

"The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision."

— Alfred North Whitehead

The University of Maryland School of Law is fully accredited by the American Bar Association and the Association of American Law Schools.

The University of Maryland is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities.

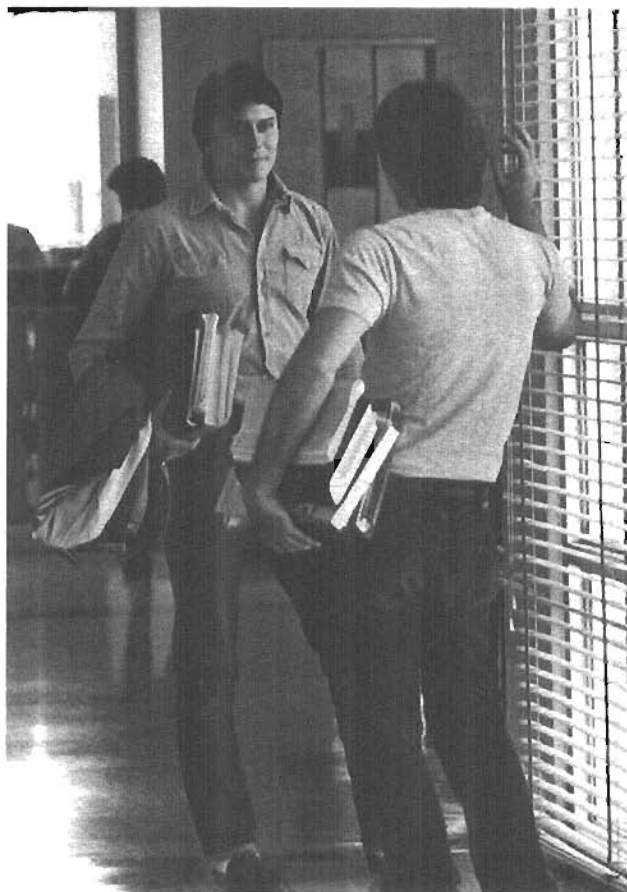
**UNIVERSITY OF MARYLAND
SCHOOL OF LAW
1982-83**

UNIVERSITY OF MARYLAND AT BALTIMORE



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GENERAL INFORMATION

“Education is not like a decal, to be slipped off a piece of stiff paper and pasted on the back of the skull. The point of education is to waken innocent minds to a suspicion of information.

An educated person is one who has learned that information almost always turns out to be at best incomplete and very often false, misleading, fictitious, mendacious—just dead wrong. . . . If you’re going to learn the importance of mistrusting information, somebody first has to give you some information, and college is a place where people try to do this, if only so the professors can find out how gullible you are.

Knowing that, they can then begin to try to teach you to ask a few questions before buying the Brooklyn Bridge or the newest theory about the wherefore of the universe. . . . the good professors rarely have enough time to teach the whole student body the art of doubting, which leads to the astonishing act of thinking.”

*Russell Baker,
The New York Times*

General Information

History

The early years of the University of Maryland School of Law, one of the oldest law schools in the United States, were dominated by a young Baltimore attorney named David Hoffman, a scholar whose views on legal education were far in advance of his time. In 1816 Hoffman was selected to be the school's first professor of law. Soon thereafter he published *A Course of Legal Study*, a well-organized method of formal law study which brought him praise from leading lawyers and jurists of the day. One reviewer pronounced Hoffman's work "by far the most perfect system for the study of law which has ever been offered to the public," and Supreme Court Justice Joseph Story called it "an honor to the country." Regular instruction at the school was begun in 1824. However, it was suspended approximately 10 years later when Hoffman departed for Europe. The law school was revived in 1869 and in 1870 regular instruction was resumed.

The law school has held American Bar Association approval since 1930 and Association of American Law Schools membership since 1931. The *Maryland Law Review* was first published in 1936 and a chapter of Order of the Coif, the national law honor society, was established at the school in 1938.

Program of Instruction

The law school offers a course of study national in scope leading to award of the Juris Doctor (J.D.) degree. In addition, certain joint degrees are offered in cooperation with nearby graduate education programs. The J.D. program of instruction is offered in a day division with a three-year, six-semester course of study, and an evening division that normally extends over eight semesters in four academic years. Substantially the same curriculum is offered in each division, and entrance and academic standards are the same. The law school also offers a part-time program during the day, to which not more

than five students may be admitted each year. The academic and residency requirements for part-time day students are substantially the same as for students in the evening division. A seven-week summer semester is available to students attending any ABA accredited law school.

Approximately 550 day and 224 evening students are enrolled; 41 percent of the total is female, 15 percent is black. The class of 193 day and 60 evening students admitted in August 1981 was drawn from 117 undergraduate schools. Students enrolling in the day class averaged 25 years of age, and the average age for evening students was 31. Forty-three students had earned graduate degrees. The faculty numbers approximately 80 persons including several leading attorneys and judges who teach at the school part-time, for a faculty-student ratio of 16:1.

Location

Located in downtown Baltimore, the law school is within walking distance of federal and city courthouses, and it is less than one hour's drive from the State House in Annapolis and the Capitol in Washington, D.C. The schools of law, medicine, dentistry, nursing, pharmacy, social work and community planning, a graduate school, and University Hospital constitute the Baltimore City campus of the University of Maryland. The main campus of the University is located 30 miles south of Baltimore in College Park.

Full of old-world charm and tradition, Baltimore is the tenth largest city in the U.S., with an area of more than ninety square miles and a population in the metropolitan area of over two million persons. Baltimore has a major symphony, thriving opera and ballet companies, excellent legitimate, experimental and repertory theaters, world-renowned art collections, large libraries, and several professional sports teams.

Baltimore ranks among the nation's leading industrial centers, and the port of Baltimore ranks fourth in total tonnage and third in cargo value.

The educational institutions in Baltimore are rated among the best in the country. In



Downtown Baltimore with the Law School circled.

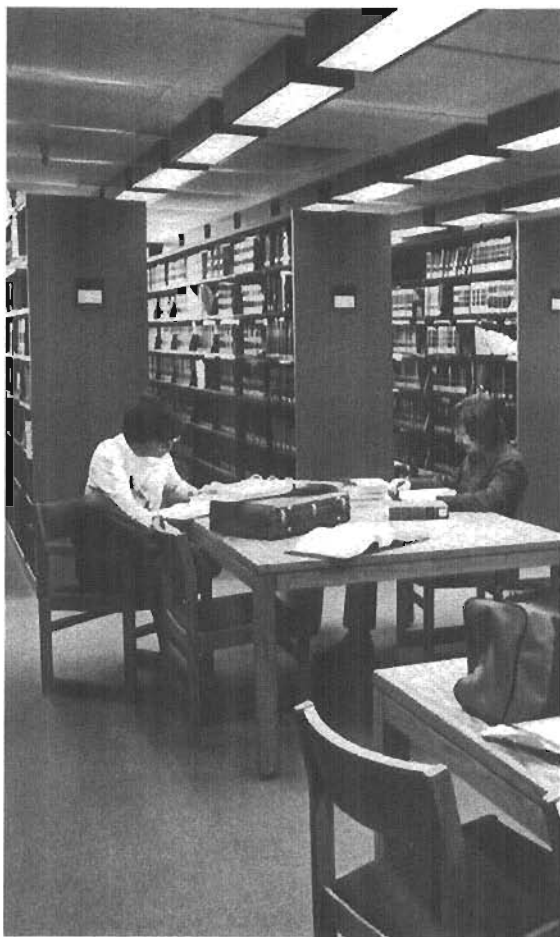
addition to the University of Maryland professional schools, Baltimore has the following: Johns Hopkins Medical Center and University, Peabody Conservatory of Music, Maryland Institute College of Art, Goucher College, Loyola College, Morgan State University, Ner Israel Rabbinical College, College of Notre Dame of Maryland, Towson State University and the University of Baltimore.

Near the School of Law, an exciting modern renaissance is taking place as the City of Baltimore revitalizes its downtown. Five blocks from the school is Charles Center, the hub of professional Baltimore, with offices, theatres, restaurants, shops and apartments providing a backdrop for fairs, music, drama, rallies, and other civic events held in its plazas. A few blocks beyond Charles Center is the Inner Harbor. It is being transformed into a business-residential-recreational center,

including the National Aquarium, Maryland Science Center, Harborplace, U.S.S. Constellation, boating facilities, and a broad promenade along the water's edge.

Governance

As a constituent school of the University of Maryland, the School of Law is ultimately accountable to the Board of Regents and to the chief administrative officers of the university. Subject to the overall guidance of the regents and university officials, the law school is primarily governed by the Faculty Council which consists of the full-time faculty, one representative of the part-time faculty, and three non-voting representatives from the Student Bar Association. Much of the work of the Faculty Council is accomplished in committees (for example, research, curriculum, administrative, etc.) in which student representatives may serve as voting



members. The Faculty Council usually meets each month during the school year and establishes overall policies for the operation of the school.

The dean of the law school, who is charged with the overall management responsibility for the school, is assisted by an associate dean for academic affairs, and assistant deans for administration, admissions, alumni and development and placement.

Facilities

Since 1965 the law school has occupied a contemporary L-shaped building, William Preston Lane Jr. Hall, located in the block bounded by Baltimore and Paca Streets in Baltimore. The Thurgood Marshall Law Library was opened and dedicated in the fall of 1980.

The law school's clinical programs, located in a renovated building opposite the new library, will be moved into newly renovated space in the law building in the summer of 1983.

The Law Library with its collection of over 190,000 volumes is designed to lend optimum support to the research function of the law school. The new library building provides an attractive facility for study purposes as well as a convenient arrangement of materials to maximize their effective use. Student conference rooms, lounge space and a roof terrace are included in the new building.

The collection contains reported decisions of all federal and state courts and administrative agencies, and the courts of Great Britain and other Commonwealth countries. It includes federal and state statutory material, subscriptions to most English legal periodicals, and a growing collection of treatises and loose-leaf services on all phases of law, supplemented by works in the fields of history, economics and other social and behavioral sciences relevant to legal research. A foreign law section is included which is strong in French and German primary and secondary sources. The library is a federal documents depository and contains an expanding collection of microtexts such as U.S. Supreme Court records and briefs. Congressional hearings, and legislative histories. LEXIS, the computerized legal research service, is available for student use.

The Library staff plays an active role in the first year Legal Bibliography program and consists of 16 full-time staff members who provide assistance to all students in using the materials. There is an interlibrary loan service which is available to assist students and faculty in obtaining books from the excellent general research libraries in the area. The library is open on evenings and weekends throughout the year with professional librarians on duty providing evening and weekend reference service.

The campus has since January 1965 attempted to identify and eliminate as rapidly as possible and wherever feasible physical barriers and safety hazards to handicapped

persons involving campus buildings, parking spaces and other facilities.

Housing

The University of Maryland at Baltimore maintains three Campus housing facilities which offer a variety of living styles at different rates: Pascault Row, a new fully furnished apartment complex consisting of 81 units with space for 178 students. Parsons Hall a traditional female residence hall with single and double occupancy rooms for 216 residents and Baltimore Union co-educational housing facilities on the 3rd and 4th floors of the Student Union with 112 spaces.

During the year there are also guest accommodations available in the Baltimore Union.

Application forms and information are available by writing the Director of Housing, 621 W. Lombard Street, Baltimore, Maryland 21201.

The Student Union

The Baltimore Student Union is a cultural and social center for students, faculty, staff, alumni and guests. Services provided by the Union include: cafeteria, catering, meeting rooms, bulletin boards, check cashing, photo-copying machines, telephones, game room, publicity rack, ticketron for University of Maryland College Park athletic events, food-vending machines, ride board, potpourri of special functions as well as on-campus housing information.

The Union is also responsible for operating the recreational facilities on top of the Pratt Street Garage. The facility includes handball courts, squash courts, tennis courts, basketball court, weight room, locker room, showers and saunas. During the academic year a variety of intramural tournaments are offered.

Campus Health Services

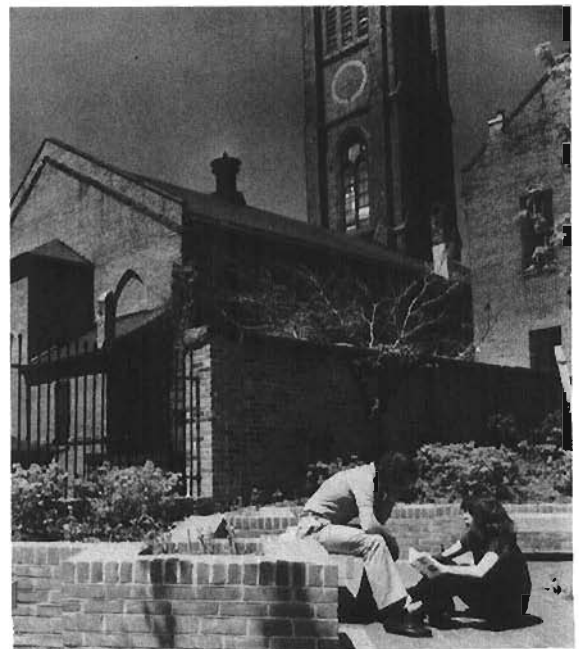
The School of Law provides for health care for its students by means of the Campus Health Services (CHS), located in Room 145, Howard Hall.

The CHS offices open at 7:00 a.m. and close at 5:00 p.m. daily. On weekends, and between 5:00 p.m. and 7:00 a.m. every night, physician-on-call coverage is provided by a group of internal medicine specialists. The physician-on-call may be contacted by calling 528-6790. The operator will make an immediate connection or the physician will call back to provide counsel or to meet the student as may be indicated. A fee may result if a visit is necessary after hours. Emergency Room care will be covered *only if the problem is life threatening and immediate*, or if the student is referred by the physician-on-call.

During regular hours, CHS is staffed by a director, an assistant director, five part-time internists, two psychiatrists, one psychologist, a gynecologist, four nurse practitioners and three nurses.

Office care is available on a long-term basis, with continuing provider-patient relationship. Dependents, other than children under 14, may be seen for fees reflecting academic and professional courtesy.

Prior to registration, all full-time students must have proof of hospitalization insurance equivalent to Blue Cross/Blue Shield, or purchase the special student policy. Hospital





care, if needed, may be provided by CHS internists or a physician of the student's choice.

If a student wishes to utilize a personal physicians' service, a complete medical history and physical examination, using CHS forms, must be completed and *available at the time of registration*. CHS will perform the examination without charge for all students who so elect.

While students are urged to be certain that on-going illnesses (e.g. diabetes) are stabilized prior to beginning the school year, continuing care may be made available through CHS during or between academic years as needed. While the cost of diagnostic studies and special consultations will be covered by the student, all other health charges are covered by the student health fee.

All tests and immunizations required for public and personal safety may be arranged through Campus Health Services.

Veteran Affairs

Certifications required for benefits under the G.I. bill are processed by Ms. McDonnell in the Dean's Office. Student veterans should contact Ms. McDonnell early in the first year of law school to get information on the school's policy regarding full and part-time certifications.

Bar Registration

Each state has its own bar registration and admission rules. Students intending to practice law are encouraged to become acquainted with the rules in any state in which they plan to live and practice, especially those rules relating to registration during law school and courses which might be required during law school. Information on requirements in each state may be obtained from the Dean's Office.

Every student who plans to become a candidate to the Maryland bar must file with the State Board of Law Examiners an Application for Registration as a Candidate for admission to the Bar. The Maryland bar examinations are held in summer (July) and winter (February) each year. To take the summer examination, an application for registration must be filed no later than the preceding August 1st in order to avoid a late fee. To take the winter examination, an application for registration must be filed no later than the preceding April 1st to avoid the late fee. In addition, at least 20 days before the date fixed for the bar examination to be taken, a Petition to Take the Bar Examination must be filed with the State Board. Necessary forms and further information may be obtained in the Dean's Office or by writing to John E. Boerner, Esq., Secretary, State Board of Law Examiners, District Court Building, Annapolis, Md. 21401

Maryland Law School Alumni Association

The Maryland Law School Alumni Association is dedicated to promoting closer ties between alumni/ae, law school faculty and administration, and students. Dues are minimal and entitle members to use the facilities of the UMAB Athletic Center free of charge. A twenty member Executive Committee oversees the programs sponsored by the Association, among which are an annual meeting, featuring a nationally known speaker and honoring a "Distinguished Alumnus of the Year," and spring and fall reunion gatherings, centering on legal education programs. The Alumni Association also sponsors a student-oriented program which provides sustenance for first year students on registration day, refreshments on St. Patrick's Day, coffee and donuts throughout the two week final exam periods and a reception for graduates and their families in May.

Westminster Preservation Trust

The closing of the Westminster Church, adjacent to the law school, in 1977

represented an important challenge to Maryland: the challenge of restoring and preserving one of its most significant and interesting landmarks. To solve the problem in a creative way, many interested Marylanders, in conjunction with the University of Maryland School of Law, established the Westminster Preservation Trust, Inc. The Trust is a private, non-profit corporation bringing together individuals who are willing to work toward the preservation and adaptive use of the landmark.

The church, which dates from 1852, is the only one of its kind in the United States, built on arches over a graveyard. The graveyard, perhaps most famous as the burial place of Edgar Allan Poe, also contains the tombs of many of the most prominent figures in Maryland history since the Revolutionary War. The property, which is listed on the National Register of Historic Places, is often referred to as "the most historic two acres in America."

Work is in progress on the restoration of



the property as a resource available to the School of Law and to community and cultural groups. The interior space will be designed to provide handsome gothic reading rooms for the adjacent new law library in addition to an area for concerts, ceremonial functions and meetings.

With very careful landscaping, the cemetery will be developed into a walled garden, restoring and retaining its historic features.

Morris Ames Soper Lectures

The Morris Ames Soper Lectures, established in 1963 in memory of the late Morris A. Soper, judge of the United States Court of Appeals for the Fourth Circuit, have been endowed by the Alumni Association of the School of Law and by his former law clerks. A graduate of the Class of 1895 and a member of the faculty of the school from 1918 to 1926, Judge Soper had a long and distinguished career at the bar and on the bench that flourished until his death in 1963. The income from this endowment is used to provide lectures at the school by distinguished

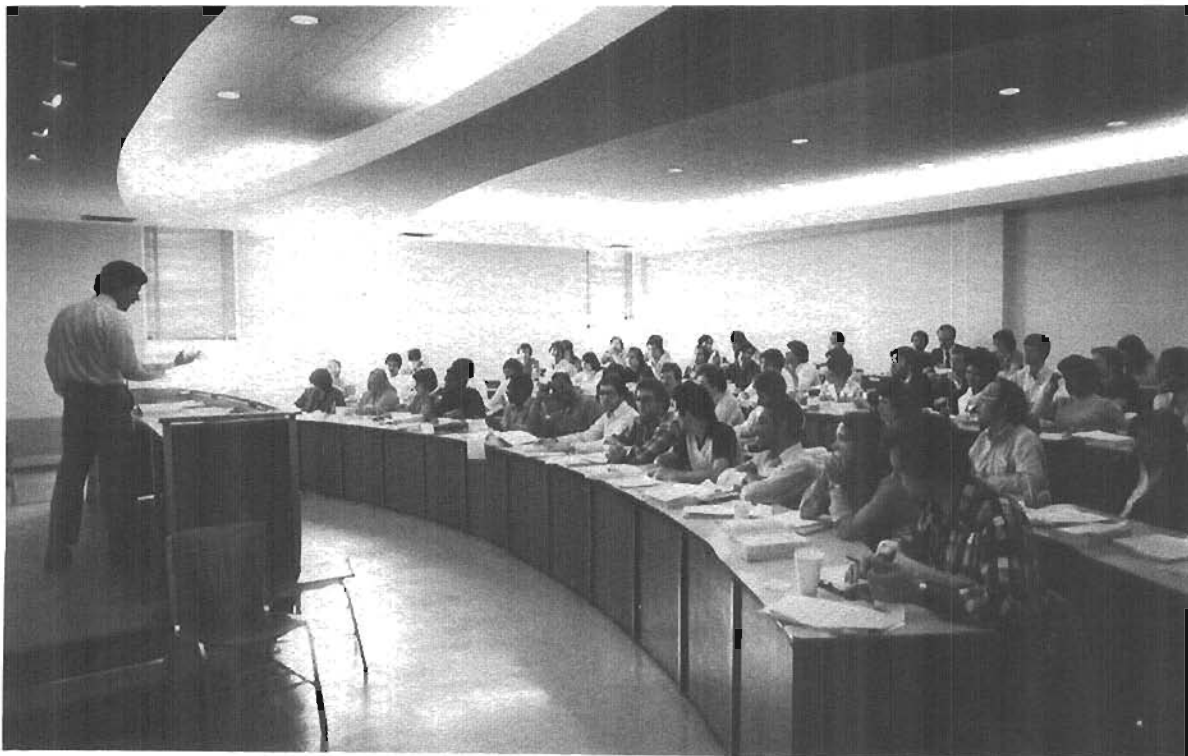
judges, lawyers and scholars on legal topics of contemporary interest for members of the Maryland bar as well as for law students. Henry Monaghan, Professor of Law, Boston University School of Law, delivered the 1979 Soper Lecture.

Judge Simon E. Sobeloff Lectures

Established in 1977, this lecture series honors the memory of Simon E. Sobeloff who for many years served the people of Maryland both in public office and as a private attorney. A graduate of the law school class of 1915, Judge Sobeloff was named by President Eisenhower as Solicitor General of the United States in 1954, and later served the nation as Associate Justice and then Chief Judge of the Court of Appeals, Fourth Circuit. The third annual Sobeloff Lecture was presented in Spring, 1982 by Duncan Kennedy, Professor of Law, Harvard University.

Gerber Memorial Lectures

The Pearl and Lawrence I. Gerber Memorial Lecture Fund brings to the School of Law



lecturers of national prominence in the law. Established in 1978 through a bequest by Lloyd M. Gerber, a 1960 graduate of the Law School, the lectures are given in memory of Lawrence I. Gerber whose love of the law was evident through sixty years of private practice, until his death in 1976 at the age of 84. Stephen Allan Saltzburg, Professor of Law, University of Virginia, presented the third annual Gerber Lecture in the Fall, 1981.

Piper and Marbury Law Firm Grant

The Legal Services Clinic, a 501(c)(3) exempt organization which is a joint project of Piper and Marbury and the University of Maryland School of Law, offers legal services to indigent clients. The law firm provides substantial support for the operating expenses of the clinic.

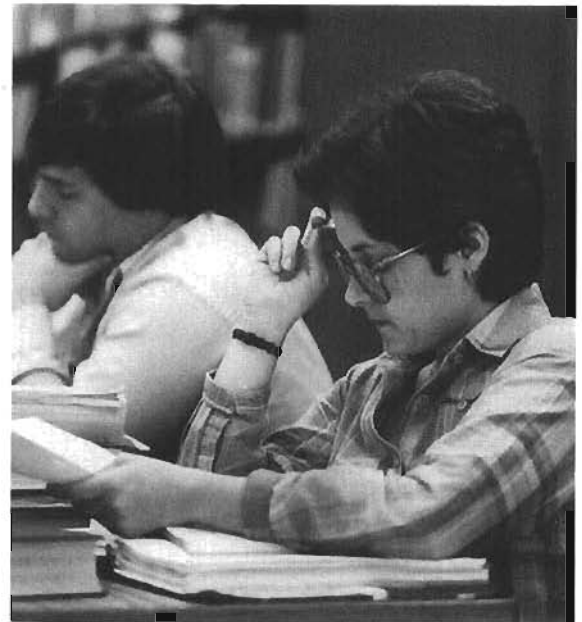
Venable, Baetjer and Howard Law Firm Grant

The firm of Venable, Baetjer and Howard has established a teaching fellowship at the Law School which is designed to recruit and retain outstanding faculty.

The Maryland Institute for Continuing Professional Education of Lawyers, Inc.

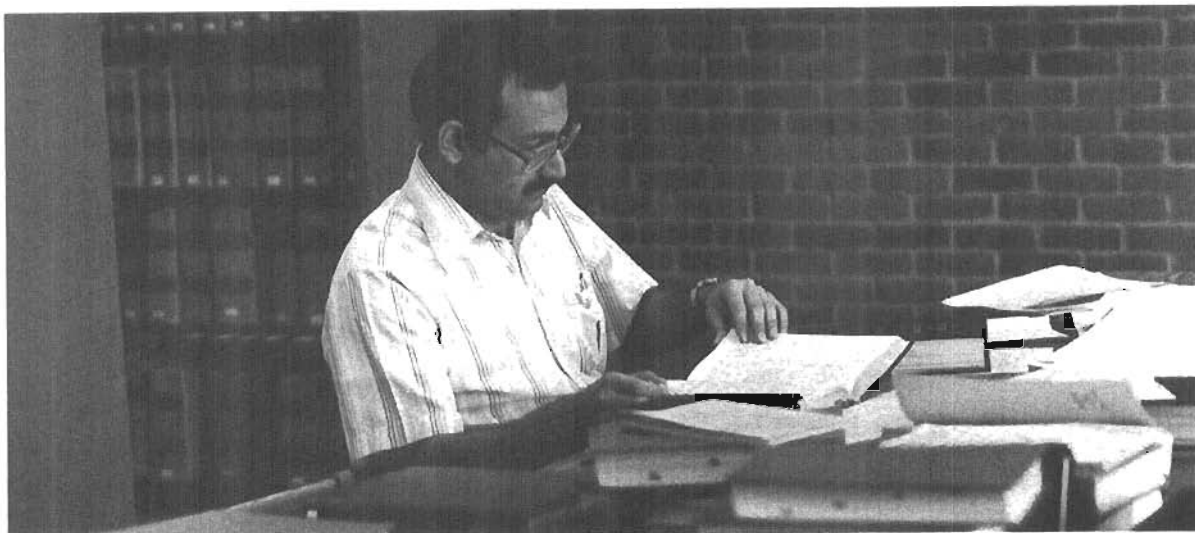
The Maryland Institute for Continuing Professional Education of Lawyers, Inc. (MICPEL) was formed in 1976 as a result of the cooperative effort of the Maryland State Bar Association, the University of Baltimore Law School, the University of Maryland School of Law, and the local bar associations, each of whom is represented on the Board of Trustees. While MICPEL is an independent entity it was created to be the continuing legal education agent of its founding organizations.

The Institute is physically located in the University of Maryland School of Law. Since its inception it has put on over 100 programs in excess of 150 locations around the State. Its programs range from three hour mini courses to the annual Intensive Nine Day Trial Advocacy Program which is held each spring at the University of Maryland School of Law. The Director is Robert H. Dyer, Jr., Esq.



Office of State's Attorneys' Coordinator

The Office of the State's Attorneys' Coordinator was created by the Maryland General Assembly which also designated that it be located at the University of Maryland Law School with its operational control vested in the State's Attorneys' Coordination Council. The Office is charged with developing and implementing specialized training programs and compiling and disseminating educational material and other relevant information to Maryland State's Attorneys and their professional staffs. Established in 1978, the Coordinator's Office publishes a bi-monthly newsletter, *The Maryland Prosecutor*, as well as specialized manuals on subjects of concern to Maryland prosecutors. The Office has conducted numerous continuing legal education programs and seminars on topics ranging from the investigation and trial of specific crimes to orientation programs for newly elected state's attorneys and appointed assistant state's attorneys, as well as seminars on rules of procedure, evidence, and the art of trial advocacy. The Coordinator also serves as a liaison between Maryland state's attorneys and other local, state and federal law enforcement agencies and organizations. The Coordinator is David H. Hugel, Esquire.



Crime and Justice: An Annual Review of Research

Crime and Justice: An Annual Review of Research, with administrative and editorial offices located at Maryland Law School, is a refereed series of annual volumes of commissioned essays, published by the University of Chicago press, treating important developments in criminal justice research. The series is supported by the National Institute of Justice. Volume I was published in 1979, and subsequent volumes are published each September.

Each 300-400 page volume consists of an introduction and eight or nine essays with notes and selected bibliographies. The topics over time will encompass a wide range of research interests of serious scholars of diverse disciplines. The staple will be a summary of the "state of the art" on a defined topic, together with the author's views on the policy and research implications of that knowledge. Other essays will be more speculative, will report on analytical, conceptual or empirical developments, or will consider promising but novel lines of inquiry.

The editors are Norval Morris of the University of Chicago Law School and Michael Tonry of the University of Maryland Law School. They are assisted by an editorial board representing diverse disciplines and having a wide range of substantive interests.

Occasional Papers/Reprints Series In Contemporary Asian Studies

The Occasional Papers/Reprints Series in Contemporary Asian Studies, with administrative and editorial offices at Maryland Law School, is published under the editorship of Professor Hungdah Chiu. Each year, this series will publish about eight issues and each will contain one or more articles discussing current problems relating to Asia. The goal of this series is to provide a forum for scholars in the several disciplines to present their findings and views in a manner comprehensible to the scholarly community as a whole. Since 1977, it has published more than 50 issues and many of them have been adopted as required course readings in many universities.

The editor is assisted by an impressive advisory board which includes Professors Robert A. Scalapino (University of California at Berkeley), Martin Wilbur (Columbia), Gaston J. Sigur (George Washington), Shaochuan Leng (Virginia) and others. The publication is also assisted by staff members of the *Maryland International Law Society*. David Salem, a recent graduate of the law school, and Dr. Lyushun Shen are the executive editors, and Ms. Shirley Lay is managing editor of the series.

STUDENT ACTIVITIES

“Immerse yourself for all your hours in the law. Eat law, talk law, think law, drink law, babble of law and judgments in your sleep. Pickle yourself in law—it is your only hope. And to do this you need more than your classes and your case-books, and yourselves. You need your fellows.”

K. N. Llewellyn, The Bramble Bush.

Student Activities

Student Bar Association

The Student Bar Association, the official student organization, is affiliated with the Law Student Division of the American Bar Association. Its primary purpose is to acquaint students with problems of the profession, to foster professional ideals and to bring about closer contact with the organized bar. Although members of the SBA are elected by vote of their respective classes, there are several appointed positions. Elected members compose the executive board of the SBA and function as a coordinating agency between the student body, the school administration and the faculty.

During the course of the year, the SBA sponsors lectures by members of the bench and bar on legal and professional problems, conducts social functions and supports a variety of student organizations. Conscious of its representative role, the SBA tries to be responsive to the different student interests. Such attempts are evidence by the After Finals SBA Picnic and by the Career Fair, which was co-sponsored by the Placement Office and the SBA in the spring of 1982.

