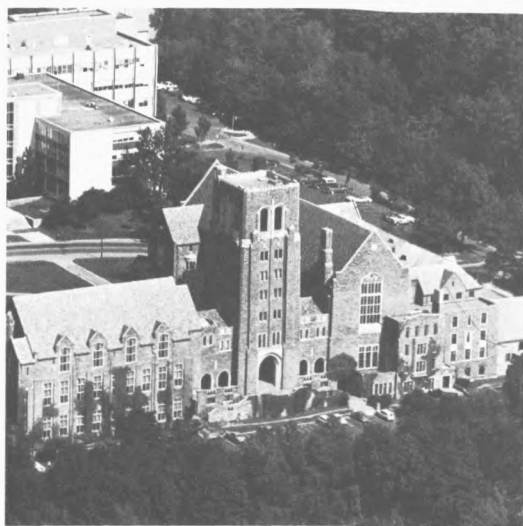
**Louis Kaiser Prize.** Two prizes of \$60, given by Louis Kaiser, LL.B. 1921. Awarded after both the fall and spring moot court competitions to the upperclass team submitting the best brief.

**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.

**Herbert R. Reif Prize.** A gift of Arthur H. Dean, LL.B. 1923. A cash prize is 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.

**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 a faculty committee, has made the most satisfactory progress in his or her final year. The award is a year's subscription to *United States Law Week*.



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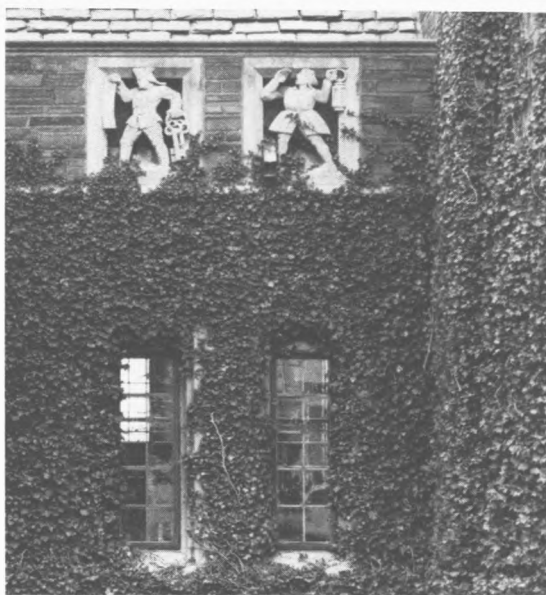
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Elbert P. Tuttle, senior judge, United States Court of Appeals for the Fifth Circuit, Atlanta  
Bernhard von Falkenhausen, Essen, West Germany

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University of Alaska (Anchorage)	Duke University
Allegheny College	Emory University
American University	Evergreen State College
Amherst College	Fairfield University
Arizona State University	University of Florida
Auburn University	Florida International University
Augustana College	Florida State University
Barnard College	Fordham University
Barry College	Forman Christian College, Lahore
Baruch College	Franklin and Marshall College
Bates College	Furman University
Beijing University	General Motors Institute
University of Berne	Georgetown University
Boston College	George Washington University
Boston University	University of Georgia
Bowdoin College	Grace College
Bowling Green State University	Grinnell College
Brandeis University	Gustavus Adolphus College
Brigham Young University	Hamilton College
Brooklyn College	Hamline University
Brown University	University of Hartford
Bryn Mawr College	Hartwick College
Bucknell University	Harvard University
University of California, Berkeley	Haverford College
University of California, Irvine	Hofstra University
University of California, Los Angeles	College of the Holy Cross
University of California, San Diego	Howard University
University of California, Santa Barbara	University of Idaho
California State University	University of Illinois
Canisius College	Indiana University
Carleton College	University of Iowa
Carthage College	Iowa State University
Case Western Reserve University	Ithaca College
Cedarville College	Javeriana University
College of Charleston	Johns Hopkins University
University of Chicago	Kansas State University
Chicago State University	Kenyon College
City College of New York	Kyoto University
Claremont Men's College	Lafayette College
Clark University	Lehigh University
Colby College	University of London
Colgate University	Long Island University, Brooklyn Center
University of Colorado	Los Andes University
Columbia College	Loyola University in New Orleans
Columbia University	Loyola University of Chicago
University of Connecticut	McGill University
Connecticut College	Marquette University
Cornell University	University of Maryland at College Park
Dartmouth College	Massachusetts Institute of Technology
Davidson College	Medical College of Ohio at Toledo
University of Dayton	University of Miami
University of Delaware	University of Michigan
Denison University	Middlebury College
University of Denver	University of Minnesota
University of Detroit	University of Montana
Drew University	Montana State University
Drexel University	Morehouse College
	Mount Holyoke College
	National Chengchi University
	University of Nevada at Las Vegas
	University of New Hampshire