Maryland Law Review

The *Maryland Law Review*, appearing quarterly, is published at the School of Law with the support and cooperation of the Maryland State Bar Association and the Bar Association of Baltimore City. The *Review* gives some emphasis to Maryland law and to questions regarded as of particular interest to Maryland lawyers, but also includes topics of national scope and interest. Members of the Student Editorial Board may, upon the recommendation of the faculty advisor of the *Law Review*, Prof. Gordon G. Young, receive semester-hour credit toward the degree of Juris Doctor, not to exceed a total of four credits and not to exceed two credits in any one year, except that, notwithstanding the above limitations, student editors may receive up to two credits for each semester in which they hold a titled position. Selection for the

Student Editorial Board is an honor and an opportunity for training of high value.

Maryland Law Forum

The *Maryland Law Forum*, a contemporary legal journal published by students at the School of Law, focuses on current social and legal issues in a scholarly, yet readable, way. Upon the recommendation of the faculty advisor to the *Maryland Law Forum*, Prof. Richard L. North, four staff members of the *Law Forum* may receive one credit per semester, but the maximum number of credits such students can earn is six. The editor-in-chief, the managing editor and two associate editors of the *Forum* may receive two credits per semester, up to a maximum of six. No credit is awarded to any student until a publishable paper has been written. In addition, each student desiring credit must have adequately performed the general duties incident to publication of the *Law Forum*, i.e., editing, source-checking, proofreading, etc.

International Trade Law Journal

The *International Trade Law Journal*, published twice annually by students at the School of Law, is a scholarly journal focusing from a variety of viewpoints on the legal problems arising in a transnational society. Editors may earn two credits and staff one credit each semester upon the approval of the faculty advisor, Prof. Hungdah Chiu. David Simon, a recent graduate of the law school, is serving as consultant to the Journal.

The Maryland Reporter

A lively, informal publication, *The Maryland Reporter* carries news, features, editorials, satire, contests, and notices written by students and faculty for the law school community. The *Reporter* is produced periodically throughout the academic year.

Moot Court

The Moot Court Board, composed of selected second- and third-year students, conducts a three-year program in appellate advocacy.



This program, which involves three separate competitions, offers students an opportunity to gain valuable experience in arguments and presentations of cases and in the legal research incident thereto. The first round of Moot Court is required for all students.

Day students participate in moot court in the spring semester of their first year, evening students in the spring semester of their second year. In the fall semester, all second-year day students and equivalent evening students are invited to participate in the second round of Moot Court. The best advocates in this round are invited to become members of the Moot Court Board. These second-year Moot Court Board members (and all other interested second-year students) then participate in the Morris B. Myerowitz Moot Court Competition in the spring. The winners of this competition are eligible for the Morris B. Myerowitz prizes.

The schools' three-member national moot court team, which participates in nationwide competition with other law schools, is selected by the Moot Court Board from among those students participating in the Myerowitz competition.

Upon the recommendation of the faculty advisor to the Moot Court Board, students may receive one credit per semester for each semester in which they participate in the Moot Court program during their second and third years (evening students during their third and fourth years), and students chosen as the national team may receive one additional credit for this activity.

International Law Society

The International Law Society is the focal point for international activities in the law school. Activities in the past have included: coordinating and staging three regional conferences of the American Society of International Law on the legal and economic aspects of United States—Republic of China trade, United States—Caribbean Basin trade, and Multi-system Nations and International Law (co-sponsored by the Georgetown University Center for Strategic and International Studies); assisting the American Bar Association to hold a Law Profession Workshop on Chinese Connection and Normalization; establishing the "Occasional Papers/Reprints Series in Contemporary Asian Studies" under the guidance of Professor Hungdah Chiu and sponsoring a speakers series in international law at the law school. Projects vary from year to year according to the needs of the international legal community and the interest of the students.

The International Law Society sponsors law school participation in the Jessup International Moot Court Competition, which is held each spring at the annual meeting of the American Society of International Law. On the recommendation of the faculty advisor, a student who completes an intramural brief for International Moot Court may receive one credit and a student who argues in the interschool international competition may receive one additional credit.

The Black American Law Student Association

The Black American Law Student Association (BALSA) founded in 1967, is a national organization with chapters at virtually every law school in the country. The University of Maryland Chapter, one of the first and one of the largest in the nation, is active in recruiting, assisting Black and other minority law students with their studies while in law school and preparing them for admission to and practice in the Bar.

The Maryland Chapter is a vital, integral part of the local Black community and bar, sponsoring and/or participating in many community-oriented activities such as Career Day lectures on law as a career for young blacks, Mock Trials, charity marathon football games and walk-a-thons, and providing holiday baskets of food for needy members of the community. The Maryland Chapter has received several national BALSA honors and community awards for its achievements.

Women's Law Forum, Inc.

The Women's Law Forum, Inc. is a nonprofit organization dedicated to making its members, fellow students, the faculty and the administration aware of problems women face in dealing with the law and in participating in the legal profession. In addition, it operates as a sounding board, where women can discuss among themselves problems they are encountering, and also as a voice, through which student concerns are brought to the attention of the faculty and administration. Informal discussions on topics concerning the interrelationships of women with the law and the legal profession are held periodically throughout the year. Membership is open to all interested students from either the day or the evening division.

Phi Alpha Delta

Maryland's Darrow Chapter of Phi Alpha Delta (PAD) Law Fraternity International

provides a forum for interaction between law students, faculty and members of the bar and judiciary. For the student, PAD offers various professional development programs to supplement the regular scholastic program, and a variety of economic and social benefits are available to those who continue the fraternal association after graduation.

Delta Theta Phi

Delta Theta Phi is a professional law fraternity which is international in scope. Over 75 student senates and many alumni senates exist at law schools and in cities across the United States and foreign countries. The Fraternity is growing as new senates are chartered each year. Roger B. Taney Senate has been in existence at the University of Maryland Law School for over half a century. Through its speaker series and its social functions the Fraternity affords an opportunity for law students at all levels to become acquainted with each other and with graduates who have become prominent in the legal profession, the judiciary and the political arena. Although most of the current members of Taney Senate are evening students, membership is open to students from either the day or the evening division and all are encouraged to apply.

The Equal Justice Foundation

The Equal Justice Foundation is a contributor-controlled public interest organization of law students and lawyers which seeks procedural and structural reform of the legal system to expand access to that system for all citizens. It is a local-national network organization, with an office in Washington, D.C. and local chapters throughout the country.

Law students are the key to the success of the Equal Justice Foundation. The primary source of funding for the organization is the tithing pledges made by graduating law students. In addition, law students have full opportunity to participate in local access-to-justice projects funded and supported by EJF.

EMPLOYMENT AND PLACEMENT

“Existing rules and principles can give us our present location, our bearings, our latitude and longitude. The inn that shelters for the night is not the journey's end. The law, like the traveler, must be ready for the morrow. It must have a principle of growth.”

Benjamin N. Cardozo, The Growth of the Law.

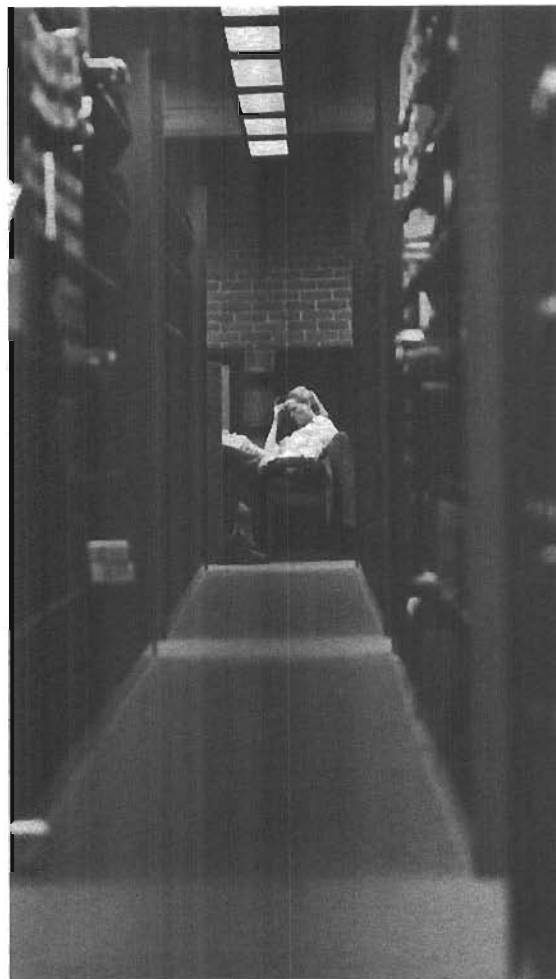
Employment and Placement

Persons entering or considering law school should be aware that the job market will be tight for graduating law students for the foreseeable future. According to Bureau of Labor statistics, there are now 522,000 lawyers in the United States. Projections indicate that 600,000 lawyers will be practicing by 1985. Because attorney positions are not expected to increase at the same rate, the annual excess of supply over demand for legal employment is expected to remain high.

Statistics, however, do not reflect the "portability" of the law degree, namely, the extent to which legal education is used as a foundation for other careers, particularly government service and business. Nor do they account for any major expansion of traditional careers in the law through prepaid legal services or publicly funded programs. At this time, though, the rapid growth of new jobs for lawyers is not considered highly probable.

The law school provides placement assistance under the direction of an assistant dean. In addition to putting students and graduates in touch with employers interested in hiring lawyers and law clerks, the Placement Office coordinates on-campus interviews, generally in the Fall, for firms, businesses and government agencies interested in interviewing second and third year students. The Office also provides information and counseling on law-related employment opportunities, career progression, post-graduate studies, resume preparation, interviewing and bar admission.

As of January, 1982, 98 percent of the law school's 1981 graduating class had responded to an employment questionnaire distributed by the Placement Office. Of those graduates providing information, 92 percent had obtained employment or were continuing graduate education. Approximately 45 percent of those students went into private practice, 18 percent accepted judicial clerkships, 14 percent were employed as government attorneys, 3 percent assumed general government posts, 3 percent chose attorney



positions in business and 7 percent took general business positions. The remaining 10 percent of the employed respondents chose positions in the military, public interest or academic sectors. Further statistical information on this subject may be obtained from the Placement Office.

The University of Maryland School of Law subscribes to a policy of nondiscrimination on the basis of race, sex, religion, age, national origin or handicap. This policy, in accordance with policies of the American Bar Association and the Association of American Law Schools, requires that the services of the Placement Office be made available only to employers who hire and promote on a nondiscriminatory basis.

ACADEMIC REGULATIONS AND AWARDS

"[I]ntellect, too, . . . has its beauty. To open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, eloquent expression is an object as intelligible . . . as the cultivation of virtue, while, at the same time, it is absolutely distinct from it."

*J. H. Newman,
On the Scope and Nature of
University Education*

Academic Regulations and Awards

Examinations, Attendance and Records

Written examinations are held at the end of the course in all subjects except seminars, clinics, skills courses, and certain courses requiring substantial written work. Unless excused by the dean, all students must present themselves for examination in each subject for which they are registered at the first regular examination held therein in order to receive credit for the course. Student academic work is governed by the Honor Code of the School of Law. Copies of the Honor Code may be obtained from the Dean's Office.

A student absent for examination in any course must report to the dean as soon as the circumstances which caused the absence permit and have an acceptable excuse; otherwise a grade of F (55) will be entered.

A student may not drop or add a course after the third week of a semester (or of the year, if a year-long course), except by permission of the dean and, if a seminar or clinic, the instructor. Some courses have special limitations. Among these are clinics. A student may drop or add a clinical program at any time prior to the end of the first day of classes for the semester in which the student commences the clinical program. During the remainder of the first week of the semester, a student may drop a clinical program only with the permission of the instructor. A student may add a clinical program with the permission of the instructor at any time prior to the end of the second week of the semester.

A course may be audited only with the permission of the instructor.

The right to take the examination in any course as well as the privilege of continuing as a student in the school is conditioned upon regular and punctual attendance. A student may not take for credit two courses in which a class session of one course is regularly scheduled to meet at the same time as a class session of the other course.

Privacy of student records is assured by the

Family Educational Rights and Privacy Act of 1974; the Act provides for student access to his/her education records maintained by the school, challenge to content of the records, and control of disclosure of the records. Details about the Act and the school's compliance with its provisions may be obtained in the Office of the Dean.

Grading System

A numerical grading system is used, having the following letter equivalents: A (excellent), 85-92; B (good), 78-84; C (satisfactory), 67-77; D (passing), 60-66; F (failing), 55-59; and I (incomplete). For certain courses, a pass/fail system is used: P (passing) and F (failing). The grade "I" is given only to students who have a proper excuse for failure to present themselves for examinations or to complete any other work that may be required by the instructor. It is not used to signify work of inferior quality. Unless the examination has been taken or the work completed at or before the date fixed by the instructor or the dean, the grade of "I" will be changed to a grade of "F" (55). In no case may a grade of "I" be carried beyond the date a student is certified for graduation; it will be changed to "F" (55) if a numerical grade is not received by that date.

Grading in a year-long clinic is as follows: at the end of the fall semester, the student will receive the grade of "Incomplete." At the end of the spring semester, the student will receive a numerical grade for all work done in the clinic. On the student's transcript, this numerical grade will be listed for each semester according to the number of credits attributed to each semester; it will replace the "Incomplete" originally listed at the end of the fall semester. A student who is permitted to withdraw after completing one semester will receive a grade for the work done during the semester.

Averages are computed by multiplying the numerical grade for each course by its weight in semester hours, adding the products for each course, and dividing the sum by the number of semester hours taken. The voluntary repeating of a course does not erase

the previous grade; the new grade and the old grade are both counted in determining cumulative averages. When a student is required to retake a course, the new grade supplants the old grade.

Official transcripts, which may be obtained from the Office of the Registrar, indicate all courses taken at the law school, including those repeated voluntarily or by requirement of the faculty. Grade reports, also issued by the Registrar, are mailed to each student's home address after each semester.

Exclusion Rules

A student completing the work of the first year, for the first time, (1) with a weighted cumulative average below 64.0, will be permanently excluded from the school unless the Administrative Committee, by at least a two-thirds vote, determines that exceptional circumstances warrant readmittance (the committee's decision on this issue will be final); (2) with a weighted cumulative average

of from 64.0 to 65.9, may continue in the school as a member of the first-year class, retaking all first-year courses except those courses in which he or she has received a grade of 70 or above; or (3) with a weighted cumulative average of from 66.0 to 66.9, may continue in the school on probation.

All other students will be excluded permanently from the school unless, as of the end of each scholastic year, they maintain (1) weighted cumulative averages, including all work done since entering law school of 67.0, or better, and (2) weighted averages for the most recent scholastic year of 67.0 or better. This rule applies to any student who withdraws from the school with, at the time of withdrawal, a weighted cumulative average, or a weighted average for any work done during the most recent year, below what would be required of him or of her at the end of the scholastic year. A student who withdraws from the school before completing the first year is subject to the requirements of this paragraph, not the preceding paragraph. Summer session grades apply to the cumulative average of the subsequent academic year.

The Faculty Council reserves the right to require the withdrawal of any student whose continued presence would not, in the judgment of the council, either because of low scholastic standing or other reasons, be of benefit to the student or would be detrimental to the best interests of the school. The Faculty Council also reserves the right to make such changes in the above regulations as may from time to time seem desirable.

Requirements for Graduation

To be eligible for the Juris Doctor degree, a student must:

- (1) Fulfill all course requirements and the writing requirement (see Course requirements and Curriculum);
- (2) Satisfy the requirements of good standing, i.e., not be subject to exclusion (see Grading System and Exclusion Rules);
- (3) Have a weighted cumulative average of at least 67.0;



- (4) Pass courses totaling at least 84 semester hours;
- (5) Satisfy the residency requirement (see Residency Requirement).

A student who returns to school after a period of absence is subject to any changes in the graduation requirements which apply to the class with which the student will graduate.

Residency Requirement

In addition to meeting other graduation requirements, a student must comply with the following residence requirement: In the day division, a student must have been in residence for six semesters, and in the evening division a student must have been in residence for eight semesters.

To fulfill the residence requirement, day division students are required to carry not less than 11 hours nor more than 16 hours of course work during the third, fourth, fifth and sixth semesters; evening division students are required to carry not less than eight nor more than 12 hours during the third, fourth, fifth, sixth, seventh and eighth semesters of residence. (The minimum for evening division students who entered prior to August 1977 is six hours per semester.) The first-year requirements are 30 credits for day division students and 20 credits for evening division students.

For purposes of the residency rule, students registered in the evening division are considered evening division students regardless of the number of credit hours actually taken in any one semester; part-time day division students are treated as evening division students.

Students may not transfer from one division to another without special permission of the dean. In the event of transfer from one division to the other, one semester's residence in the evening division will be considered three-fourths of a semester in the day and one semester's residence in the day division will be considered four-thirds of a semester in the evening division. To illustrate the rule, three semesters in the day division and four semesters in the evening division will satisfy

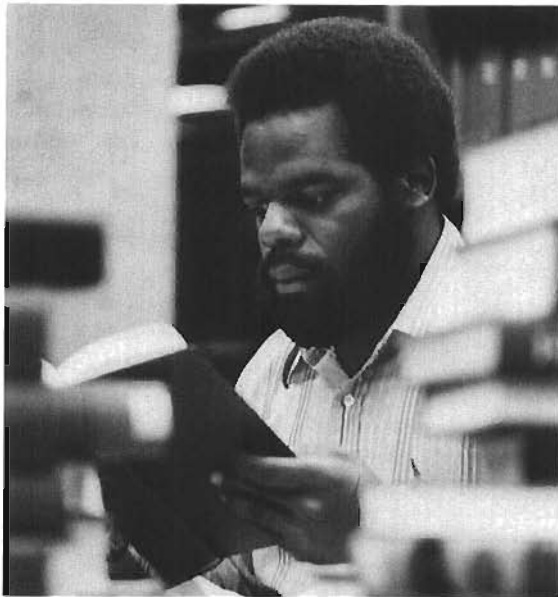
the residence requirement; two semesters in the day division and five semesters in the evening division will not satisfy this requirement.

Day division students who earn at least 11 credits in two summer sessions, with a minimum of five credits in each summer session, may qualify for graduation after two and one-half years of law study. Evening division students may apply credits earned in two summer sessions to graduate in three and one-half years. Evening division students transferring to the day division after two semesters may apply at least five summer session credits to complete their law studies within three years. Students may not take more than eight credits in any one summer session.

Voluntary Withdrawal

A student who withdraws in good standing after completion of at least one semester at the law school may return if the amount of time the student will have been absent from the school since the student's first matriculation does not exceed three years. The school reserves the right to raise questions as to character which have arisen during the interim and to refuse readmission on these grounds. A student who withdraws in good standing after completion of at least one semester of law school, but who does not satisfy this requirement as to time, is not entitled to be readmitted but may be by the Administrative Committee, subject to such conditions as the Committee may impose. A student who withdraws before the completion of one semester is not entitled to be readmitted but may be admitted as a new student by the Admissions Committee.

Voluntary withdrawal requires the approval of the dean. A student who drops out of the law school without this approval after the beginning of a semester for which the student has registered will be deemed to remain enrolled in his or her courses. Failure to take the examination or otherwise complete a course satisfactorily will result in a grade of "F" (55) in the course.



Honors and Prizes

Order of the Coif is a national law school honor society founded to encourage scholarship and to advance the ethical standards of the legal profession. Only students standing among the first tenth of the senior class are eligible for membership. Selection of seniors for the Maryland chapter of the Order is held during spring semester, immediately prior to commencement.

Graduation With Honor is determined by the Faculty Council and may be awarded to students who meet requirements for graduation and who attain a weighted cumulative average of 79.0 or better in all work done at the law school, and be in the top one-third of the combined day and evening graduating class. (This applies to students graduating in the 1981-82 academic year and thereafter.)

The Sam Allen Memorial Prize, established by the day division Class of 1950 in memory of their classmate, Harry Samuel Allen, is awarded annually to a member of the graduating class who has demonstrated outstanding qualities of leadership and scholarship.

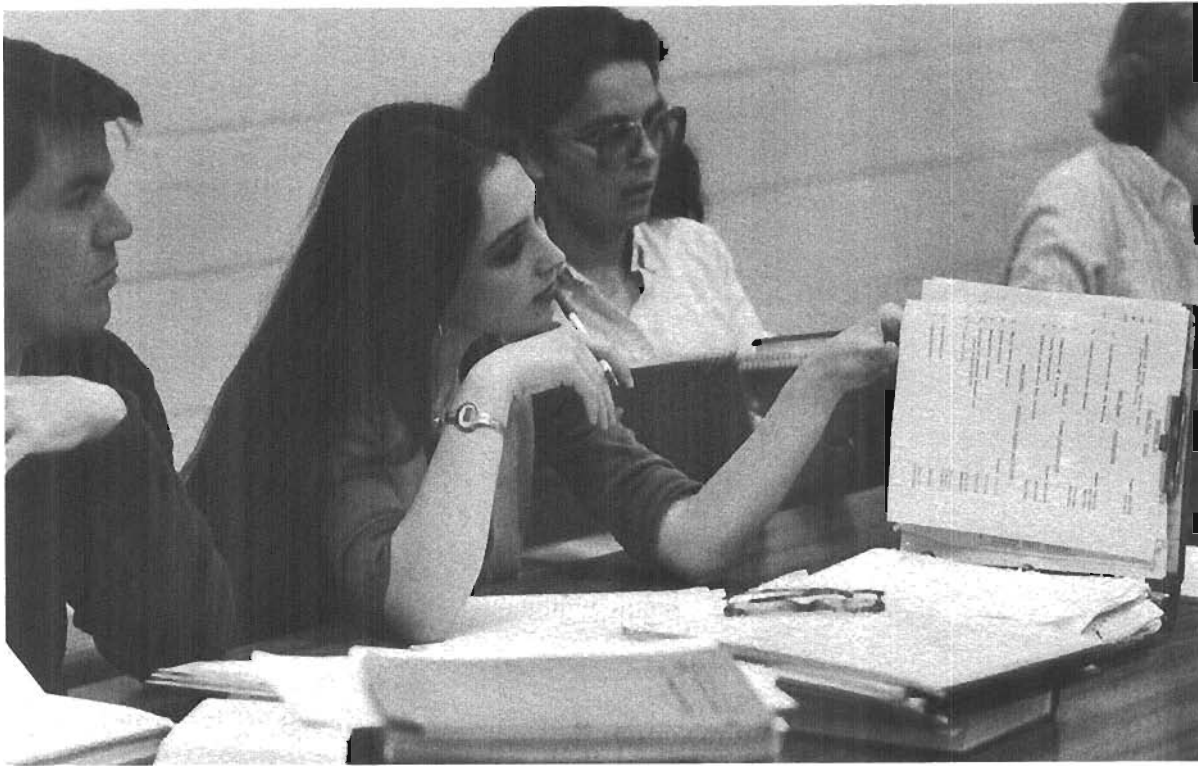
The American Jurisprudence Prizes, sponsored by Bancroft-Whitney company and the Lawyers Cooperative Publishing Company, are given to the top students in various courses; the prizes consist of an award certificate and one of 22 specially bound titles from *American Jurisprudence*.

The Bridgewater M. Arnold Prize, established in 1963 in memory of Bridgewater M. Arnold, for many years a professor of law at the school and its assistant dean, by his friends at the Maryland Bar and his faculty colleagues, is awarded annually to the students who have done the best work in each section of Commercial Paper and of Sales and Secured Transactions, and Commercial Transactions, courses in commercial law which was Prof. Arnold's special area of interest.

The Joseph Bernstein Fund provides a fund for law school purposes, including an annual prize for the student who has done the best work in Labor Law, an area of the law to which Mr. Bernstein devoted a lifetime of study and in which he attained preeminence among Maryland lawyers. In addition, the Bernstein Fund provides annual prizes for (1) the senior student who is adjudged by the faculty advisor to the *Maryland Law Review* to have submitted the most significant piece of legal writing for publication in the *Review*; (2) the senior student who is adjudged by the faculty advisor of the *Maryland Law Forum* to have submitted the most significant article for publication in the *Law Forum*; and (3) the senior student who is adjudged by the faculty advisor of the *International Trade Law Journal* to have submitted the most significant article for publication in the *Journal*.

The Elizabeth Maxwell Carroll Chesnut Prize is given for good scholarship as determined by the dean of the law school. The income for the prize comes from a bequest under the will of Mrs. W. Calvin Chesnut.

The Judge W. Calvin Chesnut Prizes for Scholarship in Law are used to recognize students demonstrating outstanding scholastic



achievement during the first year at the School of Law. An endowment established under the will of Judge Chesnut in 1962 provides these annual prizes.

The Margaret E. Coonan Memorial Book Prize, established by the Class of 1966 in memory of Margaret E. Coonan, who served as professor of law and law librarian at the school, is awarded annually to the student who has done the best work in Legal Method.

The William P. Cunningham Awards are presented annually to students, selected by the faculty, for exceptional achievements and service to the school.

The Edward H. Curlander Prizes are awarded annually to students doing the best work in Estates and Trusts and in Future Interests.

The Judge Morton P. Fisher Memorial Fund Prize, established in 1965 in memory of Judge Morton P. Fisher, Class of 1920, by the law clerks who served him while he was a member

of the Tax Court of the United States, and supplemented by contributions from members of the Section of Taxation, provides a certificate to the students who have done the best work in Estate and Gift Taxation and in Income Taxation.

The Roger Howell Achievement Award, established by the day division Class of 1961, is presented annually to an outstanding member of the graduating class who has contributed significantly to the student activities program and whose leadership, scholarship and moral character are representative of the high ideals of the legal profession.

The Law School Alumni Association, Inc. awards a prize for the senior student deemed by the faculty to have contributed most largely to the school through his or her qualities of character and leadership.

The Luther Martin Prizes, established in 1971 by R. Samuel Jett, Esq., and Paul S.

Clarkson, Esq., authors of *Luther Martin of Maryland*, by a gift of the royalties from their biography of this famous Maryland lawyer of the late 18th century, are awarded annually to the students who have written the best brief in the National Moot Court Competition.

The Morris Brown Myerowitz Moot Court Awards were established in 1971 by the Morris Brown Myerowitz Memorial Foundation in memory of Morris Brown Myerowitz, a 1968 graduate of the law school who met an untimely death in 1970. Prizes are given to the finalists in the annual Myerowitz Moot Court Competition and to the two winners of the final round.

The G. Ridgely Sappington Prize, established in memory of G. Ridgely Sappington, for many years a member of the faculty of the School of Law, is awarded annually to the student doing the best work in Procedure.

The Judge Simon E. Sobeloff Prize, established in 1970 by his law clerks, is awarded annually to a student for outstanding achievement in the field of constitutional law.

The John S. Strahorn Jr. Memorial Prize, established by the Class of 1956 in memory of Prof. John S. Strahorn, Jr., for many years a member of the faculty of the School of Law, is awarded annually to the student judged most proficient in the law of evidence.

The Judge Roszel C. Thomsen Prize, established in 1974 by his law clerks, is awarded annually to the student who has done the best work in Federal Jurisdiction, an area of the law in which Judge Thomsen has been preeminent.

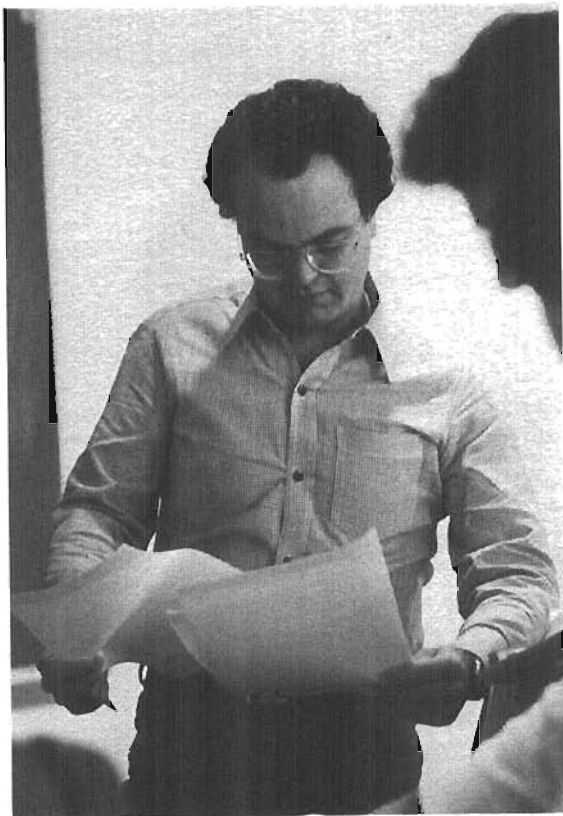
The Judge R. Dorsey Watkins Prize, established by the Class of 1968 in honor of Judge Watkins, for 43 years a teacher of Torts at the School of Law, is awarded to the student who has done the best work in Torts.

Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher of the University and the student, they are nevertheless conventions which the University believes to be central to the learning and teaching process.

Faculty Rights and Responsibilities

- (1) Faculty shall share with students and administration the responsibilities for academic integrity.
- (2) Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
- (3) Faculty are responsible for the structure and content of their courses, but they have the responsibility to present courses that are consistent with their descriptions in the University catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
- (4) Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
- (5) Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and



examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.

- (6) When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with University regulations.

Student Rights and Responsibilities

- (1) Students shall share with faculty and administration the responsibility for academic integrity.
- (2) Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- (3) Students shall have the obligation to complete the requirements of their courses

in the time and manner prescribed and to submit to evaluation of their work.

- (4) Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
- (5) Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
- (6) Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
- (7) When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

Institutional Responsibility

- (1) Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
- (2) Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to insure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
- (3) Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

FACULTY

"A judge must find a solution for every difficulty whereas a professor must find a difficulty for every solution."

Lord Denning

"If you can think of something which is inextricably connected with something else without thinking of that something else, then you have the legal mind."

Thomas Reed Powell

"I think we may class lawyers in the natural history of monsters."

John Keats

Faculty

Kenneth S. Abraham, Professor Law

B.S., 1967, Indiana University; J.D., 1971, Yale University. From 1971 to 1973, Mr. Abraham worked in private practice in New Jersey. He left private practice in 1973 to do research in urban finance at Yale University's Institution for Social and Policy Studies, and has taught courses at Yale, Case Western Reserve and Johns Hopkins Universities. He has served as a consultant for the Environmental Law Institute, Dept. of Health, Education and Welfare, the National Conference of State Legislatures, and the Maryland State Bar Assn.
On leave 1982-83.

Bernard Auerbach, Professor of Law

B.A., 1945, Yeshiva University; J.D., 1950, New York University; LL.M., 1959, Yale University. Mr. Auerbach joined the faculty in 1962 after having served as assistant professor at the California Western University School of Law and lecturer in law at New York University Law School. He was assistant reporter and consultant to the Maryland Court of Appeals Standing Committee on Rules of Practice and Procedure from 1965 to 1980; was reporter to the Maryland Judicial Conference 1967 to 1970; has lectured as part of the Maryland State Bar Association continuing Legal Education Program; and was co-leader of the 1974 Seminar in Court Administration of the Court Management Institute at College Park. He is the author of the leading article on the subject of jurisdiction of Maryland courts, "The Long Arm Comes to Maryland," *Maryland Law Review* (1966), and wrote the *Manual of Jurisdiction* for the Maryland State Bar Association, and the chapter on Equity of the *Maryland Trial Judges' Benchbook. Conflict of Laws; Legal Method-Process-Procedure*.

E. Clinton Bamberger, Professor of Law

B.S., 1949, Loyola College; J.D., 1951, Georgetown University. Mr. Bamberger joins the law school faculty in 1982 as Director of Clinical Education, and he will supervise students in both the General Practice and Legal Services Clinics. Mr. Bamberger comes to the law school from his position as an attorney at the Legal Services Institute and as a law faculty member at both Northeastern and Harvard Universities. He was the first director of the national legal services program, and has been dean of Catholic University Law School, executive vice president of the Legal Services Corporation, and a partner in the law firm of Piper and Marbury.
General Practice Clinic; Legal Services Clinic.

Donald N. Bersoff, Adjunct Professor of Law

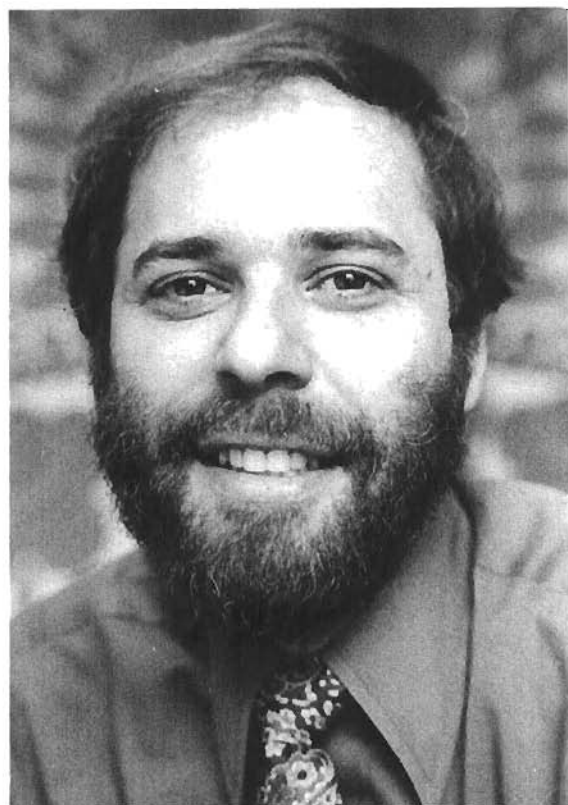
B.A., 1958, M.A., 1960, Ph.D., 1965, New York University; J.D., 1976, Yale University. Mr. Bersoff is coordinator of the joint J.D.-Ph.D. program in law and psychology sponsored by the law school and the department of psychology at the Johns Hopkins University, where Prof. Bersoff holds a joint appointment. From 1976-1978 he served as a consultant to the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research and from 1980-1982 he served on a National Academy of Sciences panel studying placement of minorities in special education programs. A number of Mr. Bersoff's works have appeared in psychology, education, and legal publications.
Law and Psychology Seminar.

David S. Bogen, Professor of Law

B.A., 1962, LL.B., 1965, Harvard University; LL.M., 1967, New York University. Following law school, Mr. Bogen was a law clerk for the Supreme Judicial Court of Massachusetts and then a graduate fellow at New York University. Before joining the University of Maryland faculty in 1969, he was in private practice for two years in New York City. His interest in civil rights and constitutional law



David S. Bogen



Donald N. Bersoff



Kenneth S. Abraham



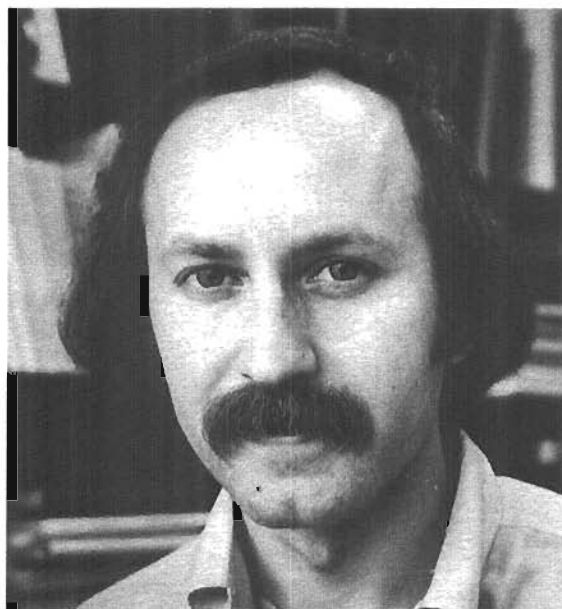
Clinton Bamberger



Bernard Auerbach



John M. Brumbaugh



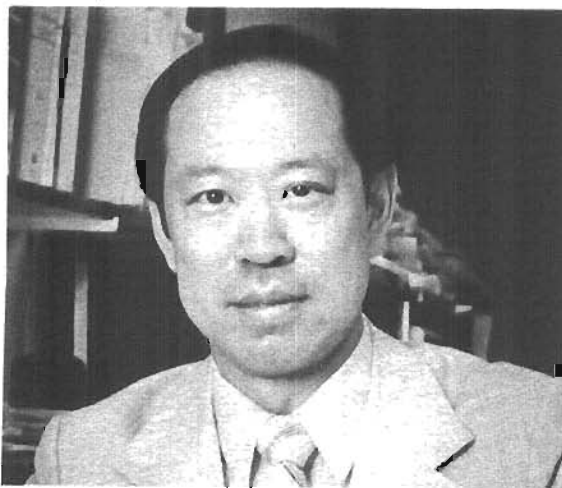
John J. Capowski



C. Christopher Brown



Evelyn O. Cannon



Hungdah Chlu

has found expression in numerous articles, including a three part series on freedom of speech in *The Maryland Law Review*. He has served on the Interim Board of Governors of the Society of American Law Teachers and is secretary-treasurer of the Public Sector Labor Relations Conference Board.

Constitutional Law; Labor Law; Legal Method-Process-Contracts; Racial Discrimination and the Law.

C. Christopher Brown, Associate Professor of Law

B.A., 1963, Swarthmore College; M.A., 1965, University of Delaware; J.D., 1968, Georgetown University. From 1971 to 1975, Mr. Brown was chief attorney of the Baltimore Legal Aid Bureau's Law Reform Unit, specializing in federal litigation. He spent the 1968-69 term as the motions clerk to the United States Court of Appeals for the District of Columbia Circuit and the following two years as staff attorney with the Law Reform Unit of the Washington, D.C., Neighborhood Legal Services Program. His specialties include procedure, appellate practice and public benefits to low-income people.

Legal Method-Process-Procedure.

John M. Brumbaugh, Professor of Law

B.A., 1948, Swarthmore College; J.D., 1951, Harvard University. Mr. Brumbaugh worked in a New York City law firm for two years and was a teaching fellow at Harvard Law School for one year before joining the University of Maryland faculty in 1956.

He was the reporter for the Maryland Commission on Criminal Law which attempted a revision of the state's criminal law, and he is a member of the American Law Institute. He has also taught courses in Legal Aspects of Medicine at the University of Maryland and Johns Hopkins University Schools of Medicine.

Criminal Law; Evidence; Patents, Copyrights, Trademarks, and Unfair Business Practices.

Evelyn O. Cannon, Assistant Professor of Law

B.A., 1971, University of New Orleans; J.D., 1974, LL.M., 1976, Duke University. While earning her LL.M., Ms. Cannon also taught two courses at the Duke Law School. She joined the faculty in 1977 after serving as a staff attorney with the Public Defender service of the District of Columbia.

General Practice Clinic; Trial Planning and Advocacy.

John J. Capowski, Assistant Professor of Law

B.A., 1968, Hamilton College; J.D., 1971, Cornell University. From 1971 to 1973, Mr. Capowski was an attorney with the Monroe County Legal Assistance Corporation in Rochester, New York. In 1973, he began teaching in the clinical program of the Cornell Law School and was Director of that program from 1975 to 1978.

Counseling and Negotiation; Legal Services Clinic.

Hungdah Chiu, Professor of Law

LL.B., 1958, National Taiwan University; M.A., 1967, Long Island University; LL.M., 1962, S.J.D., 1965, Harvard University. Mr. Chiu, who has taught at National Taiwan University and at National Chengchi University in the Republic of China, was a research associate at Harvard Law School for six years. He has written, edited and coauthored eleven books in English, six books in Chinese and more than 50 articles in the field of international and comparative law. His books include *People's China and International Law* (with J. Cohen, 1974), *Normalizing Relations with the People's Republic of China: Problems, Analysis and Documents* (1978), *China and the Taiwan Issue* (1979) and *Agreements of the People's Republic of China 1966-1980: A Calendar* (1981). Since 1976 Mr. Chiu has annually attended the Third United Nations Conference on the Law of the Sea as an observer for the International Law Association. He was elected one of the 10 outstanding young men for 1971

by the Junior Chamber of Commerce of the Republic of China, and he received a Certificate of Merit awarded by the American Society of International Law in 1976, a cultural award from the Institute of Chinese Culture, a National Reconstruction Award from the Chinese Academic Association in Mid-America in 1980 and the Toulmin Medal for the best article in 1981 from the Society of American Military Engineers in 1982.
International Law; International Trade Law; Soviet, Chinese & Western Approaches to International Law Seminar.

David F. Click, Associate Professor of Law

B.A., 1969, J.D., 1973, M.A., 1974, Yale University. Following his graduation from Yale University, Mr. Click became Assistant and later Associate Professor of Law at Western New England College of Law. During the 1977-78 academic year Mr. Click was Visiting Associate Professor of Law at the Indiana University School of Law.
Law and Economics; Legal Method-Process-Property.

Robert J. Condlin, Associate Professor of Law

B.A., 1966, Siena College; J.D., 1969, Boston College; LL.M., 1976, Harvard University. From 1969 to 1972 Mr. Condlin was an Assistant Attorney General specializing in civil litigation for the Commonwealth of Massachusetts. He left the Attorney General's Office in 1972 to establish the Urban Legal Laboratory, a full semester clinical program for students of Boston College Law School, run jointly with the Boston Lawyers Committee for Civil Rights. In 1974 he became a Teaching Fellow at Harvard Law School where he taught and did graduate study in the field of clinical law. He left Harvard in 1976 to become Associate Professor of Law at the University of Virginia where he taught that school's courses in clinical law. He has served as consultant to the AALS Law Teachers Clinic and Clinical Teachers Training Conferences, and to the

Canadian Law Teachers Clinic.
Counseling and Negotiation; Legal Profession. Legal Method-Process-Legal Profession.

Phillip G. Dantes, Assistant Professor of Law

B.A., 1970, University of Iowa; J.D., 1973, University of Oklahoma. For two years Mr. Dantes was an attorney with the Federal Trade Commission where he was engaged in monopoly and restraint of trade litigation. From 1975 to 1977 he served as deputy director of the law school's Juvenile Law Clinic.

General Practice Clinic; Torts; Trial Planning & Advocacy.

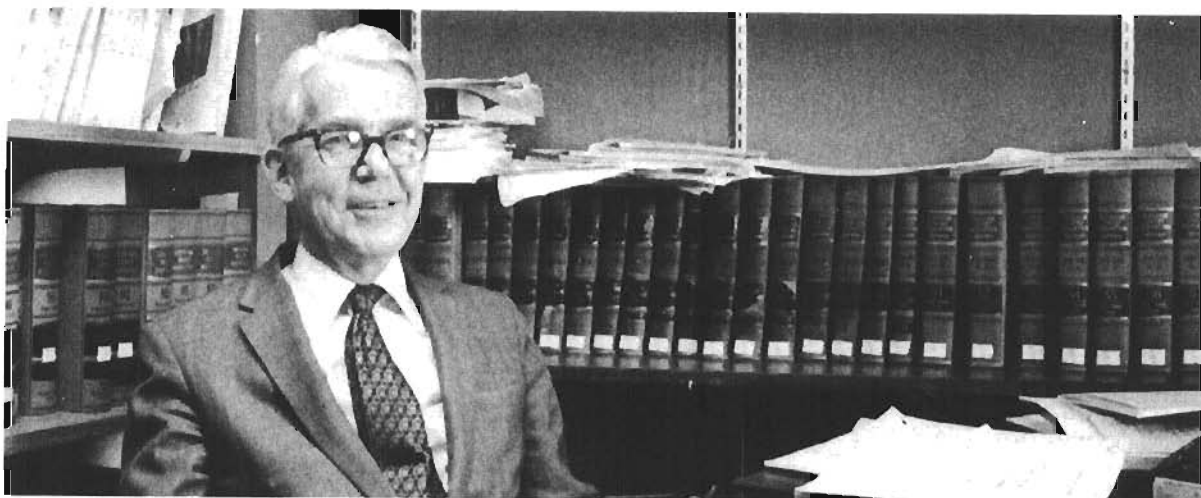
Abraham A. Dash, Professor of Law

B.S., 1957, University of Nebraska; J.D., 1959, Georgetown University. Mr. Dash joined the faculty in 1970 after many years in public service with the federal government, chiefly as a litigation attorney. He has been an appellate attorney with the National Labor Relations Board, a trial attorney with the Criminal Division of the Department of Justice and deputy chief counsel to the Comptroller of the Currency, Treasury Department. He has been a consultant for the Joint Committee of the Maryland Judicial Conference and Maryland Bar Association to implement the American Bar Association's Standards for Criminal Justice, the Committee on the Maryland District Court and the University of Maryland Court Management Institute. He also has been reporter/consultant for the Maryland State Bar Association Committee on State Prosecutors. Mr. Dash is a member of the faculty of the National Judicial College. He has been guest lecturer for the Federal Administrative Law Judges Conference.

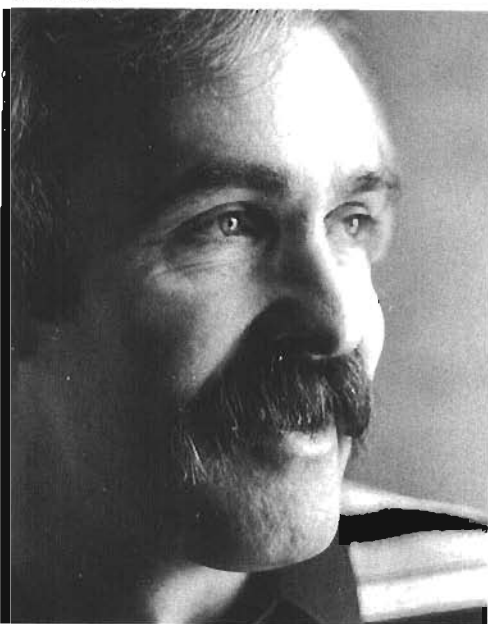
Administrative Law; Criminal Procedure; Legal Method-Process-Criminal Procedure; Trial Practice.

John F. Davis, Visiting Professor of Law

B.A., 1928, Bates College; LL.B., 1932, Harvard University. Mr. Davis was the Clerk of the Supreme Court of the United States



John F. Davis



Robert J. Condlin



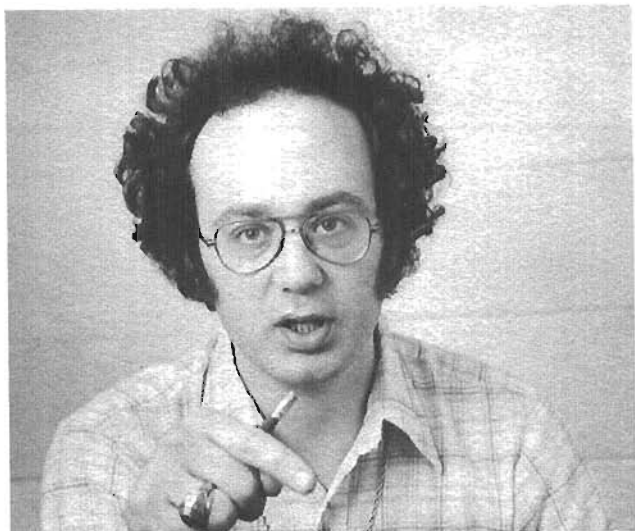
Abraham A. Dash



David F. Click



Phillip G. Dantes



Arthur F. Fergenson



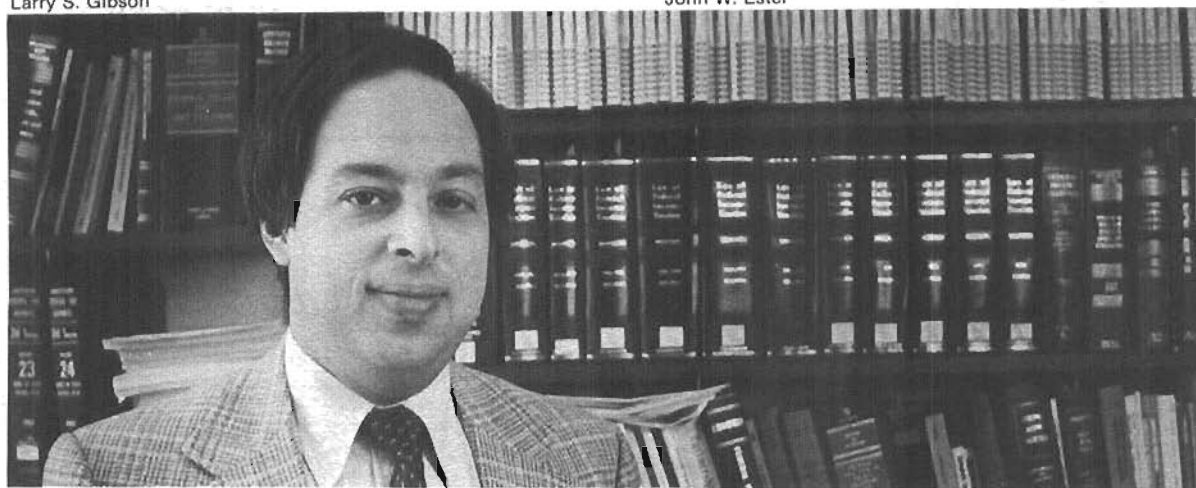
Everett F. Goldberg



Larry S. Gibson



John W. Ester



Daniel S. Goldberg

from 1961 to 1970. He previously was an attorney in the Office of the Solicitor General, Department of Justice. He has been a special master in two cases before the United States Supreme Court and has served as consultant for the Administrative Conference of the United States.

Constitutional Law Seminar.

John W. Ester, Professor of Law

B.A., 1956, Pasadena College; J.D., 1959, Willamette University; LL.M., 1962, University of Illinois. Mr. Ester was the director of continuing legal education for the Maryland State Bar Association from 1963 to 1976, and he has edited numerous books on Maryland law in connection with continuing legal education programs. He is the author of *Maryland Cases and Materials on Domestic Relations*, now in its second edition. He has also served on several commissions, including the Governor's Commission on Domestic Relations Laws.

Conflicts; Domestic Relations; Legal Method-Process-Torts.

Arthur F. Fergenson, Associate Professor of Law

A.B., 1969, Dartmouth College; J.D., 1972, Yale University. After graduating from law school, Mr. Fergenson served as law clerk to Judge Thomas P. Griesa of the United States District Court for the Southern District of New York, and then as law clerk to Chief Justice Warren E. Burger of the United States Supreme Court. After two years in private practice in Washington, D.C., he joined the faculty of the Indiana University School of Law, where he taught for three years before joining the University of Maryland law faculty in 1979.

On leave 1982-83.

Larry S. Gibson, Professor of Law

B.A., 1964, Howard University; LL.B., 1967, Columbia University. In 1967-68, Mr. Gibson served as law clerk to Judge Frank A. Kaufman of the United States District Court of Maryland. He then practiced law in Baltimore for four years. Before joining the

University of Maryland faculty in 1974, he taught at the University of Virginia School of Law. He has taught in numerous workshops for judges and has written in the area of evidence. He is Reporter to the Court of Appeals of Maryland Standing Committee on Rules of Practice and Procedure and a member of the committee which drafts the Multi-State Bar Exam. He has served as Associate Deputy Attorney General of the United States and as a member of the Board of School Commissioners of Baltimore City. He is a member of the Governor's Commission to Revise the Annotated Code of Maryland.

Evidence; Maryland Practice and Procedure Seminar; Procedure.

Daniel S. Goldberg, Associate Professor of Law

A.B., 1968, University of Rochester; J.D., 1971, Harvard Law School. A cum laude graduate of Harvard and a member of its Law Review, Mr. Goldberg was in private practice for seven years with law firms in New York City and Washington, D.C. prior to joining the University of Maryland faculty in 1978. Mr. Goldberg, whose legal specialization is tax law, has taken advanced tax courses at NYU Law School, Graduate Division. He has published in the fields of income and estate taxation.

Mr. Goldberg will be on leave during the academic year 1982-83 to serve as Professor in Residence in the national office of the Internal Revenue Service.

Everett F. Goldberg, Associate Dean and Professor of Law

B.A., 1960, Princeton University; LL.B., 1963, Harvard University. Mr. Goldberg served two years in the Peace Corps as legal advisor to the Municipality of Addis Ababa, Ethiopia, and one year in the S.A.I.L.E.R. program as a member of the faculty of law of Haile Sellassie I University, Ethiopia. He joined the University of Maryland law faculty in 1967. He has directed and consulted on research projects for the United States Environmental Protection Agency. He served

as executive secretary of the Maryland Public Disclosure Advisory Board and as a member of the Baltimore City Cable Television Commission.

Legal Method-Process-Property; Mass Communications Law.

Barbara S. Gontrum, Instructor and Director of the Law Library

B.A., 1972, Purdue University; M.S., 1973, University of Illinois; J.D., 1978, Duke University. Before joining the faculty in 1979, Mrs. Gontrum was Associate Law Librarian at the Duke Law Library. She teaches legal bibliography in the law school.

Oscar S. Gray, Professor of Law

B.A., 1948, J.D., 1951, Yale University. In addition to private and corporate practice, Mr. Gray has been an attorney in the Legal Adviser's Office of the United States Department of State, special counsel to the President's Task Force on Communications Policy, acting director of the Office of Environmental Impact, United States Department of Transportation and has taught at the Catholic University of America School of Law, Georgetown University Law Center and the University of Tennessee College of Law. He is the author of *Cases and Materials on Environmental Law* and co-author of *Cases and Materials on the Law of Torts*, and is a member of the American Law Institute. *Torts.*

William G. Hall, Jr., Professor of Law

B.A., 1952, Washington & Lee University; J.D., 1955, LL.M., 1963, Harvard University. Before joining the faculty in 1963, Mr. Hall practiced law in Boston. He was Associate Dean of the law school from 1968 to 1972. During 1974-75, he was visiting professor at the University of Sheffield, England. From 1976 to 1978 he served as President of the Law School Admission Council, a national organization of the 163 law schools approved by the ABA. He has been active in corporation law reform having served on the Governor's Commission to Revise the Maryland Corporation Law and as chairman

of the Maryland Bar Association Section on Corporations, Business and Banking.

Business Planning Seminar I; Estate Planning; Estate Planning Seminar; Legal Process.

Alan D. Hornstein, Associate Professor of Law

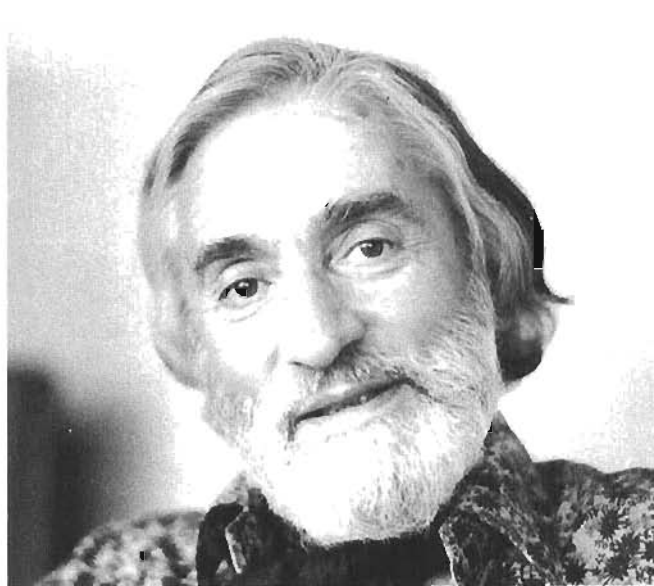
B.A., 1965, M.A., 1967, Long Island University; J.D., 1970, Rutgers University. Before joining the faculty in 1972, Mr. Hornstein served two years as law clerk to Judge Frederick vP. Bryan, United States District Court, Southern District of New York. He has written articles on legal reasoning, federal jurisdiction, and psychological research methodology. *Evidence; Federal Jurisdiction; Legal Method-Process-Torts.*

Max Isenbergh, Professor of Law

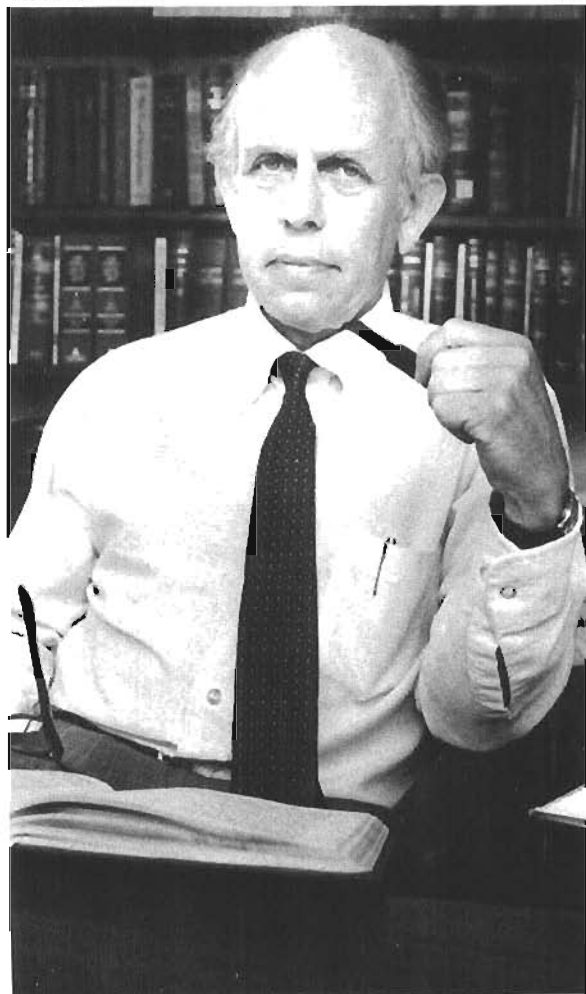
B.A., 1934, Cornell University; J.D., 1938, LL.M., 1939, M.A., 1942, Harvard University. Mr. Isenbergh served as law clerk to Justice Hugo L. Black of the United States Supreme Court. He has had an extensive career in public service including positions as deputy assistant secretary of state; deputy general counsel, Atomic Energy Commission; general counsel, President's Materials Policy Commission and legal adviser, Point Four Program, State Department. In 1954 he received a Rockefeller Award for Distinguished Public Service. As a private practitioner, he was counsel for the incorporators of the Communications Satellite Corporation and negotiator with Western European governments of agreements for restitution of property seized by occupying German forces during World War II. He has represented the United States as a member of official delegations to international conferences on patents, atomic energy, and the arts. Before joining the University of Maryland law faculty in 1970, he served on the law faculties of George Washington University, University of Virginia, Yale University, American University and the Salzburg Seminar on American Studies. He has written on the law of atomic energy and other subjects. A



Alan D. Hornstein



Max Isenbergh



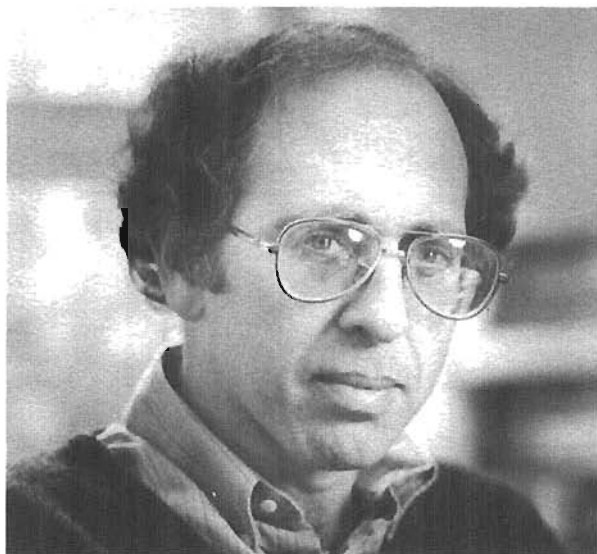
William G. Hall, Jr.



Barbara S. Gontrum



Oscar S. Gray



Andrew J. King



Michael J. Kelly



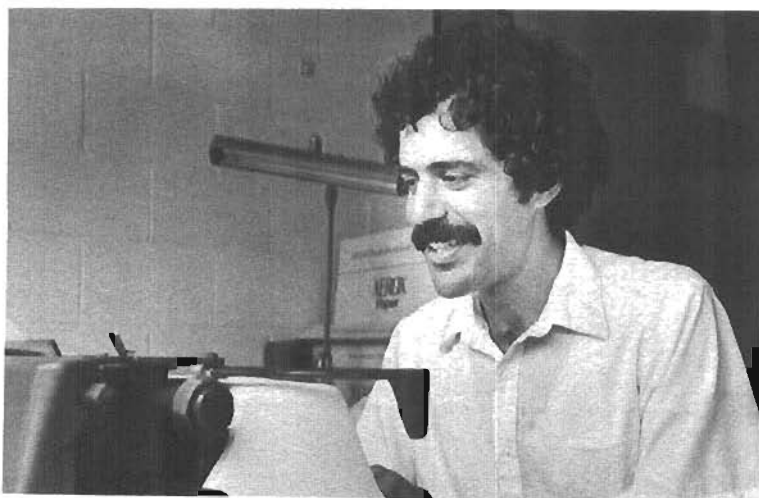
Laurence M. Jones



Lawrence L. Kiefer



Susan Leviton



Robert I. Keller

concert clarinetist, he has performed both in France and the United States.

Judicial Function Seminar; Legal Method-Process-Torts; Legal Process; Torts.