State University of New York at Albany  
 State University of New York at Binghamton  
 State University of New York at Buffalo  
 State University of New York at Stony Brook  
 State University of New York College at Geneseo  
 State University of New York College at Potsdam  
 New York University  
 Northeastern University  
 Northwestern University  
 University of Notre Dame  
 Oberlin College  
 Occidental College  
 Ohio State University  
 University of the Orange Free State  
 University of Oregon  
 Pace University  
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 Pennsylvania State University  
 Philadelphia College of Pharmacy and Science  
 University of Pittsburgh  
 Pitzer College  
 Pomona College  
 Pratt University  
 Princeton University  
 Principia College  
 University of Puerto Rico  
 University of Puget Sound  
 University of the Punjab  
 Queens University  
 Regis College  
 Rensselaer Polytechnic Institute  
 Rhode Island College  
 Ripon College  
 University of Rochester  
 Rutgers University  
 University of San Diego  
 Saint John Fisher College  
 Saint John's College  
 Saint Joseph's University  
 Saint Lawrence University  
 Saint Olaf College  
 University of Scranton  
 Seton Hall University  
 Shimer College  
 Skidmore College  
 Smith College  
 Soochow University  
 University of South Africa  
 University of South Carolina  
 Stanford University  
 Stonehill College  
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 Temple University  
 Texas A&M University  
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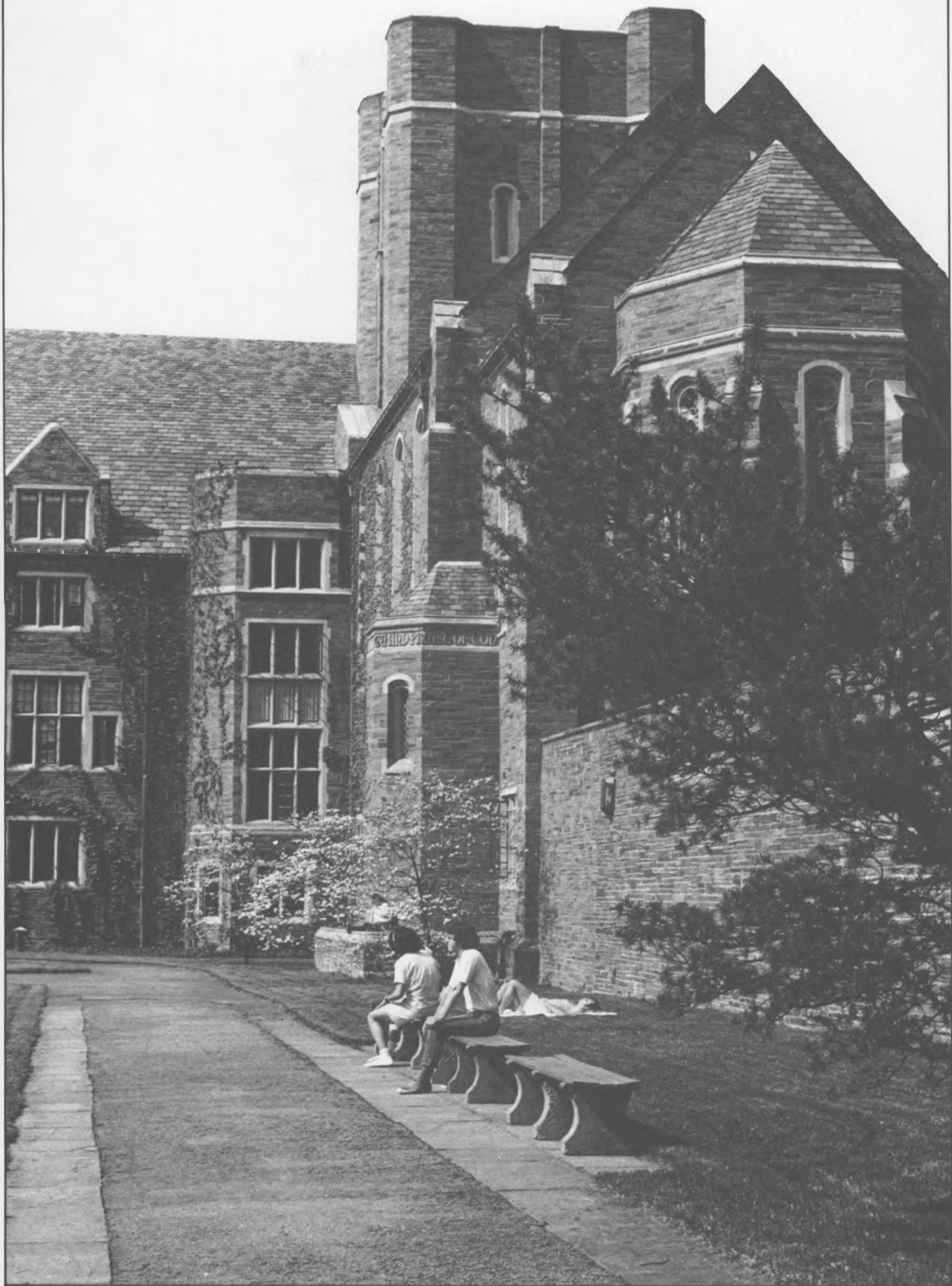
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 Vanderbilt University  
 Vassar College  
 University of Vermont  
 University of Virginia  
 Waseda University  
 University of Washington  
 Washington and Lee University  
 Washington Jefferson College  
 Washington State University  
 Washington University  
 Wellesley College  
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 687 20M HO