Laurence M. Jones, Professor Emeritus of Law

B.A., 1930, J.D., 1932, State University of Iowa; LL.M., 1933, S.J.D., 1934, Harvard University. Mr. Jones has been on the law faculty since 1942 specializing in property and related subjects. He has written extensively in the field of property law and is active in the section of trusts and estates of the Maryland Bar Association. He has been a member of the Uniform Probate Code Law School Advisory Council and has been active in the World Federalists. Before joining the University of Maryland faculty, he taught six years at Emory University Law School and one year at the University of Missouri. Professor Jones retired in July 1978 after thirty-six years as a member of the Law School faculty.

Robert I. Keller, Professor of Law

B.S., 1963, University of Pennsylvania; LL.B., 1966, Harvard University. Professor Keller joined the Maryland faculty in 1972. Prior to that time he was engaged as a tax specialist with a Philadelphia law firm. His Tax Policy Seminar reflects his special interest in the area of both federal and state tax reform. He has published in the areas of income and corporation taxation, and federal and state tax policy.

Corporate Taxation I; Income Taxation; Taxation of Partnerships and Partners.

Michael J. Kelly, Dean and Professor of Law

B.A., 1959, Princeton University; Ph.D., 1964, Cambridge University; LL.B., 1967, Yale University. Before entering law school, Mr. Kelly was a legislative assistant to a member of Congress. Following law school he served as counsel to the mayor of Boston following a period as an attorney and secretary of an urban consulting subsidiary of The

Rouse Company. He was an aide to two mayors of Baltimore, specializing in criminal justice problems and new law enforcement programs funded under the Law Enforcement Assistance Administration. In 1974, Mr. Kelly was a fellow of the National Institute of Law Enforcement in Washington, D.C. He has been a consultant to the Police Foundation, American Law Institute—American Bar Association Committee on Continuing Professional Education, and executive director of the Maryland Commission on Judicial Reform since joining the faculty in 1972. He serves on the Standing Committee on Rules of Practice and Procedure of the Court of Appeals of Maryland.

Legal Profession.

Lawrence L. Kiefer, Professor of Law

B.A., 1958, University of Florida; M.S.L.S., 1960, Case Western Reserve University; J.D., 1966, University of Maryland. Mr. Kiefer joined the law faculty as librarian in 1966. He served in that position until 1980 when he moved to full-time teaching.

Equitable Remedies.

Andrew J. King, Assistant Professor of Law

B.A., 1963, Antioch College; LL.B., 1966, Harvard Law School; Ph.D., 1975, University of Wisconsin. After practicing with the National Labor Relations Board, Mr. King served in the United States Army for two years. He then attended the University of Wisconsin where he wrote a doctoral dissertation on the history of urban land use law. Before joining the Maryland faculty, he was co-editor of the first two volumes of the Legal Papers of Daniel Webster. He remains editor of volume three in that series.

Legal History; Legal Method-Process-Property.

Susan Leviton, Assistant Professor of Law

B.A., 1969, J.D., 1972, University of Maryland. From 1972 to 1975 Ms. Leviton was employed at the Baltimore Legal Aid Bureau where she served as managing attorney of the Welfare Unit. In addition, she

served as the Legal Aid Lobbyist to the Maryland General Assembly. She is Vice Chairperson of the Maryland Human Relations Commission, and a member of the Board of Directors of the Legal Aid Bureau. *Counseling and Negotiation; General Practice Clinic.*

Michael A. Millemann, Associate Professor of Law

B.A., 1966, Dartmouth College; J.D., 1969, Georgetown University. During 1979-81, Mr. Millemann was Chief General Counsel and Chief of the Civil Division of the Maryland Attorney General's Office, responsible for ultimately supervising the assistant attorneys general who practice civil law. Mr. Millemann began his legal career as a legal services attorney. He served as a Reginald Heber Smith Fellow in the Baltimore City Legal Aid Bureau from 1969 to 1971. For the next two years he was chief attorney in Legal Aid East, Baltimore City and supervisor of the law school's Legal Aid Clinic. During this time Mr. Millemann founded the Legal Aid Bureau's Prisoner Assistance Project and worked as a staff attorney for the National Prison Project. During 1973 he was deputy director of the Multnomah County (Ore.) Legal Aid Service. He returned to Maryland to teach full-time at the University of Maryland School of Law in 1974. Mr. Millemann has been chairman of the Correctional Reform Section of the Maryland State Bar Association and has both published extensively and participated as an attorney in litigation in the area of correctional law. *Constitutional Law; Criminal Procedure; Legal Services Clinic.*

Richard L. North, Assistant Professor of Law

B.A., 1971, University of Detroit; J.D., 1973, St. Louis University. After law school Mr. North practiced law for three years with the National Juvenile Law Center in St. Louis, Missouri. He later came to Maryland and worked for the Legal Aid Bureau of Baltimore and served as its Director of Litigation. He joined the faculty in the fall of 1979. *Legal Services Clinic; Trial Practice.*

Garrett Power, Professor of Law

B.A., 1960, LL.B., 1962, Duke University; LL.M., 1965, University of Illinois. Mr. Power has been a member of the faculty since 1963. His courses reflect his particular interest in management of land and water resources. He is the author of *Chesapeake Bay in Legal Perspective* and an associate editor of the *Coastal Zone Management Journal*. Over the past several years, Mr. Power has served as principal investigator on various environmental studies prepared for the Department of the Interior, the Environmental Protection Agency, the United States Army Corps of Engineers, the National Science Foundation, and the University of Maryland Sea Grant Program.

Land Use Planning; Property.

Peter E. Quint, Professor of Law

A.B., 1961, LL.B., 1964, Harvard University; Diploma in Law, 1965, Oxford University. Mr. Quint practiced law for several years in Detroit and in New York City, and he has taught at Wayne State University School of Law. He joined the University of Maryland faculty in 1972. In 1978-79 Mr. Quint was an Alexander von Humboldt Foundation Fellow at the Max Planck Institute for Comparative Public Law and International Law in Heidelberg.

Comparative Constitutional Law; Constitutional Law; Evidence; Separation of Powers Seminar.

Russell R. Reno, Professor Emeritus of Law

B.A., 1931, J.D., 1927, University of Illinois; LL.M., 1940, Columbia University. Mr. Reno became professor emeritus in 1974, capping a long and distinguished career. He joined the faculty in 1936 and specialized in property and related subjects. He is a coauthor of *American Law of Property* and has been active in law reform in Maryland, serving on several gubernatorial commissions relating to real property. He played a significant role in the revision of the statutes on real property of the Annotated Code of Maryland and has



Russell R. Reno



Michael A. Millermann



Richard L. North



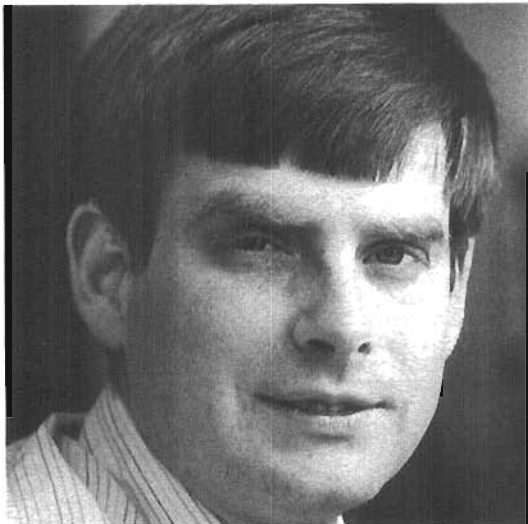
Garrett Power



Peter E. Quinl



Peter S. Smith



William L. Reynolds II



Edward A. Tomlinson



Alice A. Soled



Hal M. Smith



Florence W. Roisman

served as chairman of the Section on Real Property, Planning and Zoning of the Maryland State Bar Association.

William L. Reynolds II, Professor of Law

B.A., 1967, Dartmouth College; J.D., 1970, Harvard University. Following law school, Mr. Reynolds served as law clerk to Judge Frank A. Kaufman of the United States District Court for Maryland. He joined the University of Maryland law faculty in 1971. He is a member of Maryland State Bar Association committees to review the Model Rules of Professional Conduct and on Judicial Administration. He has written extensively on problems connected with the judicial decision-making process.

Conflict of Laws; Constitutional Law; Legal Method-Process-Contracts.

Florence W. Roisman, Visiting Associate Professor of Law

B.A., 1959, University of Connecticut; LL.B., 1963 Harvard University. A visiting professor for 1982-83, Ms. Roisman is currently a partner in the Washington, D.C. law firm of Roisman, Reno and Cavanaugh, in which she serves as counsel to several legal services programs and housing organizations. She has taught at Antioch School of Law and Catholic University Law School, has been managing attorney of the D.C. Neighborhood Legal Services Program Law Reform Unit, and an attorney with the Civil Division of the U.S. Department of Justice. She has also served on several commissions dealing with housing issues.

Housing and Community Development Law; Housing and Community Development Law Seminar; Law of Politics Seminar; Procedure.

Hal M. Smith, Professor of Law

Ph.B., 1948, J.D., 1954, University of Chicago. After receiving his undergraduate and legal training at the University of Chicago, Mr. Smith remained there for three years as a research associate on a law and behavioral science project. He then practiced law for six years in Illinois before joining the faculty in 1963. He has written in the fields of

commercial law and antitrust, and his special interest is the interaction of law and economics.

Accounting; Government Regulation of Business Seminar; Legal Writing.

Peter S. Smith, Associate Professor of Law

B.A., 1960, Bowdoin College; LL.B., 1963, Cornell University. Mr. Smith was an attorney with the United States Department of Justice from 1964 to 1966 and was with the Washington Neighborhood Legal Services Program from 1966 to 1969. From 1969 to 1972, he was director of the branch office of Piper & Marbury, Baltimore. He joined the faculty in 1972 and since 1973 has directed the Maryland Juvenile Law Clinic. He has been active in litigation dealing with law reform in the areas of criminal law, juvenile law, constitutional law and employment laws. *Criminal Law Problems Seminar; Trial Planning and Advocacy; Trial Practice.*

Alice A. Soled, Professor of Law

B.A., 1953, J.D., 1955, University of Michigan. Mrs. Soled joined the University of Maryland law faculty in 1969. She is a member of the Governor's Commission to Revise the Annotated Code of Maryland and an Academic Fellow of the American College of Probate Counsel. *Estates and Trusts; Future Interests; Property.*

Edward A. Tomlinson, Professor of Law

B.A., 1961, Princeton University; M.A., 1962, University of Washington; J.D., 1965, Harvard University. Mr. Tomlinson joined the faculty in 1965. His primary research interests are in the areas of comparative law, criminal procedure and administrative law. He has served as a reporter to the Joint Committee of the Maryland Bar Association and Maryland Judicial Conference on the implementation in Maryland of ABA Standards for Criminal Justice and as a consultant to the Administrative Conference of the United States. He is also a member of the Board of Review of the Patuxent Institution and reporter for the

Bench Book Project of the Maryland Administrative Office of the Courts. During the fall semester 1980, he was on leave at the University of Strasbourg (France) to study comparative criminal justice.

Administrative Law; Legal Method-Process-Criminal Law; Legal Method-Process-Criminal Procedure.

Michael H. Tonry, Professor of Law

A.B., 1966, University of North Carolina, Chapel Hill; LL.B., 1970, Yale University. Mr. Tonry practiced law for several years, working mainly in corporate finance, securities and commercial law. He taught English constitutional law, criminal law and criminology at the University of Birmingham in England and worked as administrator and research associate at the Center for Studies in Criminal Justice at the University of Chicago Law School.

Contracts; Philosophy of Law Seminar; Sales and Secured Transactions.

William L. Want, Visiting Associate Professor of Law

B.A., 1967, Washington & Lee University; J.D., 1970, Yale University. Mr. Want since 1973 has been senior trial attorney in the Pollution Control Section of the Land and Natural Resources Division, U.S. Department of Justice. He has also served as an attorney with the National Wildlife Federation and the D.C. Neighborhood Legal Services Program, and as a consultant to the U.S. Commission on Civil Rights.

Environmental Law; Legal Method-Process-Procedure.

Anthony J. Waters, Associate Professor of Law

B.A., 1972, University of Keele; LL.M., 1974, Yale University. Mr. Waters came to this country from England in 1972. Before joining the Maryland faculty in 1974, he was a Bigelow Teaching Fellow at the University of Chicago Law School, then a Visiting Lecturer at Yale College while completing his LL.M. at Yale Law School. He has since taught at

Santa Clara and S.U.N.Y./Buffalo law schools as a Visiting Professor, and he spent a semester at Yale Law School as a Visiting Scholar. His main interest is in the common law, particularly contracts. He has published, in this country and in England, in the areas of contracts, criminal law and taxation.

Consumer Protection Seminar; Contracts; Criminal Law; Judicial Function Seminar.

Christine A. Williams, Assistant Professor of Law

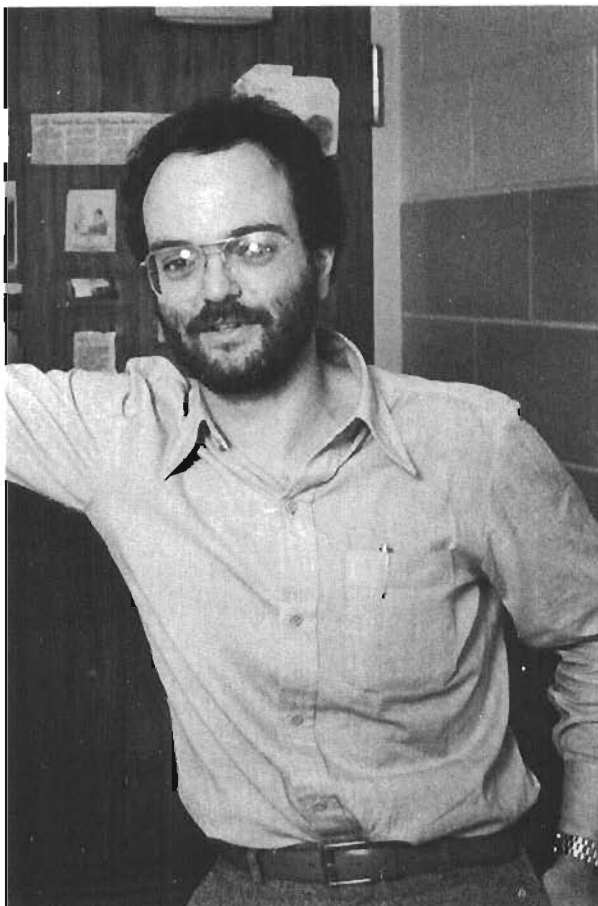
B.A., 1970, Harpur College, S.U.N.Y. Binghamton; J.D., 1976, University of Kentucky. From 1976 to 1979, Ms. Williams served as Trial Attorney, U.S. Department of Justice, Civil Division, Commercial Litigation Branch. At the Department of Justice, Ms. Williams specialized in bankruptcy matters, Medicare provider overpayments, and cases arising from government lending programs of a commercial nature. She is Northeast Regional Vice President of the National Lawyers Guild, and her research is focused on issues of social and economic justice in contract and commercial law. Ms. Williams joined the Maryland faculty in 1979.

Commercial Paper; Contracts; Sales & Secured Transactions.

J. Joel Woodey, Professor of Law

B.A., 1957, Johns Hopkins University; LL.B., 1961, Harvard University. In 1961-62, Mr. Woodey served as law clerk for Judge Edwin Steel of the United States District Court for Delaware. He then practiced law for seven years in Baltimore City before joining the University of Maryland law faculty. He has been an assistant reporter for the Court of Appeals of Maryland Standing Committee on Maryland Rules and special reporter for local rules for the Governor's Commission on Law Enforcement and the Administration of Justice. He also has been active in bar association activities and has written or coauthored practice materials for continuing legal education programs.

Commercial Paper; Counseling and Negotiation; Procedure.



Anthony J. Waters



Michael H. Tonry



William L. Want



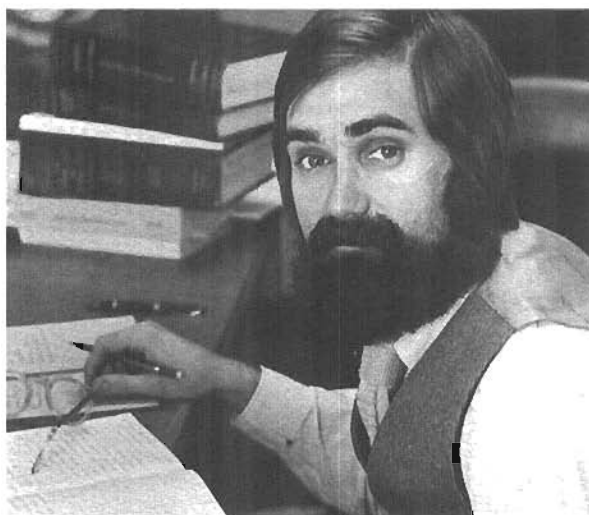
J. Joel Woodey



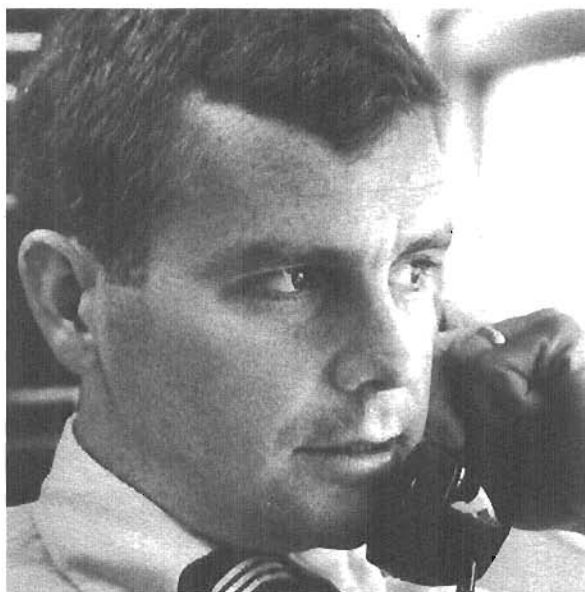
Christine A. Williams

Gordon G. Young, Associate Professor of Law

B.A., 1967, Rollins College; J.D., 1970, New York University; LL.M., 1972, Harvard University. In 1971-72, Mr. Young served as law clerk for Judge John J. Gibbons of the United States Court of Appeals for the Third Circuit. He then practiced law in New York City for several years before joining the faculty of Syracuse University College of Law. His primary interests are in the areas of business law and federal jurisdiction. He has published articles dealing with federalism, corporate governance and criminal procedure. *Administrative Law; Business Associations; Federal Jurisdiction.*



Gordon G. Young



Clockwise, from upper left
James F. Forsyth
Assistant Dean for
Admission
Lois Wehr
Assistant Dean for
Placement
George M. Regan
Assistant Dean for
Administration
Doreen Sekulow
Assistant Dean for
Alumni and
Development

CURRICULUM

“... It is a pity, but you must learn to read. To read each word. To understand each word. You are outlanders in this country of the law. You do not know the speech. It must be learned. Like any other foreign tongue, it must be learned: by seeing words, by using them until they are familiar....”

K. N. Llewellyn, The Bramble Bush.

“... there is no such thing as good writing. There is only good rewriting.”

Louis D. Brandeis, in George W. Pierce, The Legal Profession.

“The service of the law school is that of method and cooperation, of standards and ideals. It does not supply brains or tact, or any substitute for either. It can give but a modicum of legal learning, less now, relatively, than ever.... The best informed among us can know but a small part of the law, if it is considered as the body of existing rules and precedents contained in statute books and reports. The law student returns from the law school... to find... he knows practically nothing. He sees at once, if he did not appreciate it before, that little has counted in his preparation but method and self-discipline.”

Chief Justice Charles Evans Hughes

“A good reader, a major reader, an active and creative reader is a rereader.

*Vladimir Nabokov,
Lecture on Literature, 1980.*

The Concept of the Curriculum

Juris Doctor Program

In the following pages are course descriptions which provide a summary of the curriculum. Although the curriculum contains something of the diversity and differences of style found in the profession at large, several dominant curricular themes reflect the purposes and ambitions of the University of Maryland School of Law.

Thorough training in certain fundamental areas of law is the basis of a sound legal education. Thus, the entire first year of the curriculum is composed of required courses. Segments of the second year are also required. In addition to these basic courses, a few additional “requirements” must be fulfilled: all students must take a course in Legal Profession, in which they examine the nature and variety of the ethical problems generated in the practice of law, and at least one “perspective course,” in which some area of comparative law, international law, legal history, or a special problem area of law is explored as a means of gaining insight into the manner in which legal systems operate. Finally, every student must fulfill a “writing requirement” by preparing at least one paper which analyzes in depth a particular legal or law-related problem.

Taken together, these requirements evidence the law school’s view of the characteristics of the well-educated lawyer: thorough training in substantive law, a sense of the law as a profession, a perspective on the legal system and the law as an institution, and proficiency in research and expression.

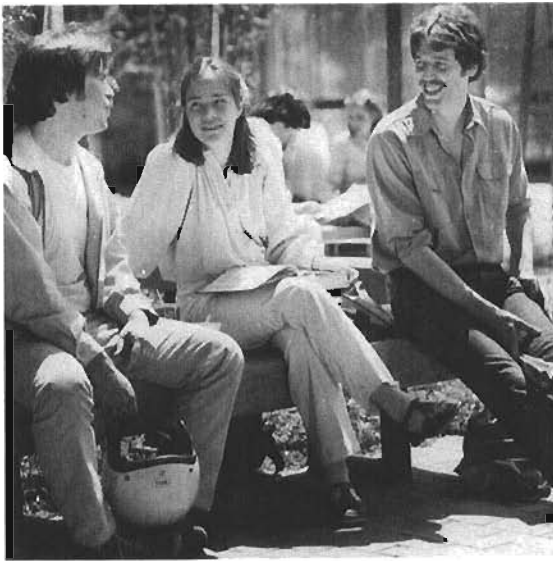
These concerns are reflected also in the elective curriculum. A wide range of courses in a variety of fields of substantive law is designed to enable the student to obtain knowledge of a number of fields and thus gain an overview of much of the law. On the other hand, although no student is required to specialize within any one area of the law, the law school recognizes the value of intensive exploration of a particular subject.

The curriculum therefore contains sequences of courses for the student interested in becoming intimately acquainted with one or two specialized legal subjects. For example, there are several elective courses offered in corporate and tax law, estates and trusts, criminal law, health services law, real estate, and legal problems of the poor.

The elective curriculum also contains a varied and sophisticated clinical education program in which faculty members practice law and supervise student “practitioners” in a wide variety of substantive areas of law. Each clinic, regardless of its concentration, attempts to duplicate the lawyer’s environment with its uncertainties, demands and conflicts. Student “practitioners” are confronted with the lawyer’s full range of decision making, as they integrate substantive law with the demands of an actual case and the responsibility to an actual client.

The in-school clinical course offerings include: Attorney General’s Clinic, Bankruptcy and Creditors Rights Clinic, Criminal Justice Clinical Program, Family Law Theory and Practice, General Practice Clinic, Juvenile Law Clinic and Legal Services Clinic. In-school clinical courses and clinics established in public offices—Asper Fellowship—each are described in detail in this catalog under Description of Required and Elective Courses. Courses specifically devoted to other skills such as counseling, negotiating, drafting, trial planning, and trial techniques are also offered. In addition, many of the substantive law courses include training of this type.

The law school’s view of the importance of a good lawyer’s perspective on the law is reflected not only in the perspective requirement, but in a number of courses in which the relationship between law and other disciplines is explored. For example, courses in Law and Economics, Law and Psychology, and Health Care Law deal not only with substantive law, but with the contributions which other disciplines can make to the development of legal doctrine. A sensitivity to such possibilities is essential to the well-rounded lawyer.



Finally, in order to assure students' proficiency in the research and written expression so necessary to anyone engaged in the practice of law, the school offers many opportunities to engage in written work. There is a wide variety of seminars which are designed to satisfy students' interests in a particular field of law, leading to the production of a piece of written scholarship. Similarly, students have the opportunity to explore particular problems or areas of the law not formally included in the curriculum by doing independent research and writing under the close supervision of a faculty member.

Thus, the curriculum of the University of Maryland School of Law—both required and elective—reflects the four basic themes considered by the faculty to comprise the touchstones of the well-educated lawyer: knowledge, professionalism, perspective and communication.

Joint Degree Programs

1. Law and Psychology Program (J.D.-Ph.D.) The School of Law, in conjunction with the Johns Hopkins University, offers an integrated intensive program leading to the Juris Doctor (J.D.) and Doctor of Philosophy (Ph.D) in Psychology degrees. The program

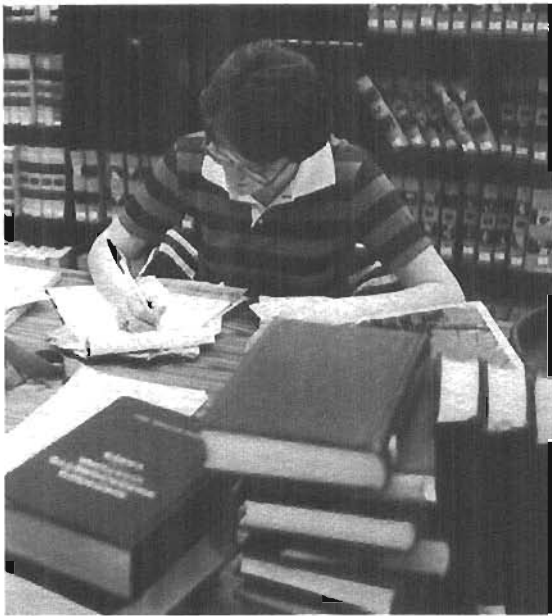
produces scholars interested in various aspects of the relationship between the two fields. The program fully prepares the student in both disciplines over a five year period.

Candidates for the J.D.-Ph.D. program must meet the separate admissions criteria of both the School of Law and the Department of Psychology at Johns Hopkins. A small number of students will be selected to enter the joint program. However, students admitted to either or both schools who are not accepted for the joint program may choose to attend the school(s) to which they have been admitted.

Requests for information and applications for the program (for both universities) should be sent to the School of Law, c/o Prof. Donald N. Bersoff, Coordinator of the Law and Psychology Program, who is a member of the faculty of both universities.

2. J.D. and M.B.A., M.P.S., M.S.W. Programs. The School of Law offers three separate four year programs leading to a Juris Doctor (J.D.) degree and a master's degree in business administration, policy sciences or social work. In addition, other joint degree programs can be arranged depending on an individual's interest.

The Master of Business Administration program is designed to prepare students for administrative or managerial positions of responsibility in industry, commerce or government or as preparation for specific legal careers working with those in such positions. It is offered through the College of Business and Management at the University of Maryland College Park. The Master of Policy Sciences program teaches students the concepts and skills for analyzing policy alternatives in both the public and private domains. This degree is offered through the Policy Sciences Graduate program at the University of Maryland Baltimore County. The Master of Social Work program exposes students to issues and methods of social work and to the relationships between social work programs and the legal system. It is offered through the University of Maryland School of Social Work and Community Planning at the Baltimore City campus.



Candidates for joint degree programs must apply for admission to the law school as well as to one of the graduate schools and must meet each school's admission criteria. Students already enrolled in the law school may enter the program no later than the completion of the second year in the School of Law. However, interested students are urged to enter prior to the start of the second year. Under the joint program, 75 credits in law school coupled with either 39 credits in business courses, 30 credits in policy science courses or 51 credits in social work courses are required for graduation.

Grade averages in the School of Law and the graduate programs are computed separately, and students are eligible for honors in each based on the existing criteria. Students must meet passing requirements in each school to continue in the program. However, a student failing in one school, but meeting passing requirements in the other, may complete work for the degree in the school in which he or she is able to maintain a passing average. Of course, such completion must be upon the same conditions (credit hours, residency, etc.) as required of regular (non-joint program) degree candidates. Financial aid is handled independently by

each school; therefore, financial aid applications should be submitted to both schools. Student schedules must be approved by the law school advisor for the joint program (Mr. H. Smith—MBA, Mr. E. Goldberg—MPS, MSW), and by the advisor designated by either the College of Business and Management, the Policy Science Graduate Program, or the School of Social Work.

Course at Other Institutions

Students may receive law school credit for up to nine credit hours of graduate level course work from institutions outside the law school. The outside work must be relevant to the legal education of the student (i.e., facilitate work toward a joint degree or enhance a strong area of interest and specialization in the law) and must be approved by the faculty coordinator for interdisciplinary programs, Mr. E. Goldberg. Graduate credits earned prior to commencement of law school studies may not be applied toward requirements for the J.D. degree.

Summer Session

The School of Law offers a summer program which is open to students currently enrolled at the school, to students in good standing at any law school approved by the American Bar Association and to members of the bar.

In 1982, Commercial Paper, Counseling and Negotiation, Domestic Relations, Evidence, Legal Process, Moot Court, Trial Practice, and three clinical programs—Attorney General, General Practice and Legal Services—were offered in the summer session.

Classes are scheduled between 5:10 and 10:00 P.M. during June and July, and each summer credit equals one semester's credit. Students should not presume that required courses (such as Legal Profession) will be offered in the summer session; required courses should be completed during fall and spring semesters. The law school reserves the right to cancel summer session courses that are under-subscribed. For further information contact Assistant Dean Regan.

Course Requirements and Curriculum

Day Division Required Courses

First Year

Fall Semester

Contracts I	2
Criminal Law	3
*Legal Method-Process	2
Procedure I	3
Property I	3
Torts I	2

Spring Semester

Contract II	3
Criminal Procedure	2
*Legal Method-Process	1
Procedure II	3
Property II	3
Torts II	3

Second Year

Fall Semester

Constitutional Law	4
Income Tax	3

Spring Semester

Evidence	3
(The 4 credit evidence elective offered in the Fall, 1982 may be taken instead of the 3 credit course.)	

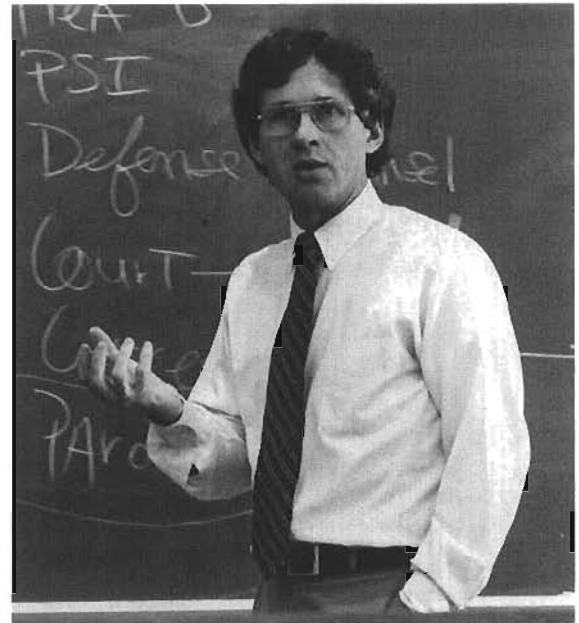
Evening Division Required Courses

First Year

Fall Semester

Legal Method-Process-Property	4
Contracts I	3
Torts I	3

*Legal Method-Process is taught in small sections in conjunction with each of the first year substantive courses. In the spring semester it includes one credit of Moot Court graded separately on a pass/fail basis. In 1982-83 and 1983-84, one or two sections will have spring semester Legal Method-Process in conjunction with Legal Profession; students in those sections will take Criminal Procedure in their second year.



Spring Semester

Contracts II	2
Legal Profession	2
Property II	4
Torts II	2

Second Year

Fall Semester

Constitutional Law	4
Criminal Law	3
Procedure I	3

Spring Semester

Criminal Procedure	2
Evidence	3
Procedure II	3
Moot Court	1

Third Year

Fall Semester

Income Tax	3
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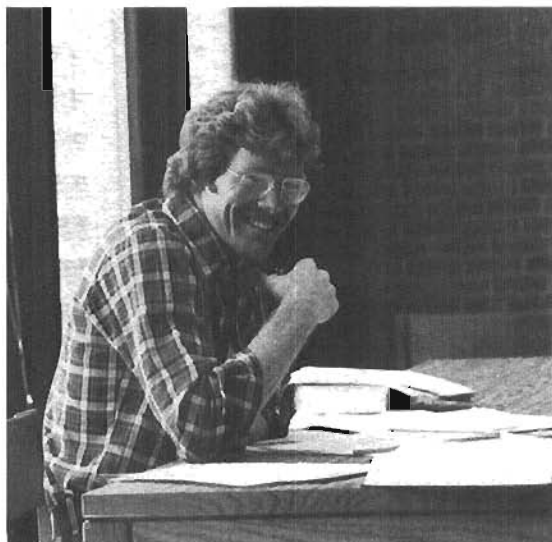
Other Curriculum Requirements

(Day and Evening Division):

The following requirements must be satisfied before graduation:

- (a) These courses must be taken:
 - (1) Legal Profession;
 - (2) One of the following perspective courses: Chinese Law; Comparative Law; Comparative Constitutional Law; International Law; Jewish Law; Judicial Function Seminar; Jurisprudence Seminar or Course; Legal History; Legal Process; Philosophy of Law Seminar; Problems of International Law Course or Seminar; Racial Discrimination and the Law; Soviet, Chinese, and Western Approaches to International Law Seminar; Theories of Interpretation; Women and the Law Seminar.
- (b) A writing requirement must be satisfied, in one of the following ways:
 - (1) by taking any seminar which has been approved for satisfying the writing requirement (all seminars have been approved for 1982-83, with the possible exception of Maryland Practice and Procedure—see that course description below);
 - (2) by doing independent work for at least two credits (see the course description of Independent Written Work);
 - (3) by serving for credit on the Maryland Law Review and submitting written work to the faculty advisor of the Review; or
 - (4) by doing written work in an in-house clinic or in lieu of or in addition to an examination in a course offered for at least two credits, if the instructor is a full-time member of the faculty and agrees in advance that the work to be done by the student is of the kind which will satisfy the writing requirement.

For the writing requirement to be satisfied, the faculty member supervising the written work must certify that the work is of substantial quality.



First Year Students' Schedules

Full Time Day students are expected to take all first year required courses (15 credits per semester) as described in Course Requirements. First year classes are generally scheduled Monday through Friday between the hours of 9:10 a.m. and 4:00 p.m. Schedules are determined by the section assignment which is made in early August. Assignment to sections is done at random. Only exceptional circumstances will permit a change in scheduling. Because of the schedule and the academic workload, students should not expect to be able to maintain employment during the first year.

Evening students are expected to take all first year required courses (10 credits per semester) as described in Course Requirements. Classes for required evening courses are scheduled to meet Monday, Wednesday, and Friday evenings between the hours of 6:30 p.m. and 10:10 p.m.

Part-Time Day students are expected to take nine credits in the fall semester, including Contracts I (2), Legal Method-Process (2), Property I (3) and Torts I (2); the spring semester schedule requirement is ten credits, including Contracts II (3), Legal Method-Process; Moot Court (1), Property II (3) and Torts II (3).

Description of Required and Elective Courses

This list includes only those courses which are being taught during 1982-83 or which have been offered since 1978-79. Several other courses have been approved by the Faculty Council. Most courses are offered every year, but some—usually of a specialized nature—are offered every two or three years depending upon the interest of students and the interest and availability of faculty.

The number of credit hours given for the satisfactory completion of a course is indicated in parentheses after the name of the course. The symbol * after a course name identifies a course requiring written work, on which the grade for the course will largely depend. The symbol † after a course identifies a subject tested on the Maryland Bar Exam, but not required by the school for graduation.

The letter “P” before the name of a course indicates that the course is a prerequisite for the course described. The letter “C” indicates a course which must be taken either before or concurrently with the course described. The letter “R” indicates a course which is recommended as a prior or concurrent course, but is not required.

Accounting (2)

This is an introductory course on the theory of accounting and its application in various aspects of the law. It covers bookkeeping only as needed for examination of generally accepted principles governing the recognition of income, matching costs against appropriate revenues and the like. The course is appropriate for students without previous accounting training.

Day (LAW C 500)—Mr. Fishman; Evening (LAW H 500)—Mr. H. Smith.

Administration of Criminal Justice Seminar* (3)

This course explores the contours and problems of the “justice delivery system” from the perspective of the legal profession. The structure, organization and financing of criminal justice are considered as well as traditionally troublesome areas of criminal procedure: police evidence-gathering methods, use of informants, interrogation techniques, and search and seizure problems.

Day (LAW C 559) Saturday—Judge Chasanow;
Evening (LAW H 559)—Judge Moylan,
Ms. Handel.

Administrative Law (3)

This course is concerned with the nature and function of administrative agencies; procedure before administrative tribunals, including notice, hearings and enforcement of rules and orders; and judicial control over administrative action.

C: Constitutional Law.

Day (LAW C 501)—Mr. Dash, Mr. Young;
Evening (LAW H 501)—Mr. Tomlinson.

Administrative Law & Public Policy Seminar (3)*

This seminar concerns the extent to which actions by administrative agencies may be justified in relation to 1) enabling legislation, 2) policy goals, 3) rights. We shall examine theories of sound regulatory policy, including the production account (e.g., efficiency), the entitlement account, and the justification of agency decision-making on the basis of procedures and public values. These questions are addressed: What, if anything, can one do with a statute? May cost-benefit analysis justify anything and therefore nothing? Is there such a thing as the political process and can it live at the agency level? To what extent should the President control rulemaking? Is the public interest a gaseous invertebrate or can it be given substance in administrative law? Readings are taken from the established literature (e.g. Kenneth Davis, Louis Jaffe) and from recent law review articles.

Day (LAW C 560)—Mr. Sagoff.

Admiralty (2)

Students study the law relating to maritime transactions and consider problems involving admiralty jurisdiction, maritime liens, rights of seamen and other maritime workers, carriage of cargo, charter parties, salvage, general average, collision and limitation of liability.

Evening (LAW H 502)—Mr. K. Quinn.

Advanced Commercial Transactions (3)

The goals of this limited enrollment course are to give students the opportunity to see and review real commercial instruments in a commercial transaction, as an advocate of a hypothetical client, to negotiate the client's position with another student—who would be representing an adversary party to the transaction—and to draft language changes to the instruments that would reflect the work product of such negotiations.

The student's grade in the course will be based

on the written work (the negotiated changes made to the distributed commercial instruments) and the student's performance in class discussion. Written work done in this course will not satisfy the writing requirement for graduation. P: Business Associations, and either Commercial Transactions or Sales and Secured Transactions. Day (LAW D 517)—Mr. Sachs.

Advanced Contracts Seminar* (3)

The subject of this seminar is the development of a distinctly American common law of contract. Specific emphasis will be on the development of detrimental reliance, third party contract rights, and assignment. Taken together, these doctrines represent a turning away from the idea of strictly personal, bargain-oriented rights, toward a much broader concept. Reliance doctrine exists outside the confines of traditional contract law; assignability represents a sharp break from the view that contract rights are strictly personal; and third party beneficiary law amounts to a recognition of rights in a non-party who is intended to benefit from performance. Some comparisons with certain public law questions, such as standing and private causes of action, will be made in an effort to understand what common forces are involved. A paper will be required. Day (LAW D 524)—Not offered 1982–83.

Antitrust Law (3)

This course deals with the regulation of competition, monopoly and restraints of trade by federal antitrust statutes. Primarily, it is a study of the Supreme Court cases interpreting these statutes toward the goal of preserving and fostering the competitive economic system. Evening (LAW H 553)—Mr. Noonberg.

Asper Fellowship (2) or (3)

Named in memory of the late Professor Lewis D. Asper, fellowship students may earn credits for supervised law-related work with state and federal government lawyers and judges and with a limited number of other approved placements.

As a general rule students are limited to a single two credit Asper during their law school careers. However, students clerking for federal judges and state appellate judges may earn two credits per semester for two semesters or three credits for one semester. To earn two credits, students are expected to devote ten hours per week during the semester (or twenty hours per week during the

summer session) to their Asper placement. A three credit Asper requires sixteen to twenty hours per week (or thirty-two to forty hours during the summer). All work is on a pass/fail basis.

Student placements have included but are not limited to: U.S. District Court, Maryland Court of Appeals, Supreme Bench of Baltimore City, Federal Public Defender's Office, State Public Defender's Office, U.S. Attorney's Office, Maryland Attorney General's Office, Baltimore City State's Attorney's Office, Department of Natural Resources, Legal Aid, and The Chesapeake Bay Foundation.

Students interested in an Asper placement must contact the Asper supervisor to arrange a placement before registering for the program. Day (LAW C 528)—Ms. Leviton.

Attorney General's Clinic (4,3) or (7)

Students enrolled in the Attorney General's Clinic will have the opportunity to actively participate in two or more of the varied functions of the Office of Attorney General. These functions include providing advice to state agencies, reviewing contracts and legislation, issuing formal opinions, representing state agencies before judicial and administrative tribunals, and representing the state in civil and criminal prosecution. Students will be supervised by a faculty member with the assistance and cooperation of the Attorney General's staff.

Students may enroll for 4 credits in the Fall and 3 credits in the Spring, or 7 credits in either the Fall or Spring. Evening (LAW D 559)—Mr. Kolb, Mr. Wolf.

Bankruptcy and Creditors Rights Clinic (4,3)

Under supervision of a faculty member, the students who are enrolled in this program will serve as trustees in bankruptcy, being appointed to serve in specific cases by the Bankruptcy Court. The cases assigned would be primarily so-called "nominal asset" cases, but there will also be some "no asset" cases. The student/trustee would take full responsibility for the cases assigned. This would include, among other things, in-court examination of the bankrupt, creditors and others, determining if the bankrupt has any causes of action and, if so, instituting suit in federal and/or state courts.

Students enroll in this clinic for four credits in the fall semester and three credits in the spring semester.



Preference in enrollment will be given to students who have taken or are concurrently taking Creditors' Rights.
Day (LAW D 539)—Not offered 1982-83.

Business Associations (3)†

This course covers the law of business corporations, including such topics as the concept of the separate corporate entity and its limitations, the promotion, formation, and structure of a corporation, the powers and liabilities of directors and officers, the rights and powers of shareholders, shareholder's suits, the application of federal securities laws and certain aspects of corporation finance, chiefly the issue of shares and dividend distributions. Considerable emphasis is placed on the Maryland Corporation Law and the Securities and Exchange Act of 1934 and problems of statutory interpretation arising in their application to the areas covered. Agency and partnership concepts are selectively treated.

Day (LAW C 503)—Mr. Young; Evening (LAW H 503)—Mr. Falcon.

Business Planning Seminar I* (3)

Students consider in-depth concrete problems involving such matters as the incorporation of a business, redemption of stock, and liquidation of a corporation. These problems involve the interrelation of corporate law, federal taxation, securities regulation, accounting and related subjects and offer the opportunity for writing experience. Particular emphasis is placed upon the planning and counseling function of the lawyer.

P: Business Associations, Income Taxation, Corporate Taxation I.

Day (LAW C 504)—Mr. Hall; Evening (LAW H 504)—Ms. Pasquier.

Business Planning Seminar II* (3)

This seminar is a continuation of Business Planning I and deals specifically with problems involving such matters as mergers, spin-offs and split-ups of corporations and purchases of small businesses. P: Business Planning Seminar I.
Day (LAW C 583)—Not offered 1982-83.

Chinese Law (2)

This course is designed to survey mainland China's attitude toward law and to compare it with the markedly different views prevailing in Western countries and the Soviet Union. In the first part of the course, consideration is given to the traditional Chinese legal institution, the introduction of Western legal concepts to China, the republican law reform and its subsequent development in Taiwan, and the communist theory of law. The second part of the course is devoted chiefly to a study of criminal justice including the role of extra-judicial institutions in the People's Republic of China. The last part of the course considers problems of Chinese law relating to American trade with both mainland China and Taiwan.

Day (LAW D 503)—Not offered 1982-83.

Civil Rights of the Handicapped Seminar* (3)

An examination of federal and state litigation and legislation affecting the rights of handicapped children and adults. Major topics discussed include the right to education, equal employment opportunity, civil commitment and de-institutionalization, guardianship and consent, access to medical services, sterilization, the handicapped in the criminal justice system, and architectural barriers.

Day (LAW D 540)—Not offered 1982-83.

Commerical Paper (2)†

This course focuses upon payment mechanisms under the Uniform Commerical Code, especially commercial paper (checks, notes, drafts, and certificates of deposit) (Article 3), and bank deposits and collections (Article 4). Some attention is also given to letters of credit (Article 5). A student may not take for credit both this course and Commercial Transactions.

Day (LAW D 520)—Ms. Williams, Mr. Woodey;
Evening (LAW J 520)—Mr. Smalkin.

Commercial Transactions (4)†

This course is an integrated study of the law governing commercial transactions, embracing the fields of negotiable instruments, sales and sales financing. The emphasis throughout is on the Uniform Commerical Code, currently in effect in Maryland. Beginning in 1981, this course was replaced by the courses Commerical Paper and Sales and Secured Transactions.

Comparative Constitutional Law: The Federal Republic of Germany (2) or (3)

This course will examine selected topics in the constitutional law of the Federal Republic of Germany (West Germany), concentrating to some extent on issues relating to the freedom of expression. The primary purpose of the course will be to examine the ways in which a constitutional system that is different from our own handles issues that are common to both systems. In this examination it may be possible to gain fresh insights about the American system when viewed from the standpoint of another body of constitutional doctrine. Among other topics, the course will consider such issues as the banning of radical political parties, the exclusion of radicals from the public service, police searches of newspaper editorial rooms, and abortion. In addition to translated selections from German decisions, American cases will be assigned for comparative purposes. *All course material will be in English and no knowledge of German is necessary.* Any student with a reading knowledge of German, however, may take the course at his/her option as a three credit seminar. This is a perspective course.

Day (LAW C 511)—Mr. Quint.

Comparative Law (2)

This course offers a study of civil law systems, focusing on legal institutions, methodology and

aspects of the law of obligations and commercial law. Knowledge of a foreign language is not required.

Day (LAW C 506)—Not offered 1982–83.

Conflict of Laws (3)

Presented in this course is the law relating to transactions with elements in more than one state, including jurisdiction of courts, enforcement of foreign judgements and decrees, choice of conflicting law in situations involving marriage and divorce, property and contracts and procedure. P: Constitutional Law.

Day (LAW C 507)—Mr. Auerbach, Mr. Ester;
Evening (LAW H 507)—Mr. Reynolds.

Constitutional Law (4)

This course is a study of the constitutional system of the United States; judicial function in constitutional cases; division of powers between the states and the national government; powers of the President and Congress; limitations on the powers of government for the protection of life, liberty and property; national and state citizenship; and the constitutional protection of individual rights.

Day (LAW B 504)—Mr. Bogen, Mr. Quint, Mr. Reynolds; Evening (LAW F 504)—Mr. Millemann.

Constitutional Law Seminar* (3)

Students study various problems in constitutional litigation. In addition to the written work, in the form of a brief suitable for filing in the Supreme Court and an oral presentation based on that brief, members of the seminar are expected to spend substantial time reading materials of their own choice. P: Constitutional Law.

Day and at 5 p.m. (LAW C 510)—Mr. J. Davis.

Consumer Protection Seminar (3)

At the outset, we shall examine certain fundamental questions such as: Why do “consumers” need “protection?” Against whom and by whom? What motivates the “protectors?” What is the nature and extent of the “protection?” How far has the common law been displaced by statutes and administrative devices as instruments of social change? With these questions in mind, we shall examine a complete range of the traditional materials: the development of deceit from common law through F.T.C.; the problems of regulating advertising; truth-in-lending; regulation of selling techniques; the role of the

lender; debt collection; etc.
Day (LAW C 577)—Mr. Waters.

Contracts I (2) and Contracts II (3)

These courses focus on agreements enforceable at law including requirements for the formation of contracts, consideration and its substitutes, damages and specific performance, third party beneficiaries and assignees and problems arising in the performance stage of contracts; conditions (constructive and express), impossibility and frustration, discharge and illegality.

Day (Contracts I—LAW A 500 and Contracts II—LAW A 501)—Mr. Tonry, Mr. Waters; Evening (Contracts I—LAW E 500 and Contracts II—LAW E 509)—Ms. Williams.

Corporate Taxation I (2)

This is a study of the fundamental principles of the taxation of business corporations and their investors with emphasis on the organization, operation and liquidation of small business ventures. C: Business Associations. P: Income Taxation.

Day (LAW C 513) and Evening (LAW H 513)—Mr. Keller.

Corporate Taxation II (3)

This course will contain an extensive treatment of acquisitive reorganizations, recapitalizations and corporate divisions, and the non-recognition and basis provision associated with such transactions. The course will also cover subchapter S corporations and other selected topics in corporate taxation, such as net operating loss carryovers and collapsible corporations. P: Business Associations, Corporate Taxation I, Income Taxation. (LAW C 589) at 5 p.m.—Mr. M. Quinn.

Counseling and Negotiation (3)

Students in the course learn how to listen, persuade, and meet the emotional and psychological needs, as well as the legal needs, of the persons they meet professionally, frequently in a situation of crisis. Effective interviewing, advising, influencing, brokering, negotiating, developing facts and setting fees are discussed and experienced. Emphasis is placed on appropriate resort to nonlegal remedies. Concrete problems include the moderate income client, the corporate client, the troubled client, the dishonest client, the dependent client and the suicidal client. Although substantive law is not a significant part of the

course, the cases range from securities fraud to domestic relations, zoning to criminal law, and consumer protection to automobile negligence. Students also become familiar with the ground rules of complex negotiations between embittered rivals as well as the vital but subtle area of settling a case out of court.

Day (LAW D 505)—Mr. Capowski, Ms. Leviton, Mr. Woodey; Evening (LAW J 505)—Mr. Condlin.

Courts Administration Seminar* (3)

The purpose of the seminar is to provide law students with a broad look at the state of the art of court administration in the last quarter of the 20th Century. The intent is not to teach court administrators, rather, it is to expose future lawyers and future judges (and perhaps future court administrators) to some basic concepts of court administration, including history of the concept, roles of judges, lawyers and others in court administration, and particularly areas to which principles of court administration may be applied. Throughout the seminar, attention will be directed to the relationship between principles of sound court administration and improvement (reform) of court systems. Each student will be required to write a research paper on some aspect of court administration.

Day (LAW D 536)—Mr. Adkins.

Creditors' Rights (3)

In this course, which covers proceedings to rehabilitate debtors and creditors' rights and remedies, emphasis is placed on bankruptcy jurisdiction, procedure and administration. C—Commercial Transactions or Sales and Secured Transactions.

Evening (LAW H 514)—Mr. Tatelbaum.

Criminal Justice Clinical Program (7)

All students enrolled in the Criminal Justice Clinical Program take a classroom trial practice course with a total enrollment of 20 students. The trial practice course is taught in the fall semester to all 20 students. Three credits will be given for this portion of the program. Eight of these students simultaneously enroll in the Criminal Law Clinic. They receive three additional credits in the fall semester in the Criminal Law Clinic. The remaining 12 students enroll in the Criminal Law Clinic for an additional 4 credit hours in the spring semester. The classroom trial practice course is taught in the traditional manner,

utilizing simulations and, in some instances, a discussion of experiences occurring in the clinical portion of the course. The Criminal Law Clinic involves the representation of clients with a caseload consisting of post-conviction hearings, misdemeanor and civil rights litigation. Referral arrangements have been established with the Baltimore Public Defender's Office and the Baltimore Legal Aid Bureau.

Students receive separate numerical grades for the trial practice course and for the Criminal Law Clinic. A student who has taken the Trial Planning and Advocacy course may only enroll in the clinic portion of this program.

The Criminal Justice Clinical Program is available only to third year students. Students enrolled in this program are not permitted to enroll in another clinical program during the same semester.

Day (LAW D 538)—Not offered 1982-83.

Criminal Law (3)

A study of common law and statutory crimes, this course considers the functions and development of criminal law, the elements of criminal liability, specific crimes and defenses.

Day (LAW A 510)—Mr. Brumbaugh; Evening (LAW F 510)—Mr. Waters.

Criminal Law Problems Seminar* (3)

Modern criminal law reform efforts are centered around discretionary decisions as they affect punishment, notably including efforts to reform plea bargaining and sentencing practices and to establish standards for parole release. This seminar is primarily a research seminar and most students who have taken it have prepared papers on topical questions that have not been the subjects of much published writing. Among the topics implicated by a concern for development of standard for disposition of criminal cases: the relationships among substantive offenses and their authorized sentencing maxima; patterns of police practice and their effect on prosecution decisions; patterns of plea, charge, and sentence bargaining and efforts to reform them; methods to structure judicial sentencing discretion; and the retention, abolition, or regulation of parole. The seminar meets weekly. Classes will be centered on readings that raise many of the topics on which papers will be written, but primary emphasis is on research. Day (LAW C 515)—Mr. P. Smith.

Criminal Procedure (2)

Problems of current significance in the administration of criminal justice are the subjects of this course. The topics covered include the rights of the suspect, the role of the police and the meaning of due process of law. Attention is focused on Supreme Court decisions on the constitutional rights of criminal defendants throughout the criminal process.

Day (LAW A 511)—Mr. Dash, Mr. Millemann; Evening (LAW F 511)—Mr. A. Davis.

Domestic Relations (2)

In this course, principal attention is given to the substantive law of marriage, annulment and divorce and to the related problems of alimony, support, property settlement and custody of children arising on dissolution of marriage. Legitimacy, procedural problems and public policy concerning the marriage relationship are considered too.

Day (LAW C 516) and Evening (LAW H 516)—Mr. Ester.

Employment Discrimination (2)

This course will survey the federal, state and local equal employment laws prohibiting race, sex, religion, national origin, age and handicap discrimination. The historical development of these laws and their underlying theories of affirmative action, reverse discrimination, disparate treatment and adverse impact will be examined. The course will also provide practical guidance in prosecuting or defending discrimination claims before the EEOC and in federal court. P: Constitutional Law. Evening (LAW J 543)—Mr. Mazaroff.

Environmental Law (2)

This survey course covers the private and public roles in managing the use of land, water and air, including problems relating to air and water quality, fish and wildlife, pesticides, noise, wilderness, mining and the control of public works.

Evening (LAW H 517)—Mr. Want.

Equitable Remedies (2)

Students in this course study the development of equity and the various types of equitable remedies available with a comparison of the advantages of equitable relief over the legal remedies of common



law. A major portion of the course is devoted to the legal and equitable remedies available to obtain restitution in cases involving fraud, mistake, breach of contract, and unenforceable contracts.

Day (LAW C 520) and Evening (LAW H 520)—Mr. Kiefer.

Estate and Gift Taxation (2)

This course examines the general structure of the federal estate and gift taxes; tax consequences of inter vivos transfers; joint interests; life insurance; powers of appointment; determination of the taxable estate and taxable gifts; the marital deduction and split gifts; and credits, computation and payment, and the generation skipping tax. Evening (LAW H 521)—Mr. Stiller.

Estate and Gift Taxation with Problems (3)

Although the same subject matter will be treated as in the two-credit course, this course involves, in addition, a series of specific problems requiring

written analysis by each student.

Day (LAW C 522)—Not offered 1982-83.

Estate Planning (4)

This course covers essentially the same subject matter as the course in Estates and Trusts, i.e., the gratuitous disposition of property, including (a) intestate succession; (b) wills, with emphasis on execution, revocation, contest and probate; and (c) trusts with emphasis on problems involved in their creation, termination and administration. In addition it will provide a general introduction to the structure of federal estate and gift taxation, and the relationship of this taxation to the material on estates and trusts in developing and carrying out the client's estate plan.

A student may not take for credit both this course and either Estates and Trusts or Estate and Gift Tax.

As a pre-requisite for the Estate Planning Seminar, a student may take either this course or both Estates and Trusts and Estate and Gift Tax. Day (LAW C 527)—Mr. Hall.

Estate Planning Seminar* (3)

This seminar is devoted to problems and techniques of estate planning and includes a consideration of property, wills, trusts, future interests, insurance and tax law in relation to the arrangement and disposition of estates during life and death. P: Estate Planning, or both Estates and Trusts and Estate and Gift Taxation.

Day (LAW C 523)—Mr. Hall; Evening (LAW H 523)—Mr. Plant.

Estates and Trusts (3)

This course examines the gratuitous disposition of property, including (a) intestate succession; (b) wills, with emphasis on execution, revocation, contest and probate; and (c) trusts with emphasis on problems involved in their creation, termination and administration.

Day (LAW C 524) and Evening (LAW H 524)—Mrs. Soled.

Evidence (3) or (4)

This course is a study of the problems of proof in civil and criminal trials including coverage of the important rules of evidence and the impact of the Federal Rules of Evidence. The manner of examining witnesses and presenting evidence is considered, and the effects of such sometimes inconsistent goals as the presentation of all important, relevant information to the trier of fact and the exclusion of evidence on grounds such as unreliability, privilege and undue prejudice are examined. In the four-credit section, taught by Prof. Hornstein, the subject matter is examined more intensively.

Day (LAW B 508)—Mr. Brumbaugh, Mr. Gibson, Mr. Hornstein; Evening (LAW F 505)—Mr. Quint.

Family Law Theory and Practice (3) or (3, 4)

This limited enrollment program combines the Family Law Seminar in the fall with a clinical course in the spring, and students may enroll for the seminar only or for the entire seminar/clinic program. The fall semester three credit seminar will focus on family law as an intersection of substantive legal principles and the legal system. The seminar will consider the legal system's approach to problem solving in such areas as divorce, child custody, abuse and neglect, and adoption; it will consider the definition and legitimacy of the lawyer's role in the system from a variety of perspectives, including a cross-

disciplinary perspective. A paper will be required. It will not duplicate the course in Domestic Relations, and students may take both courses.

Students enrolling in the full program will receive four credits in the spring semester when they will represent clients (under faculty supervision) in a variety of family law cases. These may include the representation of children or adult clients in contested child custody, guardianship, adoption, abuse and neglect, and divorce cases. In addition, two hours per week will be devoted to a class in which students will explore some of the philosophical, psychological, and strategic issues implicit in representation of clients.

Day (LAW D 511)—Not offered 1982-83.

Federal Jurisdiction (3)

This course surveys constitutional and statutory origins of the federal courts and limitations on their jurisdiction. Such topics as federal question jurisdiction, diversity of citizenship, jurisdictional amount, removal procedure and jurisdiction, state and federal conflicts, the substantive law applied by federal courts, and appellate jurisdiction are covered.

Day (LAW C 525)—Mr. Young; Evening (LAW H 525)—Mr. Hornstein.

Federal Tax Procedure (2)

This course is designed for students with an interest in the general practice of law as well as those who may wish to concentrate in taxation and related corporate, estate and commercial fields. The course provides a survey of practice and procedures involving the Internal Revenue Service. It features a review of the tax related operations of the Internal Revenue Service, the Department of the Treasury, the Congress and the Courts. It includes coverage of both civil and criminal tax procedures, investigations, administrative and judicial reviews as well as tax liens, tax collection matters, rulings, formulation of legislation, ethical problems and other matters relating to the tax aspects of law practice.

Evening (LAW J 501)—Mr. Garbis and Mr. Struntz.

Future Interests (3)

This course is a study of future interests with special emphasis on the nature and characteristics of such interests, and their creation and use in the drafting of wills and trusts. A consideration of

such topics as reversions, remainders, executory interests, possibilities of reverter, powers of termination, powers of appointment, problems of construction and the rule against perpetuities is included. The three-credit section of this course also considers problems in fiduciary administration. P: Estates and Trusts. Day (LAW C 508)—Mrs. Soled.

General Practice Clinic (4-3) or (7)

This clinic, open to both second and third year students, includes the former Developmental Disabilities Law Clinic as a portion of its trial caseload which includes family law, consumer, employment security and related cases. Upon student request, case(s) in other substantive areas may be included. The clinic's cases result primarily from referrals through the Baltimore Legal Aid Bureau.

Students provide representation to clients with legal problems in the various clinic specialties. This representation necessarily includes actual experiences in interviewing, counseling and representing clients at trial, in addition to negotiating with local attorneys. All clinical students simultaneously participate in a classroom component teaching interviewing, counseling, negotiating, and trial practice. The classroom component consists of simulation, discussion of actual cases and includes various reading



assignments. The major portion of this component is taught in the first half of the semester. Students who previously have taken courses in these subject matters are not expected to attend this portion of the program. The clinics also include a reflective seminar in which students discuss in an informal setting their experiences as lawyers.

Students may enroll for 4 credits in the fall and 3 credits in the spring, or for 7 credits in either fall or spring.

Students enrolled in this program are not permitted to enroll in another clinical program during the same semester.

Day (LAW D 509)—Mr. Bamberger, Ms. Cannon, Mr. Dantes, Ms. Leviton, Mr. Saunders.

Government Regulation of Business Seminar* (3)

This is a study of the application of basic economic principles in the regulation of business under statutes other than the antitrust laws. Rules as to entry, rate of return and price discrimination for public utilities and other types of business are considered.

Day (LAW C 563)—Mr. H. Smith.

Health Care Law (2)

This course examines the American health care system. Among the issues considered are the role and regulation of the providers of health care, such as hospitals, physicians, and health maintenance organizations; Medicare and Medicaid; health insurance; quality assurance systems; and cost control.

Day (LAW D 516) at 5 p.m.—Mr. Schramm.

Housing & Community Development Law (3)

Many people in the United States cannot secure decent, affordable housing without assistance.