# 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 the nonrefundable application fee of \$40 (make checks or money orders payable to Cornell University). Since an LSAT/LSDAS report cannot be produced by the Law School Data Assembly Service (LSDAS) 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 of the application, we will send you part 2. 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 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 18940-0998.

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 08541-6660.

The Law School will not consider an applicant for a *scholarship* unless it receives the analyzed GAPSFAS form by March 15, 1988. Therefore an applicant should register with GAPSFAS before mid-February. 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 607/255-5141 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 catalog, you may find a visit to the school useful. To arrange for informational meetings with admission assistants, as well as tours and visits to classes, call the admissions office several days before your 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 with a representative of the admissions committee.

*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 should receive part 2 within two weeks.

If you have applied to the Cornell Law School before and want to apply again, you must submit all new application materials, including letters of recommendation and the application fee.

# Application for Admission Part 1

Cornell Law School

On the label above please type or print your name and present address. The label will be used to mail part 2.

**Please type or print.**

1. Name: \_\_\_\_\_  
last first middle

2. Social security number: \_\_\_\_\_

3. Date of birth: \_\_\_\_\_ Sex: \_\_\_\_\_  
month/day/year

4. Undergraduate college: \_\_\_\_\_

5. Are you a U.S. citizen? \_\_\_\_\_ If not, visa status: \_\_\_\_\_

6. Present address: \_\_\_\_\_  
street

\_\_\_\_\_ city state zip code telephone number

Final date you can be reached at that address: \_\_\_\_\_  
month/day/year

7. Permanent home address: \_\_\_\_\_  
street

\_\_\_\_\_ city state zip code telephone number

8. Are you or have you ever been registered at another law school? \_\_\_\_\_

If so, where and when? \_\_\_\_\_

9. Are you applying for transfer admission from another law school? \_\_\_\_\_

10. Have you ever applied to the Cornell Law School before? \_\_\_\_\_

If so, for what year? \_\_\_\_\_ Decision: \_\_\_\_\_

See reverse.



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
13. The Law School will not consider an applicant for a *scholarship* unless it receives the analyzed GAPS FAS form by March 15, 1988.
- If you are applying for financial aid, when did you or will you register with GAPS FAS? \_\_\_\_\_  
month/day/year

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

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

**Send this form with**

- 1. the \$40 application fee**
- 2. the matching form, including your social security number**

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



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**Cornell Law School**  
**Myron Taylor Hall**  
**Ithaca, NY 14853-4901**

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**Application Enclosed**