This course focuses on governments' roles in meeting housing needs, production, subsidy and otherwise. Among the programs considered are: conventional public housing, Section 8, Section 202, voucher proposals, interest credits from HUD and Farmers Home, farm labor housing, Community Development Block Grant, and Urban Development Action Grant. The issues to be considered include: physical conditions; rent levels, substantive and procedural standards for admission, continued occupancy and eviction; foreclosures; property disposition; discrimination; displacement and relocation.

Day (LAW C 556)—Ms. Roisman.

Housing & Community Development Law Seminar* (3)

Participants in the seminar will study in some detail a small number of issues, selected on the bases of timeliness, timelessness, and fervid interest on the part of all seminar participants, including the instructor. The seminar is likely to include some detailed consideration of the public housing program and the Administration's proposed voucher program.

Day (LAW C 557)—Ms. Roisman.

Income Taxation (3)

Students learn the fundamentals of federal income taxation with emphasis on the ways in which the tax law develops through the interaction of congressional policy, administrative interpretation and judicial decision. After a brief examination of federal tax procedure, the course covers such basic concepts as the nature of income, deductions, accounting for the taxable year and capital gains. Day (LAW B 506)—Mr. Keller; Evening (LAW G 506)—Mr. Hirsh.

Independent Written Work (1) to (7)

Students are encouraged to undertake writing projects under the supervision of individual faculty members to improve their writing skills, to deepen and enhance their studies in a substantive area covered in a course, to specialize in an area not covered in the curriculum and to satisfy the writing requirement for graduation. Ordinarily, independent written work qualifies for one or two credits. A one-credit paper is usually legal writing in which a student analyzes a particular case, statute or legal development. A two-credit paper normally has a broader scope. Two-credit papers are expected to be substantial products demonstrating legal analysis based upon substantial research or containing significant original thought. In extraordinary circumstances, subject to the approval of the Curriculum Committee, a student may be permitted to earn more than two credits up to a maximum of seven credits, for extensive dissertation quality projects. Written work done for more than two credits ordinarily entails review by a panel of three faculty members (including the principal supervisor) and an oral defense of the work.

A student may arrange to do independent written work as a full-year program rather than during a single semester. Where the scope or complexity of a project warrants it, several

students may work on a writing project together. The writing requirement for graduation will not be satisfied by one-credit written work or by joint work in which the contributions of the individual students are not susceptible of separate evaluation or do not constitute the equivalent of a two-credit paper.

Before a student registers for independent written work, he or she must make arrangements to do the work under the supervision of a full-time faculty member. Written work for more than two credits must also be authorized in advance by the Curriculum Committee. Procedures to obtain Committee approval must be initiated in writing in such time that the Committee can complete its review by the end of October for the following spring semester or by the end of March for the following fall semester.

Day (LAW C 518) and Evening (LAW H 518)

Insurance (2)

This course examines the nature of insurance and the insurance contract. The topics covered include: the role of risk classification, marketing, the principle of indemnity and the notion of an insurable interest, subrogation, the risks transferred, rights at variance with policy provisions, claims processes, and justifications for and the nature of regulation of insurance institutions.

Day (LAW C 530) Saturday—Mr. Carter.

International Law (3)

Students are given an introduction to international law as applied in the international arena and in national courts including such topics as the nature, sources and development of international laws; the making, interpretation, enforcement and termination of treaties; membership in the international community; territories; nationalities; jurisdiction; immunities; the United Nations and other international organizations; state responsibilities and international claims for wrongs to citizens abroad; and certain aspects of war, including war crimes trials.

Day (LAW C 531) and Evening (LAW H 531)—Mr. Chiu.

International Trade Law Seminar* and Course (3) or (2)

This seminar (3 credits) is designed to prepare students for practice in the areas of international trade and business transactions. Topics include aspects of the legal structure of international

economic relations, national regulations on international transactions, General Agreement on Tariffs and Trade, most-favored-nation clause, dumping and unfair trade practices, export control, political use of trade control, trade between market and non-market economics. A limited number of students will be able to take the seminar as a two-credit course with a required final examination but no papers.
Day (LAW C 588)—Mr. Chiu and Mr. Simon.

International Transactions (2)

This course deals with selected legal problems arising out of activities with cross national borders including such subjects as control over foreign affairs, access of aliens to economic activities, protection of foreign investment by national and international institutions, multinational corporations, and international aspects of conflict of laws. Problems of international trade and investment are emphasized.
Day (LAW C 532)—Mr. Chiu.

Jewish Law (3)

This course will study the development of Jewish law from its Biblical origins to the present in terms of its sources, methodology, and application. Major areas of the law will be analyzed, e.g., domestic relations, criminal law, and procedure, thus giving a basis of comparison with the common law. Knowledge of a foreign language is not required.
Day (LAW C 595)—Not offered 1982-83.

Judicial Function Seminar* (3)

Selected judicial opinions are analyzed for the purpose of developing and applying criteria for judging judges in the performance of their function. Examination more systematic than other courses are likely to permit is made of problems of adjudication as they present themselves to judges with concentration upon particular topics such as case and controversy versus advisory opinion; proper and improper judicial law-making; *stare decisis*; retroactive overruling; prospective overruling; statutory and constitutional limitations on judges' powers and discretionary and required judicial action. The objective is to help students increase their own capacity to evaluate judicial performance with confidence. It is believed that any success in realizing this objective necessarily increases students' general capacity for legal analysis as well.
(LAW C 587)—Mr. Isenbergh and Mr. Waters.

Jurisprudence Seminar* and Course (3) or (2)

In this introduction to legal philosophy, the major jurisprudential issues—the definition of law, the concept of justice, the relation of law to morality and social policy, the function of legal analysis and the role of the legal profession—are considered independently and in light of specific legal theories. The offering is available either as a three-credit seminar with a required paper and no examination, or as a two-credit course with a required final examination but no paper. Combined seminar and course enrollment is limited to 25 students, with preference given to up to 15 seminar students.
Day (LAW C 548)—Mr. Brumbaugh.

Juvenile Law Clinic (7) or (11)

This Clinic is designed to involve the students in the practice of law under the close supervision of a faculty supervisor. Following an initial training period, the student prepares and tries assigned cases. The majority of cases assigned involve charges of delinquency (ranging from murder to trespass) and are tried in a local juvenile court. Other cases are tried in Federal District Court. In nearly every instance, the case involves a wide range of criminal matters. Although the majority of cases are tried in the juvenile court, factual and legal investigation, preparation of witnesses and motion practice are nearly identical to analogous practice in the criminal court. The juvenile setting, however, has the advantage of providing a forum in which cases move quickly from initial proceedings to ultimate resolution. Each student meets frequently with the faculty supervisor in individual and group sessions to discuss trial work and projects. These discussions focus upon professional responsibility issues that develop during the course of the students work.

Only third year students may enroll in the Juvenile Law Clinic for 11 credits. These students will be given intensive training in litigation skills, court procedure and certain areas of substantive law relevant to the work of the Clinic. Following initial training, the student will prepare and try assigned cases. Preparation entails factual and legal investigation, preparation of witnesses, drafting of necessary motions and memoranda, trial of the case and in some instances appellate work that results from the case. In addition, a student enrolled for 11 credits will engage in a major written project which may involve the preparation and argument of an appellate brief in the Maryland appellate courts or in the United

States Courts of Appeals for the Fourth Circuit or District of Columbia. Other projects may include major trial litigation, legislative drafting or empirical research.

A student enrolled for 7 credits will be given a modified skills training program and will be assigned a case load comparable to that in the 11 credit component. There is, however, no major writing requirement.

A second year student may enroll in the Clinic in the 7 credit component. Because second year students cannot represent clients in juvenile court pursuant to Rule 18, Rules Governing Admission to the Bar of Maryland, their case work involvement will be limited to investigation and preparation for trial in conjunction with either a third year student or a team of third year students. A second year student who completes the 7 credit component of the Clinic can enroll in the Clinic again as a third year student for 4 credits and will be given an enrollment preference at that time.

Enrollment is limited and must be approved by the faculty director.

Day (LAW C 579)—Not offered 1982-83.

Labor Law (3)

Students study the law governing labor-management relations, organization and representation of employees, regulation of economic weapons, enforcement of collective bargaining agreements and interunion and intraunion relations, all with emphasis on the controlling federal statutes.

Day (LAW C 534)—Mr. Bogen; Evening (LAW H 534)—Mr. Rubenstein.

Labor Law Seminar* (3)

This seminar in advanced labor law covers an analysis of the collective bargaining process and of collective bargaining agreements and interunion and intraunion relations, all with emphasis on the controlling federal statutes. P: Labor Law.

Evening (LAW H 565) at 5:30 p.m.—Mr. Rubenstein.

Land Use Planning (2)

This course addresses legal, political and economic ramifications of governmental moderation of land use.

Day (LAW C 535) at 5:00 p.m.—Mr. Power.

Law and Biomedical Sciences Seminar* (3)

This seminar examines the rights of patients and/or subjects in various health care settings. The problems considered include informed consent to treatment; human experimentation; organ transplantation; the allocation of scarce medical resources; behavior modification programs; death and dying; abortion; fetal research; and genetic screening, counseling, "engineering," and research.

Day (LAW C 596)—Mr. Teret.

Law and Economics (2)

This course provides an introduction to microeconomics, the part of economic analysis most relevant to lawyers, and a survey of the possible applications of economic analysis to law. Consideration is given to the conditions of efficient resource allocation, the role of prices, causes of market failure, and criteria for corrective intervention by government. The course will provide a basis for application of economic analysis to the common law as well as to the traditional fields of antitrust, regulated industries, and taxation. No prior work in economics is required.

This offering is distinct from Law and Economics Seminar: Environmental Control, and a student may take both.

Day (LAW D 548)—Mr. Click.

Law and Economics Seminar: Environmental Control* (3)

The seminar is devoted to the relationship of law and economics.

(LAW C 562)—Not offered 1982-83.

Law and Psychiatry Seminar* (3)

This seminar is an exploration of the various areas in which law and psychiatry are in contact. This will include psychiatric diagnostics, theories of treatment, videotapes of patient interviews and a hospital visit. Studies of legal issues relating to criminal responsibility, ability to stand trial, the right to treatment, commitment, child custody, traumatic neurosis and other related issues are covered also.

Day (LAW C 566)—Not offered 1982-83.

Law and Psychology Seminar* (3)

This course explores the interplay and conflict between law and psychology. One major component is a survey of how psychological

research and theory might affect the judicial decision-making process in such areas as children's rights, obscenity, desegregation, the right to counsel and freedom of expression. A second major component focuses on the psychologist as the object of judicial scrutiny. In this regard the course includes materials on constraints on behavioral science research, therapeutic intervention and the use of psychological tests and the vulnerability of the psychologist as expert witness. The course is open to students at the School of Law and psychology students at the Johns Hopkins University. Day (LAW D 526)—Mr. Bersoff.

Law of Politics Seminar* (3)

In 1974, Congress enacted the Congressional Budget and Impoundment Control Act of 1974, altering substantially both the relationship between the executive and legislative branches and the way in which the Congress itself handles federal budgetary issues. The congressional budget process determines not only expenditure and revenue, but also substantive program. This seminar will consider the congressional budget and impoundment control process and its programmatic impact, including an examination of the new emphasis on block grants. Day (LAW C 597)—Ms. Roisman.

Legal History (2)

This course deals with the history of American law from the 18th to the middle 19th centuries. It examines the complex relationship between legal institutions and the economic, political, and social transformation of American society and values. Day (LAW C 541)—Mr. King.

Legal Medicine (2)

This course represents a survey of a number of areas in the medical sciences which are of interest to the lawyer. Such areas as the medical expert and his/her qualifications, problems of medical proof, forensic pathology and toxicology, genetics, forensic psychiatry, medical records, malpractice, experimentation and legal problems of medicine of the future are explored. Guest lecturers, slides and films are used. Day (LAW C 567)—Not offered 1982-83.

Legal Method-Process-Contracts I (4)

Legal Method-Process-Contracts II (4)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the substantive law of contracts. They are taught in small group sections facilitating student participation to an optimum extent. The legal method-process component is designed to give beginning law students an introduction to legal institutions and processes and an understanding of the skills necessary in the professional use of case law and legislation. The principal subjects considered are: the sources and forms of Anglo-American law, the analysis and synthesis of judicial precedents, the interpretation of statutes, the coordination of judge-made and statute law, and the use of legal reasoning. In addition, the student receives basic training in legal writing, research and advocacy. In the spring semester, one credit hour of moot court is included in the course and graded separately on a pass/fail basis.

Day (LMP-Contracts I—LAW A 512)—Mr. Reynolds; Day (LMP-Contracts II—LAW A 513)—Mr. Bogen.

Legal Method-Process-Criminal Law (5)

Legal Method-Process-Criminal Procedure (3)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of crimes and criminal procedure. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and moot court).

Day (LMP-Criminal Law—LAW A 552)—Mr. Tomlinson; Day (LMP-Criminal Procedure—LAW A 523)—Mr. Dash, Mr. Tomlinson.

Legal Method-Process-Procedure I (5)

Legal Method-Process-Procedure II (4)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of procedure. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and moot court).

Day (LMP-Procedure I—LAW A 520)—Mr. Auerbach, Mr. Brown, Mr. Want; Day (LMP-Procedure II—LAW A 521)—Mr. Auerbach, Mr. Want.

Legal Method-Process-Legal Profession (3)

This first year course integrates the techniques, skills and principles of legal method and basic legal process with the Legal Profession course work. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and moot court), and see Legal Profession for a description of that component of this course.

Day (LAW A 542)—Mr. Condlin.

Legal Method-Process-Property I (5)

Legal Method-Process-Property II (4)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of property. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and moot court).

Day (LMP-Property I—LAW A 514) and (LMP-Property II—LAW A 515)—Mr. Click; Evening (LMP-Property I—LAW E 519)—Mr. E. Goldberg, Mr. King.

Legal Method-Process-Torts I (4)

Legal Method-Process-Torts II (4)

These first year courses integrate the techniques, skills and principles of legal method and basic legal process with the law of torts. See Legal Method-Process-Contracts for a description of the legal method-process component (including small group sections and moot court).

Day (LMP-Torts I—LAW A 516)—Mr. Ester, Mr. Hornstein; (LMP-Torts II—LAW A 517)—Mr. Isenbergh.

Legal Problems of the Elderly Seminar* (3)

The impact of the legal system and government programs on the elderly is studied in this seminar. Topics include medical care issues, including problems with nursing homes, income benefits, employment problems, and development of legal advocacy systems. Students will participate in a project involving the drafting of legislation and position papers.

Evening (LAW D 512)—Mr. Affeldt.

Legal Process (3)

The course examines several of the institutions and processes which produce law within the American legal system. Primary concentration is

on the law making function of courts; in addition, introductory consideration is given the development of law by legislatures and by private individuals through their legal counsel. These questions are examined through a series of concrete problems which address such issues as deciding the case of first impression, the scope of *stare decisis*, overruling, and law making through private and group contracts. The course also examines the judicial process of statutory interpretation.

Day (LAW C 543)—Mr. Isenbergh; Evening (LAW H 543)—Mr. Hall.

Legal Profession (2)

The activities and responsibilities of the lawyer and his or her relationship with clients, the legal profession, the courts, and the public are examined in this course. Problems of legal ethics and professional responsibility are treated in many contexts, e.g., the lawyer's fiduciary duty to his/her client, the provision of adequate legal services, and the reconciliation of the lawyer's obligations to his/her client, in and out of court, with the demands of the proper administration of justice and the public interest.

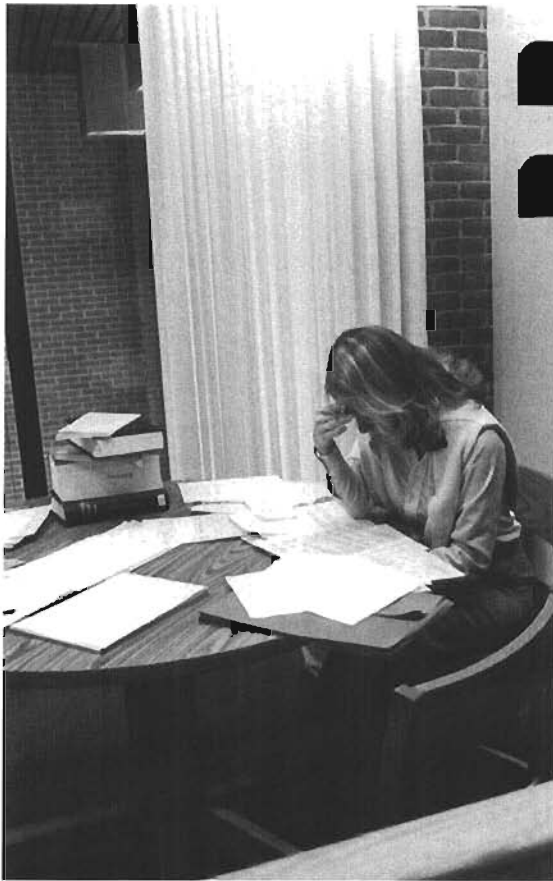
Day (LAW C 552)—Mr. Condlin, Mr. Kelly and Mr. Luban.

Legal Services Clinic (4-3) or (7)

This course, open to third and second year students, enables students to practice law under close supervision in various trial courts in Maryland.

The clinic is located at 116 North Paca Street, mid-way between the law school and the Lexington Market, and is open to a maximum of 14 students. John Capowski and Richard North, who also teach Counseling and Negotiation and Trial Practice, direct the clinic's operation. While most of the students' work is supervised by these faculty members, students have an opportunity to work on some cases with members of the firm of Piper and Marbury. Firm attorneys handle a certain number of the clinic's cases as a part of that office's *pro bono* contribution.

The clinic handles a wide variety of civil cases and in recent years has specialized in the areas of Social Security, landlord/tenant, unemployment insurance benefits, and prisoners' rights. Substantive law manuals in these areas help students get over the difficult hurdle of learning a new substantive area of law and allow them to concentrate on the things clinics are best suited to teach. New students are usually assigned to handle



a variety of administrative law cases. This allows them to develop basic lawyering skills in what is often a relatively informal setting. After this, students are encouraged to take on cases which involve them in the District and Circuit Courts of Maryland. Clinic cases have also been handled in the Court of Special Appeals, the Maryland Court of Appeals, the U.S. District Court, and the Fourth Circuit Court of Appeals.

The clinic has a classroom component in which various lawyering tasks performed by students are analyzed. Each year this class component is redesigned to meet the needs of the students based on their work in the clinic. This approach taken in the classroom sessions is continued in weekly individualized sessions with faculty members.

Students may enroll in the program for four (4) credits in the fall and three (3) in the spring semester or seven (7) credits in either the fall or spring semester. A preference is given to students who enroll for the full academic year.

Day (LAW D 519)—Mr. Bamberger, Mr. Capowski, Mr. Millemann, Mr. North.

Legal Writing* (3)

Students enrolled in this course normally prepare a substantial number of short written exercises which do not require significant research. Instruction takes place in small groups or in a one-on-one relationship. Emphasis is placed on clarity, thoroughness and organization. The primary function of the course is to offer additional instruction in writing to students who want to improve their writing skills and is strongly recommended for those who have difficulty in legal writing in the first year or who do not expect to obtain other legal writing experience prior to doing the written work intended to satisfy the writing requirement for graduation.

(LAW D 504)—Mr. Aisenstark, Mr. Evans, Ms. Frame, Mr. Immelt, Mr. H. Smith, et. al.

Legislation Seminar* (3)

This course is designed for students to develop an appreciation and understanding of the role of statutes and the legislative processes in the United States Congress and the state legislature in relationship to the legal system. The course devotes attention to statutory interpretation, drafting techniques, and exercises, code revision, the "legislative role" of the courts, interpretation of legislative authority, and legislative procedure and process. Each student is required to prepare a research paper concerning a legislative issue or problem of interest and to draft proposed legislation for its solution. To the extent possible, these papers are directed to problems of current import and concern in the United States Congress, the Maryland General Assembly, the Baltimore City Council, or a municipal or county legislative body.

Day (LAW C 544)—Mr. French, Evening (LAW H 544)—Mr. Bereano, Mr. Plank.

Maryland Practice and Procedure Seminar* (3)

This seminar examines civil litigation in the Maryland state courts as governed by the Maryland Rules of Procedure, the Maryland District Rules, the Courts and Judicial Proceedings Article of the Annotated Code, and the common law. All stages of litigation are examined, but special emphasis is placed on Maryland procedural law as to pleadings, motions, discovery, trial and enforcement of judgments. Several assignments involve examining and evaluating records maintained in court clerks' offices. The grade is based upon assignments and

class participation. The seminar will not satisfy the writing requirement for graduation, except upon special agreement between the student and the professor as to a research project.
Day (LAW D 541)—Mr. Gibson.

Mass Communications Law Seminar* (3)

This course examines the laws and institutions regulating mass communications, focusing on the press, broadcasting and cable television. Among the problems considered are access to the media, media access to information, regulation of broadcasting and broadband communications by the Federal Communications Commissions, state and local regulatory roles and media concentration.
Day (LAW D 549)—Mr. E. Goldberg.

Patents, Copyrights, Trademarks, and Unfair Business Practices (3)

This course deals with most of the important areas of unfair competition other than antitrust problems. Some attention is given to the extent of legal protection available from damage due to business competition and on remedies provided to competitors, government, and others for unfair or harmful business practices. Substantial attention is focused on the fundamentals of patent, copyright and trademark law, both as areas of legally protected monopoly and special systems of law designed to deal with the fruits of ideas and intellectual effort. Other topics include false advertising, disparagement, trade secrets, the role of the Federal Trade Commission and the extent of federal preemption of state unfair competition law. No engineering or technical background is necessary.

Day (LAW C 545) at 5:00 p.m.—Mr. Brumbaugh.

Philosophy of Law Seminar* (3)

Classical and contemporary theories of law and legal reasoning using techniques of contemporary analytic philosophy are stressed in this seminar. A major concern is the extent to which moral and political considerations may properly figure in legal argument. The seminar is a combination of lecture and seminar formats.

Day (LAW D 507)—Mr. Tonry.

Political and Civil Rights (3)

This course is a detailed consideration of freedom of expression with a somewhat less exhaustive review of certain related topics.

Day (LAW C 526)—Not offered 1982-83.

Problems of International Law Seminar* and Course (Law of the Sea) (3) or (2)

The purpose of this seminar is to study certain current problems of international law and organization and to train students in the use and evaluation of international law materials. It will discuss problems relating to the exclusive economic zone, 1976 U.S. Fishery Conservation and Management Act, continental shelf, status of islands and archipelagos, deep-sea mining and the proposed International Seabed Authority and other problems considered by the Third United Nations Conference on the Law of the Sea. A limited number of students will be able to take the seminar as a two-credit course with a required final examination but no papers.

Day (LAW D 558)—Not offered 1982-83.

Procedure I (3) and Procedure II (3)

These courses introduce the fundamentals of civil procedure with reference to both the federal and the Maryland Rules. In the first stage, the student surveys the phases of litigation from the commencement of an action through disposition on appeal. The following subjects are then covered in detail: pleadings, discovery and other pretrial devices; trial; jurisdiction of courts in law and in equity; former adjudication; parties and appeals.
Day (Procedure I—LAW A 502)—Mr. Woodey;
Evening (Procedure I—LAW F 502)—Mr. Gibson.
Day (Procedure II—LAW A 503)—Ms. Roisman,
Mr. Woodey; Evening (Procedure II—LAW F 503)—Mr. Gibson.

Property I (3) and Property II (3)

Among the topics covered in this introductory course are the following: personal property, estates in land, future interests, easements, covenants, transfers of property interests, recording systems, landlord and tenant relationships, water and support rights, nuisance, and public regulation of land use.

Day (Property I—LAW A 504) and Day (Property II—LAW A 505)—Mr. Power, Mrs. Soled;
Evening (Property II—LAW E 508)—Mr. Power.

Racial Discrimination and the Law (2)

This course examines, in historical context, the role of law in defining the social, political and economic status of racial minorities. Also to be examined are current topics in areas in which the law has or can be expected to have impact on equalizing opportunities for racial minorities, such

as employment, housing, education, municipal services, etc. P: Constitutional Law.
Day (LAW C 546)—Mr. Bogen.

Real Estate Negotiation and Drafting (3)

This is an advanced course in real estate transactions stressing development of negotiating and drafting skills. The course includes projects concerning the drafting and negotiation of financing and leasing agreements and other documents commonly utilized in real estate transaction. The course has a limited enrollment. Class is divided into small groups for purposes of simulating negotiating and drafting situations.
P: Real Estate Transactions.
Evening (LAW J 510)—Mr. Fisher and Mr. Steele.

Real Estate Transactions (3)

An analysis of modern real estate transactions, including basic documentation and security devices. Substantial attention will be given to structuring the real estate investment, with emphasis on tax and finance considerations.
Day (LAW C 547)—Mr. Deutschman; Evening (LAW H 547)—Mr. Frank.

Sales and Secured Transactions (4)†

This course focuses upon the law of sales and secured transactions under Articles 2 and 9 of the Uniform Commercial Code. Some attention is also given to the Code provisions on bulk sales (Article 6) and documents of title (Article 7). A student may not take for credit both this course and Commercial Transactions.
Day (LAW D 521)—Mr. Tonry, Ms. Williams; Evening (LAW H 521)—Mr. Smalkin.

Securities Regulation (2)

An analysis of existing and proposed federal legislation designed to protect the public in connection with investments in securities, including particularly the federal regulation of securities distribution and related practices. The course is designed to develop a familiarity with the problems which a lawyer might expect to face in a general business practice as well as those more typical of a specialized securities practice.
C: Business Associations.
Evening (LAW H 550)—Mr. Richlin.

Separation of Powers Seminar* (3)

This seminar will focus on the doctrine of the separation of powers, with particular reference to the function of that doctrine as protection for various forms of political and civil liberty. Among other topics, the seminar will consider the assertion of presidential power over foreign policy and war-making, as reflected, for example, in the events surrounding the Vietnam War, in debates over the War Powers Resolution of 1973, and in the recent Iranian assets litigation. Claims of executive power potentially affecting the specific constitutional rights of individuals, raised in recent litigation relating to the enforcement of CIA secrecy agreements and the withdrawal of passports, will be considered. Particular attention will also be directed toward discussions of the separation of power and "mixed government" in ancient and modern political theory.
Day (LAW D 542)—Mr. Quint.

Social Welfare Law (3)

Students examine government programs for income maintenance, especially for the Aid to Families with Dependent Children and Supplemental Security Income programs. Issues in providing adequate housing and enforcing tenants' rights are also considered.
Day (LAW C 572)—Not offered in 1982-83.

Soviet, Chinese and Western Approaches to International Law Seminar* (3)

This seminar attempts to analyze the approaches of the Soviet Union, China, the Third World and Western countries to international law in general and to specific problems of international law. It deals comparatively with theory and practice relating to treatment of aliens, recognition, treaties, foreign investment, law of the sea and ocean development, detente, disarmament, and SALT, Helsinki: Declaration, East-West trade relations and other selected programs of current interest.
Day (LAW C 590)—Mr. Chiu.

State and Local Government Seminar* and Course (3) or (2)

This course/seminar will examine the legal structure of State and local government in Maryland, including the relationship and conflicts between governments at the state and local levels.
Day (LAW C 549)—Mr. Bishop.

Taxation of Partnerships and Partners (3)

A study of the income tax problems encountered in the organization and operation of partnerships, including problems created by the death or retirement of a partner, the sale of a partnership interest, and the distribution of partnership assets. During 1982-83, this course will include a major component on tax shelters. The economics and tax consequences of a variety of tax shelter devices will be explored. The role of limited partnerships in tax sheltered arrangements will be considered. P: Income Taxation.

Day (LAW D 530) at 5:00 p.m.—Mr. Keller.

Tax Policy (2)

The basic coverage of the course will be tax shelters. The offering will consider a variety of tax shelter devices which high-bracket taxpayers employ to minimize their federal income tax liabilities. The offering will explore court decisions as well as specific provisions adopted by Congress which limit tax shelters in real estate, equipment leasing, movies, and oil and gas. The ethical problems faced by attorneys writing opinion letters for tax sheltered arrangements will be explored. P: Income Taxation.

Day (LAW C 539)—Not offered 1982-83.

Theories of Interpretation Seminar* (3)

An exploration of some of the parallels and differences between literary criticism and legal interpretation, this course proceeds by examining several theories concerning the manner in which the reading and interpretation of texts takes place. Various judicial decisions and works of fiction, literary theory, philosophy and legal theory serve as case studies. Although the readings may vary, they have in the past consisted of the works of William Wordsworth, Henry James, Josiah Royce, Charles Sanders Peirce, Karl Llewellyn, H.L.A. Hart and Alexander Bickel. Depending on the topic chosen, papers submitted in this seminar may satisfy the law school writing requirement. The course is open to law students and students in the Department of English at The Johns Hopkins University.

Day (LAW D 527)—Not offered 1982-83.

Torts I (2) and Torts II (3)

These courses, which consider the nature of civil wrongs, cover the following topics: intended interference with the person or tangible things;

defenses of capacity, consent and privilege; unintended interference with the person or tangible things; negligence standard of care; proof of negligence; causation; assumption of risk; contributory negligence; interference with intangibles; misrepresentation; defamation; and invasion of privacy.

Day (Torts I—LAW A 506) and (Torts II—LAW A 507)—Mr. Gray; Evening (Torts I—LAW E 506)—Mr. Dantes; (Torts II—LAW E 518)—Mr. Isenbergh.

Trial Planning and Advocacy (6)

This course is taken over the entire academic year, with 3 credits in the fall and 3 credits in the spring semester. It integrates the law school's traditional Trial Practice course with a course in Pre-trial Practice (e.g., witness preparation, depositions, and interrogatories). Second year day students have a preference in enrollment in this course. Students who take this course will receive an enrollment preference for any of the law school's clinical programs during their third year. A student may not take for credit both this course and the separate course in Trial Practice. R: Evidence (Fall section, if offered.)

Day (LAW D 544)—Mr. Dantes, Mr. P. Smith; Evening (LAW J 544)—Ms. Cannon and Mr. Strain.

Trial Practice (3)

A course in advocacy in trial courts, this course focuses on typical uses of rules of procedural and substantive law in trial proceedings with emphasis upon methods of developing facts in court and methods of preparation. Particular consideration is given to the tactical and ethical aspects of problems that confront the trial lawyer. A student may not take for credit both this course and the course in Trial Planning and Advocacy. P: Evidence.

Day (LAW C 554)—Mr. Dash, Mr. North, Mr. P. Smith; Evening (LAW H 554)—Mr. Bernstein, Mr. Murphy, Mr. Weiner.

Women and the Law Seminar* (3)

Students examine the historical and contemporary treatment of women by and under the law with emphasis on employment discrimination, control of reproduction, property law, constitutional law and domestic relations. Student writing is directed toward solution of problems currently affecting women in Maryland including involvement in pending litigation and legislative efforts at reform. Evening (LAW H 555)—Ms. Battaglia.

ADMISSION

"The problem of education . . . is not just that of contriving the initial romance, it is that of bringing about acceptance of the precision and discipline required to wed a person to a pursuit."

*R.S. Peters, in Sizer,
Moral Education*

"There is no difficulty in cultivating even a passion for this study; and though a lawyer should be, in some degree, acquainted with the whole circle of human science, so that he may be as occasion may require, a philosopher to detect, a logician to reason, a poet to describe, and an orator to persuade, yet, believe me, that excellence in a single scientific profession, is all that our reasonable expectations should embrace."

David Hoffman, founder and first professor, University of Maryland School of Law, from A Course of Legal Study, 1836.

Admission

Law school courses are ordinarily open only to candidates for the Juris Doctor degree, except that alumni of the school and graduates of other American Bar Association approved schools may, with the permission of the dean, take for credit or audit one or more courses offered by the school for which they have a particular need.

Absent unusual circumstances applicants for admission are required to have a bachelor's degree from a regionally accredited college or university or be eligible to apply through the combined degree or age 23 exceptions to the bachelor's degree requirement as described below.

Beginning students are admitted only once a year, at the opening of the fall semester in August. Applicants are urged to file their applications as soon after September 1 as possible. It is the applicant's responsibility to assure that all required materials are received by the School of Law prior to March 1. Receipt by the School of Law of the application, the Law School Admission Test (LSAT) score, or the Law School Data Assembly Service (LSDAS) report after March 1 may seriously prejudice the applicant's chances of acceptance. Because of the substantial processing time at Law School Admission Services (LSAS), receipt of the LSDAS registration and transcript by LSAS subsequent to January 15 may also prejudice chances of acceptance. Applicants for admission to advanced standing may be admitted at the beginning of either semester, but only after the completion of at least one year of study at another ABA approved law school.

Most places in both the day and evening divisions are allocated among those whose application, LSAT score and LSDAS report are received prior to March 1. An initial review is normally made within two or three weeks of the time all required documents are received. This review typically results in a decision to accept, to reject, or to postpone a final decision, and candidates are informed

promptly of the decision. Applications upon which a decision is postponed are again reviewed in late March or April and the remaining places in the class are then allocated. Late applicants may be considered for positions on a waiting list. Applications received after May 1 will be returned. Accepted applicants are not required to make a seat deposit, and tuition is paid at registration in late August.

Admission standards for the evening division are the same as the standards applicable to the full-time division. An applicant for the part-time day program, in addition to satisfying other admission criteria, must show good reason for not being able to attend either the full-time day program or the evening division.

Visits to the school for the purpose of acquiring information about the school are welcome.

Admissions Criteria

The Admissions decision is made by a committee on admissions composed of members of the law faculty who work within guidelines established by the faculty. Since in recent years there have been more qualified applicants than there are openings in the first year class, the committee endeavors to select those applicants who demonstrate the greatest potential for law school study and who will contribute the most to the welfare of the community.

In considering applications the committee begins with a report prepared for each applicant by Law School Admission Services. Among the items which appear on the report is a number identified as admissions index. This number results from a weighted combination of LSAT score(s) with undergraduate grade point average (UGPA) for each applicant. The index provides a convenient method for a standard comparison of all applications despite differing UGPA and LSAT combinations.

The University of Maryland received about 2,000 applications for the class of 250 day and evening students entering in August, 1982. The average LSAT score and



undergraduate grade point average of majority applicants accepted by June 1 for the fall 1982 entering class was approximately 675 and 3.45 respectively. There is every indication that the highly competitive standards of admission will continue for the class entering in 1983.

Although the undergraduate record and LSAT score(s) will be determinative in most cases, the entire file of each applicant is reviewed and the Committee evaluates other salient factors, some of which are described below.

1) *LSAT*. In evaluating the LSAT the Committee may consider the following factors as affecting the reliance upon it as a predictor of law school performance: physical handicaps, LSAT re-takes, and history of performance on other standardized tests.

2) *Grades*. In evaluating the undergraduate record the Committee may consider the following factors as affecting the reliance placed upon it as a predictor of law school performance: nature and challenge of academic work—including college grading practices, quality of college student body, and course selection patterns; trend of college grades; graduate study; outside work while in college; time interval between college graduation and application to law school; and physical, social or economic hardships.

3) *Letters of Recommendation*. Recommendations are not required unless specifically requested by the Committee on Admissions; however, applicants are encouraged to have them submitted. References should be instructors under whom the applicant has

studied or with whom the applicant has worked closely during college or graduate study. If there has been insufficient recent contact with such persons, evaluations from employers or others able to accurately assess the applicant's academic capability may be submitted. Evaluations from personal friends and relatives ordinarily are not of assistance to the committee.

4) *Personal Statement.* Although written statements by the applicant are not required they may be very helpful to supplement the information provided on the form, particularly if the questions on the application do not elicit information which the student feels relevant to a judgment on his or her admission. If a statement is submitted, the committee will consider it.

5) *Other.* There are other factors which are substantially unrelated to the prediction of law school academic performance, but which nonetheless influence selection for admission. Some of the factors indicate qualities important to the legal profession while others are useful to enrich the educational atmosphere of the school.

Among the factors considered to be significant indications of qualities important to the profession are: handicaps overcome; leadership; community service; special skills or background; and stability, integrity, and maturity.

Factors considered for their contribution to the educational atmosphere of the school or for other special purposes include:

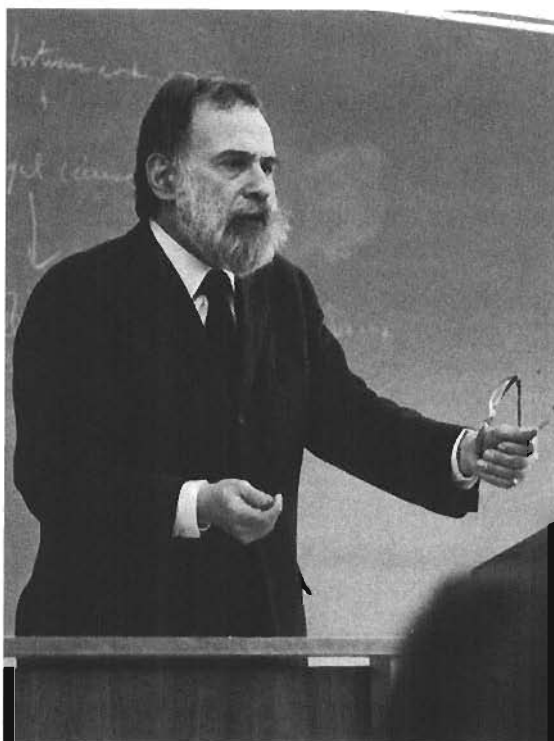
A. *Minority Status.* Racial discrimination is a major problem in American society. Victims of that discrimination may provide an essential unique perspective on the law, yet that very discrimination may make it more difficult for them to obtain as high an academic record as other applicants. Thus, sole reliance on the record would tend to perpetuate past discrimination. Moreover, as noted in other paragraphs overcoming social handicaps and the possession of a background which, when combined with legal training, promises to make a special contribution to the

community are considered in the admissions process. These factors are particularly relevant to black applicants. Therefore special attention is given the applications of black students. Occasionally, an applicant from another minority group may present similar circumstances and receive comparable consideration. All applicants to law school are carefully screened so that only those with a reasonably high probability for academic success are accepted.

B. *Diversity of Experience or Background.* Our application form provides the applicant with an opportunity to make a statement on matters relevant to admission. We expect our applicants will come from different backgrounds and will have many different reasons for wanting to study law. We are not seeking to cast our students into one particular acceptable mold. Indeed, if an applicant will provide a background of work experience, life experience, unusual skills or talents, college activity, political activity or other unusual qualifications which will add an additional and unusual perspective to the law school student body, this may work in his or her favor.

C. *Residency.* The law faculty and the Admissions Committee strongly believe in the value of substantial out-of-state representation in the student body. Among its other advantages, it promotes the diversity of experiences in the student body which we consider so valuable. Under current policy, non-residents of Maryland may constitute approximately twenty-five per cent of each entering class. Recently, this limitation has not resulted in substantially different admission standards for residents and non-residents of Maryland.

D. *Acceptance in a Prior Year.* Acceptance at Maryland law school is good only for the year for which accepted, even if the circumstances preventing attendance were beyond the applicant's control. If enrollment was prevented by circumstances



the accepted applicant could not control, this may be a factor in the applicant's favor on a subsequent application. A prompt declination of a prior acceptance, for whatever reason, will not adversely affect a subsequent application.

E. Combined Program. The University of Maryland offers combined programs in arts or business administration and law leading to the degrees of Bachelor of Arts or Bachelor of Science and Juris Doctor. Students pursuing such combined programs must complete at least three-fourths of the work acceptable for a bachelor's degree in the College of Arts and Sciences or in the College of Business and Management at College Park or in the comparable divisions at the Baltimore County or Eastern Shore campuses. Then, after acceptance by the School of Law, they begin their work in Baltimore. Upon successfully completing a sufficient number of law school credits with a weighted average of "C" so that when added to the previously earned undergraduate credits the total satisfies the credit

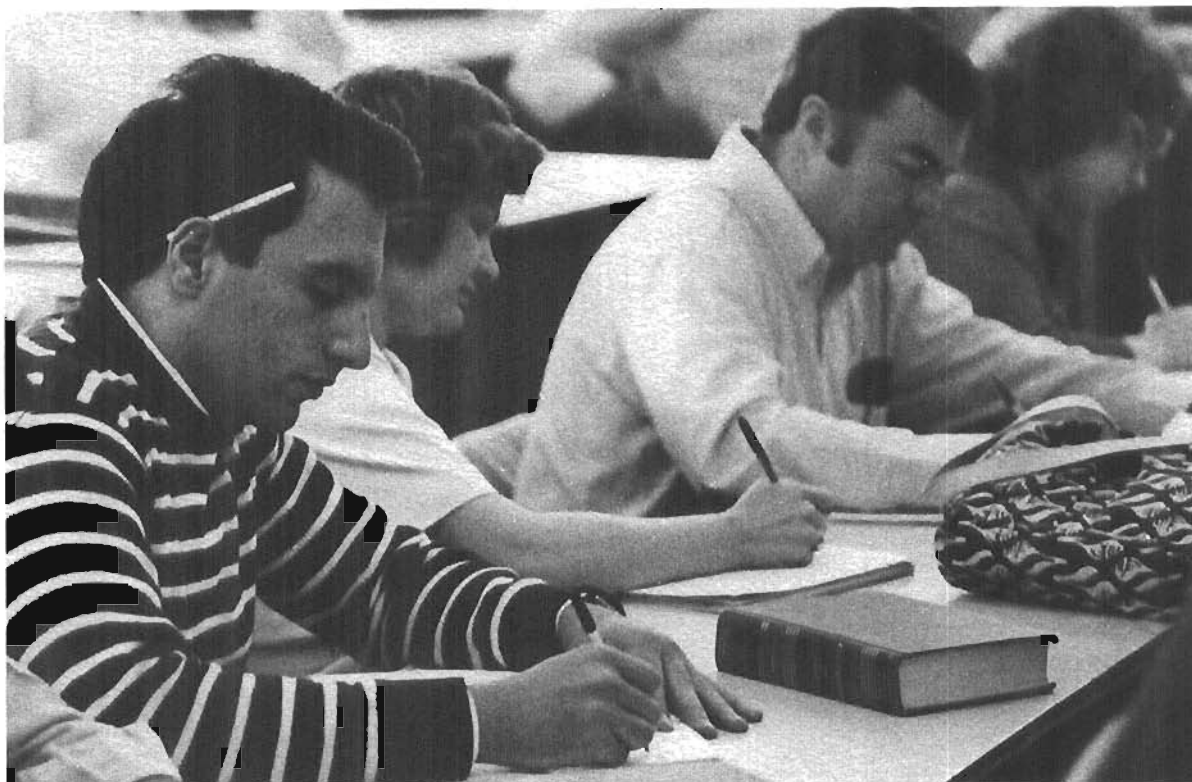
requirements of the undergraduate school, they are recommended for the degree of Bachelor of Arts or Bachelor of Science, as the case may be. The degree of Juris Doctor is awarded upon the successful completion of the work prescribed for graduation in the School of Law. Specific undergraduate course requirements are determined by the undergraduate college. Please consult the undergraduate dean for further information, particularly concerning specific requirements, if any, which must be completed at the undergraduate school prior to matriculation at the law school.

In considering the admissions application of a student applying under the combined program, the admissions committee may require a stronger record than is required for the admission of an applicant who has received the bachelor's degree.

F. Age 23 Program. Applicants who are at least 23 years old and have successfully completed at least 90 semester hours of undergraduate work at a regionally accredited college or university may be admitted when their qualifications are exceptional and when their maturity, experience and training are deemed to justify deviation from the rule requiring a bachelor's degree.

G. University of Maryland, Eastern Shore Honors Program. The law school and other professional schools on the Baltimore City campus have joined with the University of Maryland, Eastern Shore (UMES) in development of a four year undergraduate Honors Program at the UMES campus. Students completing requirements of the Honors Program law track, requirements which include an acceptable score on the LSAT, will be admitted to the Law School for the academic year following graduation from UMES. Candidates for admission to the law school must complete admissions application procedures as described above.

For additional information write to the Chairman of the Honors Program Committee, UMES, Princess Anne, Maryland 21853.



Application Procedure

Except as noted below, documents and other data pertaining to application for admission should be sent to:

Director of Admissions
University of Maryland School of Law
500 W. Baltimore St.
Baltimore, Md. 21201

1. *Application for Admission Form.* The Application for Admission form must be completed by the applicant and filed with the Committee on Admissions. This form may be obtained from the dean's office. The application must be accompanied by a check or money order in the amount of the application filing fee of \$28.00

In your LSAT/LSDAS registration packet you will find Law School Application Matching Forms. To preserve your rights to privacy, Law School Admission Services (LSAS) has agreed not to release your LSDAS report to any school

that does not furnish LSAS your Law School Application Matching Form. Maryland law school cannot process your application without a Law School Application Matching Form. Therefore, please attach or enclose the form *with your application*. If you do not, the processing of your application will be delayed until the form is received. Applicants who have had the LSDAS report submitted in support of an application for admission made since September, 1981 need not submit the matching form.

2. *Transcripts.* Analysis of transcripts and calculation of the undergraduate grade point average is performed for the school by the Law School Data Assembly Service (LSDAS). Each applicant must register with LSDAS by filing the registration form, available at undergraduate schools, from Law School Admission Services, or directly from the law school. This registration form and transcripts from each college or university attended should be

sent—not to the School of Law—but directly to:

Law School Admission Services
Box 2000
Newton, PA 18940

LSDAS will analyze the transcripts and send copies of its analysis and of the transcripts to this law school and any others which may be designated on the registration form. Applicants who are accepted and whose transcripts filed with LSDAS do not show the award of the bachelor's degree must have a transcript showing the award of this degree sent directly to the School of Law from the undergraduate institution.

Waiver of the requirement of registration with LSDAS may be granted to those who have submitted the required material since September, 1981 in support of a prior application for admission to this school. Request for such waiver should be clearly made on the current admissions application.

3. *Law School Admission Test (LSAT)*. All applicants for admission are required to take the Law School Admission Test. This is a legal aptitude test given in October, December, February, and June each year at several hundred colleges and universities as well as at certain other domestic and foreign centers. Registration forms and an information bulletin concerning the test may be obtained from undergraduate schools, or by writing directly to:

Law School Admissions Services
Box 2000
Newton, PA 18940

Note that the completed test registration form must reach Law School Admission Services at least four weeks before the test date. It is strongly recommended that the test be taken no later than the December prior to the August in which admission is sought. The score from a test taken after December will not reach the law school prior to the March 1 deadline.

Advanced Standing and Visiting Student Admission

Advanced Standing Applicants

A student with a strong record at another law school approved by the American Bar Association may be admitted to advanced standing on a transfer basis by the admissions committee. No student applying for transfer from another law school will be admitted who is not in good standing at that law school.

Only in exceptional cases will a student be admitted on a transfer basis after only one semester at another law school. Students having completed at least one year at another school may be admitted in either the fall or spring semester.

A student accepted for transfer will receive credit for all courses completed with a grade of at least C or the equivalent which were taken at an American Bar Association approved school. The J.D. degree will not be conferred by the University of Maryland until after at least one year of residence and study at the School of Law.

A student applying for admission with advanced standing must complete the procedural steps described above for making application as a beginning student, including registration with LSDAS; an LSDAS report must be forwarded to the law school unless it had been submitted in support of an application made since September, 1981. In addition, the following steps are required:

1. Transcripts covering all courses, taken in any law school must be sent directly to the Director of Admissions from such law school;
2. A statement must be received from the law school from which the applicant is seeking to transfer stating that the student is in good standing and eligible to return to that school;
3. If the transcript of the law school from which the applicant is seeking to transfer does not indicate standing in class after the last year completed, a statement of such rank or approximate rank must be received from that law school;

4. The applicant should indicate on the application form the reasons for desiring to transfer.

Except in rare cases the Committee on Admissions will not make a decision on applications for admission to advanced standing prior to receipt of transcripts showing grades for all work to be taken in the academic year in which the student is then engaged. The March 1 deadline does not apply to applicants for admission to advanced standing. However, applicants should complete the above procedural steps prior to the date the law school transcripts are received by the admissions committee and no later than July 1.

Visiting Student Applicants

Students in good standing at another ABA accredited law school may apply to attend Maryland law school with the intention of applying credits earned at Maryland toward degree requirements at the sending law school. Such candidates should comply with application timing described above for advanced standing candidates.

In addition to submitting a completed application and application fee, the visitor candidate must have submitted a letter from the dean of the sending law school stating that credits earned at Maryland will be accepted toward degree requirements of the sending law school, and stating other conditions if any; an official transcript of work completed at the sending law school; and an LSDAS report may be sent to Maryland either from Law School Admissions Services or (a photocopy) from the sending law school.

Prelaw Study

The school does not prescribe any particular undergraduate courses for admission. Proper preparation for the study of law depends not so much upon the specific courses taken by the prelaw student as upon the development of capacity to read and comprehend rapidly and accurately, to think precisely, to analyze complex fact situations, and to speak and



write clearly and intelligently. Students differ widely in their interests; consequently they are advised to concentrate primarily on subjects which they find of particular intellectual interest and stimulation.

Students planning to take the Maryland bar examination on completion of their law studies are required by the rules of the Court of Appeals concerning prelegal study to include in their prelegal course at least eight semester hours of English and eight semester hours of history, economics or political science.

For additional information, see the *Prelaw Handbook*, published by the Law School Admission Council and the Association of American Law Schools. This book includes material on the law and lawyers, prelaw preparation, applying to law schools and the study of law, together with individualized information on most American law schools. It may be obtained at college bookstores or ordered from Law School Admission Services, Box 2000, Newtown, PA 18940.

FEES

"A law, Hennissy, that might look like a wall to you or me will look like a triumphal arch to the experienced eye of the lawyer."

Finley Dunne, Mr. Dooley.

Fees

Fees (per semester, 1982-83)

Day Division

Tuition, In-State	\$1045.00
Tuition, Out-of-State	1952.00
Supporting facilities fee	44.00
Instructional resources fee	25.00
Student activities fee	16.50
Student health fee	11.00

Evening Division

Tuition, In-State	784.00
Tuition, Out-of-State	1463.50
Supporting facilities fee	9.00
Instructional resources fee	19.00
Student activities fee	11.00

Miscellaneous Charges

Application fee, to accompany application (becomes matriculation fee upon registration)	28.00
Diploma fee, payable at the begin- ning of final semester	17.00
Late registration fee	22.00
Change of registration fee	5.00
Health insurance (one person)	173.04

Students accepted for enrollment in the Part-time Day Division Program should contact Assistant Dean Regan for a current fee schedule.

These fees and charges are used as follows:

1. Supporting facilities fee is used for expansion of various facilities on campus that are not funded or are funded only in part from other sources.
2. Instructional resources fee is charged to provide supplies, materials, equipment and other costs directly associated with the instructional program.
3. Student activities fee is used to meet the costs of various student activities, student publications and cultural programs.
4. Student health fee is charged to help defray the cost of providing a Student

Health Service which includes routine examinations and emergency care.

5. Application fee partially defrays the cost of processing applications for admission and enrollment data in the professional schools. This fee is not refundable.
6. Diploma fee is charged to help defray costs involved with graduation and commencement.
7. Late registration fee defrays the special cost involved for those who do not complete their registration on the prescribed days.
8. Health insurance is required of all full-time day division students (nine or more semester hours). Students with insurance equivalent in coverage to the plan offered through the University must provide proof of such coverage at the time of registration and obtain a hospital insurance waiver. Information concerning the student health insurance program may be obtained from the Student Health Service. Rates are subject to change.
9. Students participating in the in-house law clinics are required to carry malpractice insurance which is currently paid for by the School of Law.



Registration

To attend classes at the UMAB campus, it is necessary to process an official registration. All students are required to register each term in accordance with current registration procedures. Fees are due and payable on the dates specified for registration. Registration is not completed until all financial obligations are satisfied. Students who do not complete their registration, including the payment of their bill on the registration days, will be subject to a late registration fee.

Courses taken concurrently with a UMAB registration at another campus or institution must have program approval in advance by the appropriate UMAB officials. Off-campus registration forms are available in each dean's office and the Registrar's Office.

Although the university regularly mails bills to advance registered students, it cannot assume responsibility for their receipt. If any student does not receive a bill prior to the beginning of a semester in which he/she has advance registered, it is his/her responsibility to contact the Office of the Registrar or Office of the Cashier, Howard Hall, during normal business hours.

Students who arena register or advance register and subsequently decide not to attend UMAB must notify the Registrar's Office, Howard Hall, Room 135, in writing, prior to the first day of classes. If this office has not received a request for cancellation by 4:30 p.m. of the last day before classes begin, the university will assume the student plans to attend and accepts his or her financial obligation.

After classes begin, students who wish to terminate their registration must submit an application for withdrawal to the Registrar's Office. Students are liable for all charges applicable at the time of their withdrawal.

All checks and money orders should be made payable to the University of Maryland for the exact amount of the actual bill.

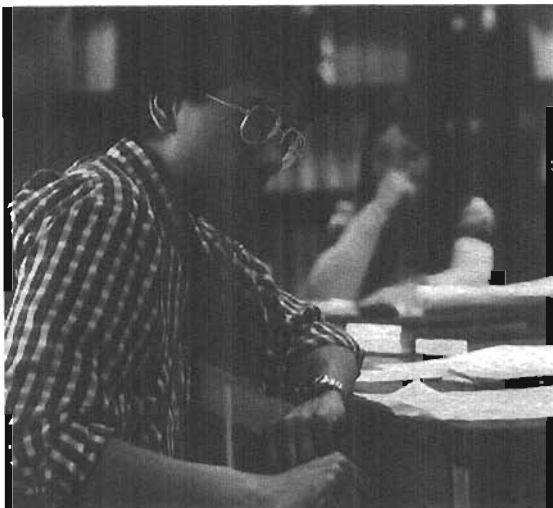
Any enrolled student may request at registration the postponement of payment of one-half his/her fixed charges for thirty (30) days; all other fees are due and payable. For this service a charge of \$2.00 will be made.



One-half of academic yearly fees are payable on the dates for each registration, August 20, 1982 for the fall semester, and January 7, 1983 for the spring semester. Health insurance for six months in advance is paid at the beginning of the fall and spring term. Senior year students shall pay a diploma fee of \$17.00 at the beginning of the semester in which they plan to graduate.

A service charge is assessed for each check which is returned unpaid by the drawee bank on initial presentation because of insufficient funds, stopped payment, postdating, drawn against uncollected items, etc. The charge is \$5.00 for checks up to \$50.00, \$10.00 for checks over \$50.00 and under \$100.00, and \$20.00 for checks over \$100.00.

Students carrying less than nine credit hours in the day division or less than seven credit hours in the evening division will be charged tuition on the basis of: residents—\$67.00 per semester hour carried; nonresidents—\$122.00 per semester hour carried. This rate also applies to students enrolled in a joint degree program with a graduate department situated on another campus of the University of Maryland.



A student who does not pay, or make and follow the conditions of a satisfactory arrangement to pay, a bill for tuition and fees shall not be entitled to attend classes, take examinations, or do other work for credit, and no grade or credit will be given for any work done during the semester as to which there is a default. Any registration or advance registration for a subsequent semester will be cancelled, and the student will not be permitted to return to the School without permission of the Administrative Committee. For purposes of the rules on academic exclusion, the student shall be treated as having withdrawn from the School without right to return during the semester as to which there is a default.

Withdrawal and Refund of Fees

A student desiring to leave the school at any time during the academic year must file with the dean a letter of resignation and an Application for Withdrawal bearing the proper signatures must be filed with the Office of the Registrar. In addition, the student must satisfy all outstanding obligations to the school and return his or her student identification card.

If the above procedures are not completed, the student forfeits the right to any refunds. The date used in computing refunds is the date the Application for Withdrawal is signed by the dean.

Students officially withdrawing from the school are credited for all academic fees charged to them less the matriculation fee, in accordance with the following schedule:

Period from Date Instruction Begins	Percentage Refundable
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Sixteen-Week Semester

Two weeks or less	80%
Between two and three weeks	60%
Between three and four weeks	40%
Between four and five weeks	20%
Over five weeks	0

Six- or Eight-Week Session

One week or less	70%
Between one and two weeks	50%
Between two and three weeks	20%
Over three weeks	0

Determination of In-State Status

An initial determination of in-state status for admission, tuition, and charge-differential purposes will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination thereafter, shall prevail in each semester until the determination is successfully challenged prior to the last day available for registration for the forth-coming semester. A determination regarding in-state status may be changed for any subsequent semester if circumstances warrant redetermination.

Petitions for review of eligibility and questions concerning the University policy should be directed to the Office of Admissions and Registrations, Howard Hall, Room 132, University of Maryland at Baltimore, Baltimore, Maryland 21201.

Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Office of Admissions and Registrations in writing within fifteen (15) days of any change of circumstances which might affect their classification at the Baltimore City Campus.

A complete policy statement may be obtained from the Committee on Admissions or the Office of Admissions and Registrations.

FINANCIAL AID

“No man has earned the right to intellectual ambition until he has learned to lay his course by a star which he has never seen—to dig by the divining rod for springs which he may never reach. In saying this, I point to that which will make your study heroic. For I say to you in all sadness of conviction, that to think great thoughts you must be heroes as well as idealists. Only when you have worked alone—when you have felt around you a black gulf of solitude more isolating than that which surrounds the dying man, and in hope and in despair have trusted to your own unshaken will—then only will you have achieved.”

Justice Oliver Wendell Holmes, Jr.

Financial Aid

General

The purpose of the financial aid program is to assist students who demonstrate that financial assistance is needed to meet basic law school and living expenses for the academic year. Through a varying combination of scholarships, grants, long- and short-term loans and part-time employment, students may receive assistance in meeting all reasonable costs associated with attending the law school. Many students also receive support from sources other than the law school; these funds are considered part of the total resources available to meet the student's basic expenses. Financial aid is available only for degree candidates.

The Student Financial Aid Officer determines the student's financial need through an analysis of information supplied by the applicant and the applicant's family. Married students are expected to commit the earnings and resources of the spouse to meet the basic law school and living expenses. For the 1982-83 academic year, basic costs, including tuition and fees, are expected to be approximately \$7,440 for a single student and \$10,230 for a married student. Expenses for nonresidents are expected to be \$1,800 higher than for residents.

Application Procedure

1. Financial aid applications may be obtained at the Dean's Office and should be filed no later than February 15. Late applications will be considered only for funds remaining after timely applications have been acted upon. Financial aid is awarded for only one academic year; a new application must be filed each academic year. By filing this one application, the applicant will be considered for all sources of funds available through the school. Applications of entering students will be considered only after the applicant has been accepted for admission.
2. Each applicant MUST register with the College Scholarship Service (CSS) and designate the University of Maryland

School of Law as a report recipient.

3. Applicants for financial aid MUST also apply for a scholarship from the state of which the applicant is a permanent resident, if that state offers such a scholarship program. Residents of Maryland MUST apply for a Maryland State Scholarship Board Professional Schools Scholarship. The deadline for receipt by the State Scholarship Board of these applications is March 1.

Law School Scholarships

The award and amount of a scholarship is based on both scholastic achievement and demonstrated financial need. Rarely will a scholarship stipend exceed the cost of tuition, fees and books. Scholarships are normally limited to students whose law school cumulative average is at least 78, unless special need or merit is shown. A student who maintains at least a 78 average will usually have his or her scholarship renewed. The following is a list of all available scholarship funds:

Louis S. Ashman Scholarship Fund—Established in 1955 through a bequest by Louis S. Ashman, an alumnus and prominent member of the Baltimore Bar.

Walter L. Clark Scholarships—Established in 1957 under the will of the late Walter L. Clark, an alumnus and former member of the School of Law faculty.

Thomas B. Finan Memorial Scholarship Fund—Established by the Allegany County Bar Association to provide scholarship assistance to law students as a memorial to Judge Finan's outstanding career at the bar and in public service.

Roger Howell Scholarships—Established in 1962 by the alumni of the school through their Alumni Association on the occasion of the retirement of Roger Howell as dean of the law school after 31 years of service.



William Preston and Dorothy Byron Lane Scholarship in Law—Established in 1975 by Mrs. William Preston Lane, Jr., long-time friend and supporter of the University of Maryland, and widow of the late distinguished Governor of the State of Maryland.

Andrew D. Levy Scholarship Fund—Established in 1979 by Judge and Mrs. Stanely M. Levy in honor of their son Andrew D. Levy.

New Student Aid Fund—Established in 1964 under the will of Jacob S. New, his bequest, known as "The Jacob S. New and Kathryn M. New Student Aid Fund," provides scholarships for students at the university studying law or taking a prelaw program.

Ronald L. Schreiber Scholarship Fund—Established in memory of Ronald L. Schreiber, School of Law Class of 1958, by his family and friends. The Fund will provide assistance to a law student of outstanding merit who will be known as the Ronald Schreiber Scholar.

Nelson B. Seidman Memorial Scholarship Fund—Established in 1968 by friends, relatives and associates of Nelson B. Seidman, an honor graduate of the law school in 1958 and a member of the faculty until his death in 1967.

Thomas Funds—Established in 1962 under the will of Zaidee T. Thomas, the income from the "William Strobel Thomas Scholarship Fund" and the "John L. Thomas Scholarship Fund" provides both scholarships and loans for students.

R. Dorsey Watkins Fellowship—Established in 1981 by Judge Watkins' former law clerks as a living memorial, the fellowship will provide financial assistance to students in a joint course of study at the School of Law and another institution.

Henry Zoller, Jr. Scholarship Fund—Established in 1967 under the will of Bertha Pinkney Zoller, one-half of the income of the Henry Zoller, Jr. Scholarship Fund is used for scholarships to deserving law students.

Law School Grants

Applicants demonstrating substantial financial need are eligible for grant assistance. Grant resources include: University Grants—for residents of Maryland; Dean's Scholarships—primarily for nonresident students; and

Desegregation Grants—primarily for first year minority students who are residents of Maryland.

In addition, the College Work-Study Program provides jobs for students who need financial aid and who must earn a part of their educational expenses. Jobs are arranged either on-campus or with a public or private nonprofit agency. Eligible students may be employed for as many as twenty hours per week.

Law School and Other Loans

In addition to the Thomas funds, previously described, law students demonstrating need may be eligible to receive loans from the following sources:

American Land Title Association Loan Fund—Established in 1965 by a gift of \$1,000 from the American Land Title Association.

Lewis D. Asper Fund—Established in 1970 by the alumni, faculty, students and friends of Professor Lewis D. Asper whose death in 1970 cut short his lifework as a dynamic teacher and creative scholar at the School of Law. This fund provides financial aid for disadvantaged students.

Erman L. Harrison Loan Fund—Established in 1967 through a bequest of \$5,000 under the will of Theresa Harrison in memory of her son.

Robert E. Hess Memorial Loan Fund—Established in 1967 by the mother and friends of Robert E. Hess, an honor graduate of the Class of 1955.

Maryland State Bar Association Student Aid Fund—Established in 1968 through the efforts of the Board of Governors of the Maryland State Bar Association.

Nathan Patz Student Loan Fund—Established in honor of Nathan Patz, School of Law Class of 1926, by his family and friends. The Fund provides low interest loans to law students.

Allen W. Rhynhart Student Aid Fund—Established in 1967 by the Bar Association of Baltimore City upon the retirement of Judge Rhynhart, the first chief judge of the People's Court of Baltimore City.

Stein Memorial Fund—Originally established for students in need of financial assistance by the late Judge Charles F. Stein of Baltimore and continued in his memory. Small loans of short duration to cover emergencies may be granted out of this fund.

C. R. Thomas Loan Fund—Established in 1974, this fund provides aid to culturally disadvantaged students demonstrating financial need.

National Direct Student Loan (NDSL) Program—The law school receives an annual NDSL appropriation from the federal government which is used as part of the school's total loan funds.

Guaranteed Student Loan Program—Students may obtain education loans through private lending institutions, such as banks or credit unions. In most cases, federal assistance in the payment of the 9 percent interest can be obtained. Lenders have limited funds for this program, therefore, students are encouraged to contact their lending institutions at the earliest possible date. Separate application, on forms available from the lending institution, must be made. Students may borrow up to \$5,000 annually.

Central Scholarship Bureau—Residents of the metropolitan Baltimore area (Baltimore City, Anne Arundel, Baltimore, Carroll, Harford or Howard Counties) in need of financial assistance may apply directly to the Central Scholarship Bureau. Included among the interest-free loan accounts administered by the Central Scholarship Bureau is the Lee I. Hecht Memorial Fund, established in 1958 in memory of the late Lee I. Hecht of Baltimore by his sons Alan D. Hecht and Isaac Hecht.

ADMINISTRATION

"I have often thought that the single characteristic that makes our discipline superior to all others lies in the fact that we can be as speculative and as theoretical as the philosopher, the political scientist, the sociologist, even, at times, the theologian but, at the same time, we must always consider the concrete—the particular case, statute, treaty or constitutional document. Like Antaeus of old we gather strength by touching earth. . . . The melding of the theoretical and the practical, coupled with the human element, justifies Holmes' aphorism that a man can live nobly in the law, and that it is not only a good way to make a living but a grand way to make a life.

*Hardy C. Dillard,
Virginia Bar Association Journal
(Winter 1980)*

Administration

School of Law Administration

Michael J. Kelly, *Dean*
Everett F. Goldberg, *Associate Dean*
James F. Forsyth, *Assistant Dean*
George M. Regan, *Assistant Dean*
Doreen Sekulow, *Assistant Dean*
Lois W. Wehr, *Assistant Dean*

Board of Regents

The Hon. Joseph D. Tydings, *Chairman*, 1984
Mr. Allen L. Schwait, *Vice Chairman*, 1984
Mr. A. Paul Moss, *Secretary*, 1983
Mrs. Mary H. Broadwater, *Treasurer*, 1983
Mrs. Constance C. Stuart, *Assistant Secretary*, 1985
Mr. David K. Fram, *Assistant Treasurer*, 1983
The Hon. Wayne A. Cawley, Jr., *Ex officio*
Mr. A. James Clark, 1986
Mr. Ralph W. Frey, 1986
Mr. Frank A. Gunther, Jr., 1987
The Hon. Blair Lee, III, 1985
Mr. Clarence M. Mitchell, Jr., 1987
Mr. Peter F. O'Malley, 1985
Mr. Neil W. Randall, 1983
Mr. John W. T. Webb

University of Maryland Central Administration

John S. Toll, Ph.D., *President*
Kenneth W. Ford, Ph.D., *Executive Vice President*
David S. Sparks, Ph.D., *Acting Vice President for Academic Affairs*
Frank L. Bentz, Jr., Ph.D., *Vice President for Agricultural Affairs and Legislative Relations*
Warren W. Brandt, Ph.D., *Vice President for General Administration*
Robert G. Smith, M.A., *Vice President for University Relations*
Robert E. Menzer, Ph.D., *Acting Vice President for Graduate Studies and Research*

University of Maryland at Baltimore Principal Academic Officers

T. Albert Farmer, Jr., *Chancellor*, B.S., *University of North Carolina*, 1953; *M.D.*, 1957.
Errol L. Reese, *Dean*, *Dental School*, B.S., *Fairmont State College*, 1960; *D.D.S.*, *University of West Virginia*, 1963; *M.S.*, *University of Detroit*, 1968.

Ross W. I. Kessel, *Acting Dean*, *Graduate School and Interprofessional Studies*, M.B., B.S., *University of London*, 1956; *Ph.D.*, *Rutgers, The State University*, 1960.
Michael J. Kelly, *Dean*, *School of Law*, B.A., *Princeton University*, 1959; *Ph.D.*, *Cambridge University*, 1964; *LL.B.*, *Yale Law School*, 1967.
John M. Dennis, *Dean*, *School of Medicine and Vice Chancellor*, B.S., *University of Maryland*, 1943; *M.D.*, 1945.
Nan B. Hechenberger, *Dean*, *School of Nursing*, B.S., *Villanova University*, 1956; *M.S.*, *The Catholic University of America*, 1959; *Ph.D.*, 1974; (*R.N.*).
William J. Kinnard, Jr., *Dean*, *School of Pharmacy*, B.S., *University of Pittsburgh*, 1953; *M.S.*, 1955; *Ph.D.*, *Purdue University*, 1957.
Ruth H. Young, *Dean*, *School of Social Work and Community Planning*, A.B., *Wellesley College*, 1944; *M.S.S.W.*, *The Catholic University of America*, 1949; *D.S.W.*, 1965.

The Faculty of Law 1982-83

Kenneth S. Abraham, *Professor of Law*, A.B., 1967, *Indiana University*; *J.D.*, 1971, *Yale University*.
William H. Adkins, II, *Lecturer*, A.B., 1949, *Williams College*; *LL.B.*, 1952, *Harvard University*.
David Affeldt, *Lecturer*, B.A., 1963, *University of Iowa*; *J.D.*, 1966, *University of Texas*.
Avery Aisenstark, *Lecturer*, *J.D.*, 1969, *University of Maryland*.
Bernard Auerbach, *Professor of Law*, A.B., 1945, *Yeshiva University*; *J.D.*, 1950, *New York University*; *LL.M.*, 1959, *Yale University*.
E. Clinton Bamberger, Jr., *Professor of Law*, B.S., 1949, *Loyola College*; *J.D.*, 1951, *Georgetown University*.
Lynn K. Battaglia, *Lecturer*, B.A., 1967, *M.A.*, 1968, *American University*; *Ph.D.*, 1971, *Georgetown University*; *J.D.*, 1974, *University of Maryland*.
Bruce B. Bereano, *Lecturer*, B.A., 1966, *J.D.*, 1969, *George Washington University*.
Charles G. Bernstein, *Lecturer*, A.B., 1961, *Western Maryland College*; *J.D.*, 1968, *University of Maryland*.
Donald N. Bersoff, *Adjunct Professor of Law*, B.A., 1958, *M.A.*, 1960, *Ph.D.*, 1965, *New York University*; *J.D.*, 1976, *Yale University*.
Hon. John J. Bishop, Jr., *Lecturer*, *J.D.*, 1951, *University of Baltimore*.

- Pamela Bluh, Head of Technical Services, *B.A.*, 1963, *Vanderbilt University*; *M.A.*, 1964, *Northwestern University*; *M.L.S.*, 1965, *George Peabody College*.
- David S. Bogen, Professor of Law, *A.B.*, 1962, *LL.B.*, 1965, *Harvard University*; *LL.M.*, 1967, *New York University*.
- C. Christopher Brown, Associate Professor of Law, *B.A.*, 1963, *Swarthmore College*; *M.A.*, 1965, *University of Delaware*; *J.D.*, 1968, *Georgetown University*.
- John M. Brumbaugh, Professor of Law, *B.A.*, 1948, *Swarthmore College*; *J.D.*, 1951, *Harvard University*.
- Evelyn O. Cannon, Assistant Professor of Law, *B.A.*, 1971, *University of New Orleans*; *J.D.*, 1974, *LL.M.*, 1976, *Duke University*.
- John J. Capowski, Assistant Professor of Law, *B.A.*, 1968, *Hamilton College*; *J.D.*, 1971, *Cornell University*.
- William Minor Carter, Lecturer, *B.S.*, 1962, *U.S. Naval Academy*; *J.D.*, 1970, *University of Maryland*.
- Hon. Howard S. Chasanow, Lecturer, *B.A.*, 1959, *J.D.*, 1961, *University of Maryland*; *LL.M.*, 1962, *Harvard University*.
- Hungdah Chiu, Professor of Law, *LL.B.*, 1958, *National Taiwan University*; *M.A.*, 1962, *Long Island University*; *LL.M.*, 1962, *S.J.D.*, 1965, *Harvard University*.
- David S. Click, Associate Professor of Law, *B.A.*, 1969, *J.D.*, 1973, *M.S.*, 1974, *Yale University*.
- Robert J. Condlin, Associate Professor of Law, *B.A.*, 1966, *Siena College*; *J.D.*, 1969, *Boston College*; *LL.M.*, 1976, *Harvard University*.
- Philip G. Dantes, Assistant Professor of Law, *B.A.*, 1970, *University of Iowa*; *J.D.*, 1973, *University of Oklahoma*.
- Abraham A. Dash, Professor of Law, *B.S.*, 1957, *University of Nebraska*; *LL.B.*, 1959, *Georgetown University*.
- Andre M. Davis, Lecturer, *B.A.*, 1971, *University of Pennsylvania*; *J.D.*, 1978, *University of Maryland*.
- John F. Davis, Visiting Professor of Law, *A.B.*, 1928, *Bates College*; *LL.B.*, 1932, *Harvard University*.
- Michael R. Deutschman, Lecturer, *B.A.*, 1966, *University of Maryland*; *J.D.*, 1969, *Columbia University*.
- Catherine S. Edwards, Lecturer, *A.B.*, 1969, *Duke University*; *J.D.*, 1980, *University of Maryland*.
- John W. Ester, Professor of Law, *A.B.*, 1956, *Pasadena College*; *J.D.*, 1959, *Willamette University*; *LL.M.*, 1962, *University of Illinois*.
- Joseph L. Evans, Lecturer, *B.A.*, 1972, *Williams College*; *J.D.*, 1978, *University of Maryland*.
- Richard V. Falcon, Lecturer, *B.A.*, 1963, *J.D.*, 1967, *University of Florida*.
- Arthur F. Fergenson, Associate Professor of Law, *A.B.*, 1969, *Dartmouth College*; *J.D.*, 1972, *Yale University*.
- Morton P. Fisher, Jr., Lecturer, *A.B.*, 1958, *Dartmouth College*; *LL.B.*, 1961, *Yale University*.
- Nelson Fishman, Lecturer, *B.S.*, 1954, *University of Pennsylvania*; *J.D.*, 1976, *University of Maryland*.
- James F. Forsyth, Assistant Dean, *B.A.*, 1966, *University of Connecticut*; *M.A.*, 1968, *University of Michigan*.
- Kenneth B. Frank, Lecturer, *B.A.*, 1966, *J.D.*, 1969, *University of Maryland*.
- Bruce C. French, Lecturer, *B.A.*, 1969, *M.A.*, 1970, *American University*; *J.D.*, 1975, *Antioch Law School*.
- Marvin J. Garbis, Lecturer, *B.E.S.*, 1958, *Johns Hopkins University*; *J.D.*, 1961, *Harvard University*.
- Larry S. Gibson, Professor of Law, *B.A.*, 1964, *Howard University*; *LL.B.*, 1967, *Columbia University*.
- Daniel S. Goldberg, Associate Professor of Law, *A.B.*, 1968, *University of Rochester*; *J.D.*, 1971, *Harvard University*.
- Everett F. Goldberg, Associate Dean and Professor of Law, *A.B.*, 1960, *Princeton University*; *LL.B.*, 1963, *Harvard University*.
- Barbara S. Gontrum, Lecturer and Director of the Law Library, *B.A.*, 1972, *Purdue University*; *M.S.*, 1973, *University of Illinois*; *J.D.*, 1978, *Duke University*.
- Oscar S. Gray, Professor of Law, *B.A.*, 1948, *J.D.*, 1951, *Yale University*.
- Maxine Z. Grosshans, Reference Librarian, *B.A.*, 1963, *University of Pittsburgh*; *M.A.*, 1969, *University of Chicago*.
- William G. Hall, Jr., Professor of Law, *A.B.*, 1952, *Washington and Lee University*; *J.D.*, 1955, *LL.M.*, 1963, *Harvard University*.
- Deborah K. Handel, Lecturer, *B.A.*, 1970, *Douglas College*; *J.D.*, 1974, *Stanford University*.
- Jean B. Hessenauer, Documents Librarian, *B.A.*, 1970, *Trinity College*; *M.L.S.*, 1976, *University of Maryland*.
- Theodore W. Hirsh, Lecturer, *A.B.*, 1954, *J.D.*, 1957, *Indiana University*.
- Nancy K. Holden, Reference Librarian, *B.A.*, 1951, *Randolph-Macon Woman's College*; *M.L.S.*, 1976, *University of Maryland*.

- Alan D. Hornstein, Associate Professor of Law, A.B., 1965, M.A., 1967, *Long Island University*; J.D., 1970, *Rutgers University School of Law, Newark*.
- Max Isenbergh, Professor of Law, A.B., 1934, *Cornell University*; J.D., 1938, LL.M., 1939, A.M., 1942, *Harvard University*.
- Laurence M. Jones, Professor Emeritus, A.B., 1930, J.D., 1932, *State University of Iowa*; LL.M., 1933, S.J.D., 1934, *Harvard University*.
- Robert I. Keller, Professor of Law, B.S., 1963, *University of Pennsylvania*; LL.B., 1966, *Harvard University*.
- Michael J. Kelly, Dean and Professor of Law, B.A., 1959, *Princeton University*; Ph.D., 1964, *Cambridge University*; LL.B., 1967, *Yale University*.
- Lawrence L. Kiefer, Professor of Law, A.B., 1958, *University of Florida*; M.S.L.S., 1960, *Case Western Reserve University*; J.D., 1966, *University of Maryland*.
- Andrew J. King, Assistant Professor of Law, B.A., 1963, *Antioch College*; LL.B., 1966, *Harvard University*; Ph.D., 1975, *University of Wisconsin*.
- Gary J. Kolb, Visiting Assistant Professor of Law, A.B., 1965, *Wayne State University*; J.D., 1969, *DePaul University*.
- Susan P. Leviton, Assistant Professor of Law, B.A., 1969, J.D., 1972, *University of Maryland*.
- David Luban, Lecturer, B.A., 1970, *University of Chicago*; M.A., M.Phil., 1973, Ph.D., 1974, *Yale University*.
- Stanley G. Mazaroff, Lecturer, B.A., 1960, LL.B., 1965, *University of Maryland*; LL.M., 1968, *George Washington University*.
- Michael A. Millemann, Associate Professor of Law, A.B., 1966, *Dartmouth College*; J.D., 1969, *Georgetown Law Center*.
- Hon. Charles E. Moylan, Jr., Lecturer, B.A., 1952, *Johns Hopkins University*; J.D., 1955, *University of Maryland*.
- Joseph F. Murphy, Jr., Lecturer, A.B., 1965, *Boston College*; J.D., 1969, *University of Maryland*.
- Lewis A. Noonberg, Lecturer, A.B., 1959, *Dartmouth College*; LL.B., 1962, *University of Maryland*.
- Richard L. North, Assistant Professor of Law, B.A., 1971, *University of Detroit*; J.D., 1973, *St. Louis University*.
- Evelyn W. Pasquier, Lecturer, B.A., 1950, *University of Delaware*; M.A., 1952, *Columbia University*; J.D., 1980, *University of Maryland*.
- Thomas E. Plank, Lecturer, A.B., 1968, *Princeton University*; J.D., 1974, *University of Maryland*.
- A. MacDonough Plant, Lecturer, A.B., 1959, *Princeton University*; LL.B., 1963, *University of Virginia*; M.L.A., 1978, *Johns Hopkins University*.
- Kieron F. Quinn, Lecturer, B.S., 1963, *Georgetown University*; J.D., 1970, *George Washington University*.
- Michael L. Quinn, Lecturer, B.A., 1972, *University of Michigan*; J.D., 1976, *George Washington University*.
- Garrett Power, Professor of Law, A.B., 1960, LL.B., 1962, *Duke University*; LL.M., 1965, *University of Illinois*.
- Peter E. Quint, Professor of Law, A.B., 1961, LL.B., 1964, *Harvard University*; Dipl. in Law, 1965, *Oxford University*.
- George M. Regan, Assistant Dean, B.A., 1956, *Mary Immaculate College*; J.C.D., 1963, *Lateran University*.
- Russell R. Reno, Professor Emeritus, A.B., 1931, J.D. 1927, *University of Illinois*; LL.M., 1940, *Columbia University*.
- William L. Reynolds, II, Professor of Law, A.B., 1967, *Dartmouth College*; J.D., 1970, *Harvard University*.
- W. Gar Richlin, Lecturer, B.A., 1967, *Wesleyan University*; J.D., 1971, *Georgetown University*.
- Susan M. Rittenhouse, Lecturer, B.S., 1970, *Syracuse University*; J.D., 1976, *University of Maryland*.
- Florence W. Roisman, Visiting Associate Professor of Law, B.A., 1959, *University of Connecticut*; LL.B., 1963, *Harvard University*.
- Bernard W. Rubenstein, Lecturer, A.B., 1940, *Johns Hopkins University*; LL.B., 1948, *Yale University*.
- Alan R. Sachs, Lecturer, B.A., 1964, LL.B., 1967, *University of Maryland*.
- Mark Sagoff, Lecturer, A.B., 1963, *Harvard University*; Ph.D., 1970, *University of Rochester*.
- Thomas J. Saunders, Lecturer, J.D., 1978, *University of Maryland*.
- Carl J. Schramm, Lecturer, B.S., 1968, *LeMoyne College*; M.S., 1967, Ph.D., 1973, *University of Wisconsin*; J.D., 1978, *Georgetown University*.
- Doreen B. Sekulow, Assistant Dean, B.A., 1960, *Goucher College*; M.L.A., 1975, *Johns Hopkins University*.
- David L. Simon, Lecturer, B.A., 1969, *St. John's College*; J.D., 1977, *University of Maryland*.
- Frederick N. Smalkin, Lecturer, B.A., 1964, *Johns Hopkins University*; J.D., 1971, *University of Maryland*.
- Hal M. Smith, Professor of Law, Ph.B., 1948, J.D., 1954, *University of Chicago*.

Peter S. Smith, Associate Professor of Law, *A.B.*, 1960, *Bowdoin College*; *LL.B.*, 1963, *Cornell University*.

Alice A. Soled, Professor of Law, *A.B.*, 1953, *J.D.*, 1955, *University of Michigan*.

John W. Steele, III, Lecturer, *A.A.*, 1958, *LL.B.*, 1961, *University of Baltimore*.

Shale D. Stiller, Lecturer, *A.B.*, 1954, *Hamilton College*; *LL.B.*, 1957, *Yale University*.

Paul F. Strain, Lecturer, *B.S.*, 1966, *United States Naval Academy*; *J.D.*, 1972, *Yale University*.

Steven Struntz, Lecturer, *A.B.*, 1974, *Georgetown University*; *J.D.*, 1977, *University of Maryland*.

Ann S. Suh, Head of Public Services, *B.A.*, 1963, *Ewha Womans University (Seoul, Korea)*; *M.A.*, 1968, *University of Minnesota*; *M.L.S.*, 1970, *University of Minnesota*; *J.D.*, 1980, *University of Minnesota*.

Charles M. Tatelbaum, Lecturer, *LL.B.*, 1966, *University of Maryland*.

Stephen P. Teret, Lecturer, *B.A.*, 1966, *St. Lawrence University*; *J.D.*, 1969, *Brooklyn Law School*; *M.P.H.*, 1979, *Johns Hopkins University*.

Edward A. Tomlinson, Professor of Law, *A.B.*, 1961, *Princeton University*; *A.M.*, 1962, *University of Washington*; *J.D.*, 1965, *Harvard University*.

Michael H. Tonry, Professor of Law, *A.B.*, 1966, *University of North Carolina, Chapel Hill*; *LL.B.*, 1970, *Yale University*.

William L. Want, Visiting Associate Professor of Law, *B.A.*, 1967, *Washington & Lee University*; *J.D.*, 1970, *Yale University*.

Anthony Jon Waters, Associate Professor of Law, *B.A.*, 1972, *University of Keele*; *LL.M.*, 1974, *Yale University*.

Lois W. Wehr, Assistant Dean, *B.A.*, 1952, *Goucher College*.

Arnold M. Weiner, Lecturer, *B.A.*, 1955, *LL.B.*, 1957, *University of Maryland*.

Christine A. Williams, Assistant Professor of Law, *B.A.*, 1970, *S.U.N.Y. Binghamton*; *J.D.*, 1976, *University of Kentucky*.

Roger Wolf, Lecturer, *B.A.*, 1962, *Harvard University*; *LL.B.*, 1967, *George Washington University*.

J. Joel Woodey, Professor of Law, *A.B.*, 1957, *Johns Hopkins University*; *LL.B.*, 1961, *Harvard University*.

Gordon G. Young, Associate Professor of Law, *B.A.*, 1967, *Rollins College*; *J.D.*, 1970, *New York University*; *LL.M.*, 1972, *Harvard University*.

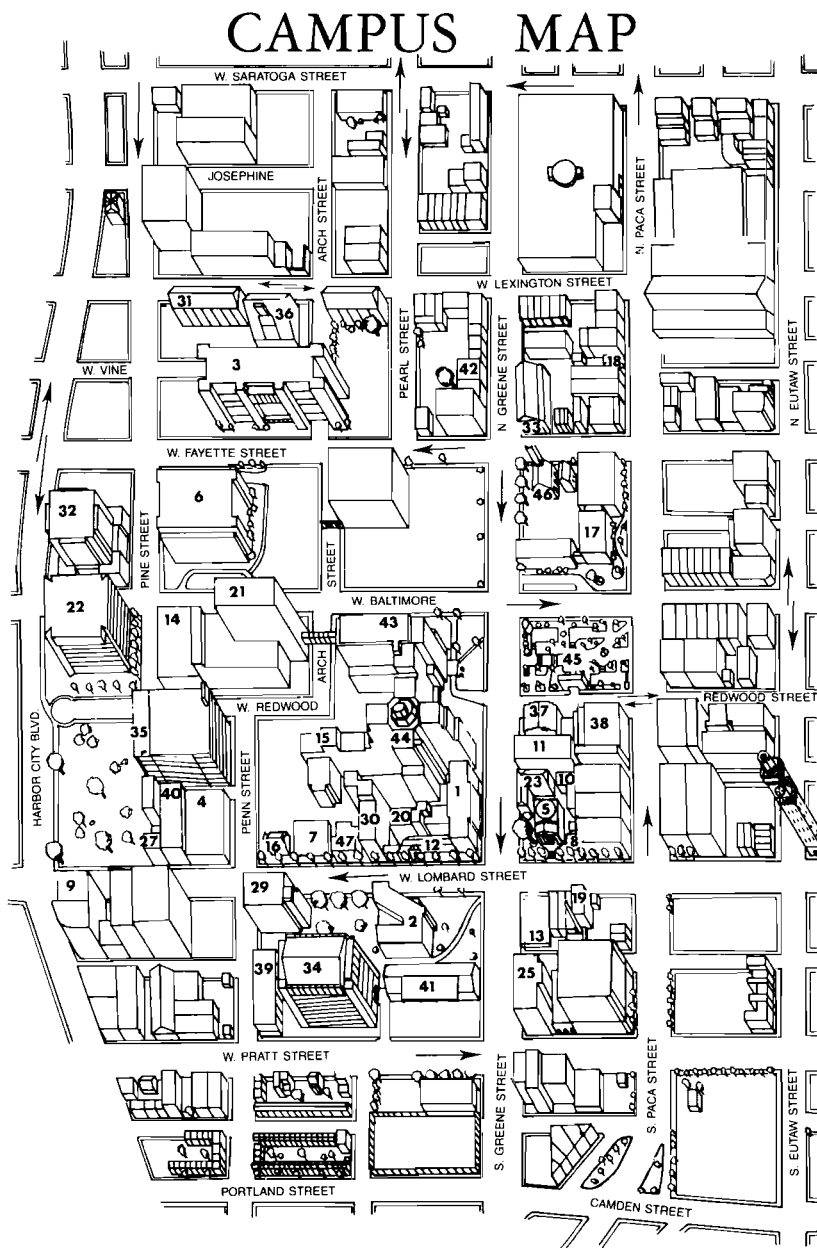
**Academic Calendar
1982-83**

Fall Semester 1982

Registration	Friday, August 20
Classes Begin	Monday, August 23
Labor Day Holiday	Monday, September 6
Thanksgiving Recess Begins After Last Class	Wednesday, November 24
Instruction Resumes	Monday, November 29
Last Day of Classes	Saturday, December 4
Fall Semester Examinations Begin	Wednesday, December 8
Fall Semester Examinations End	Friday, December 17

Spring Semester 1983

Registration	Friday, January 7
Instruction Begins	Monday, January 10
King's Birthday Holiday	Friday, January 14
Spring Recess Begins After Last Class	Saturday, March 12
Instruction Resumes	Monday, March 21
Last Day of Classes	Saturday, April 30
Spring Semester Examinations Begin	Wednesday, May 4
Spring Semester Examinations End	Friday, May 13
Commencement Exercises	Friday, May 20



UNIVERSITY & CAMPUS RELATED BUILDINGS

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|--|---|---|
| 1. Allied Health Professions Building, 32 S. Greene St. | 7. Dunning Hall, 636 W. Lombard St. | 14. Howard Hall, 660 W. Redwood St. |
| 2. Baltimore Union, 621 W. Lombard St. | 8. East Hall, 520 W. Lombard St. | 15. Institute of Psychiatry and Human Behavior, 645 W. Redwood St. |
| 3. (Walter P.) Carter Center, 630 W. Fayette St. | 9. Fremont Building, 737 W. Lombard St. | 16. Kelly Memorial Building, 650 W. Lombard St. |
| 4. Community Pediatric Center, 700 W. Lombard St. | 10. Gray Laboratory, 520 W. Lombard St. (rear) | 17. Law School, Lane Hall, 500 W. Baltimore St. |
| 5. Davidge Hall, 522 W. Lombard St. | 11. Greene Street Building, 29 S. Greene St. | 18. Legal Services Clinic, 116 N. Paca St. |
| 6. Dental School, Hayden Harris Hall, 666 W. Baltimore St. | 12. Health Sciences Computer Center, 610 W. Lombard St. | 19. Lombard Building, 511 W. Lombard St. |
| | 13. Health Sciences Library, 111 S. Greene St. | 20. Maryland Institute for Emergency Medical Services Systems, 22 S. Greene St. |
| | | 21. Medical School, Frank C. Bressler Research Building, 655 W. Baltimore St. |
| | | 22. Medical School Teaching Facility, 10 S. Pine St. |
| | | 23. Medical Technology, 31 S. Greene St. |
| | | 24. Mencken House, 1524 Hollins St., (off campus) |
| | | 25. Methadone Program, 121 S. Greene St., (off campus) |
| | | 26. National Pituitary Agency, 210 W. Fayette St., (off campus) |
| | | 27. Newman Center, 712 W. Lombard St. |
| | | 28. Nilsson House, 826 N. Eutaw St., (off campus) |
| | | 29. Nursing School, 655 W. Lombard St. |
| | | 30. Parsons Hall, 622 W. Lombard St. |
| | | 31. Pascault Row, 651-655 W. Lexington St. |
| | | 32. Pharmacy School, 10 N. Pine St. |
| | | 33. Poe School, 520 W. Fayette St. |
| | | 34. Pratt Street Garage and Athletic Facility, 646 W. Pratt St. |
| | | 35. Redwood Hall, 721 W. Redwood St. |
| | | 36. Ronald McDonald House, 635 W. Lexington St. |
| | | 37. Social Work and Administration Building, 525 W. Redwood St. |
| | | 38. Social Work and Community Planning, 525 W. Redwood St. |
| | | 39. State Medical Examiner's Building, 111 Penn St. |
| | | 40. Storage Building, 710 W. Lombard St. |
| | | 41. Temporary Academic Building (Tempo South), 601 W. Lombard St. |
| | | 42. Tuerk House, 106 N. Greene St. |
| | | 43. University Blood Donor Center, 22 S. Greene St., 2nd flr. North Hospital |
| | | 44. University of Maryland Hospital, 22 S. Greene St. |
| | | 45. University Plaza and Garage, Redwood and Greene Sts. |
| | | 46. Westminster Church, 515 W. Fayette St. |
| | | 47. Whitehurst Hall, 624 W. Lombard St. |

School of Law
University of Maryland at Baltimore
Baltimore, Maryland 21201