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Admissions Brochure

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Admissions Brochure 1978-1979

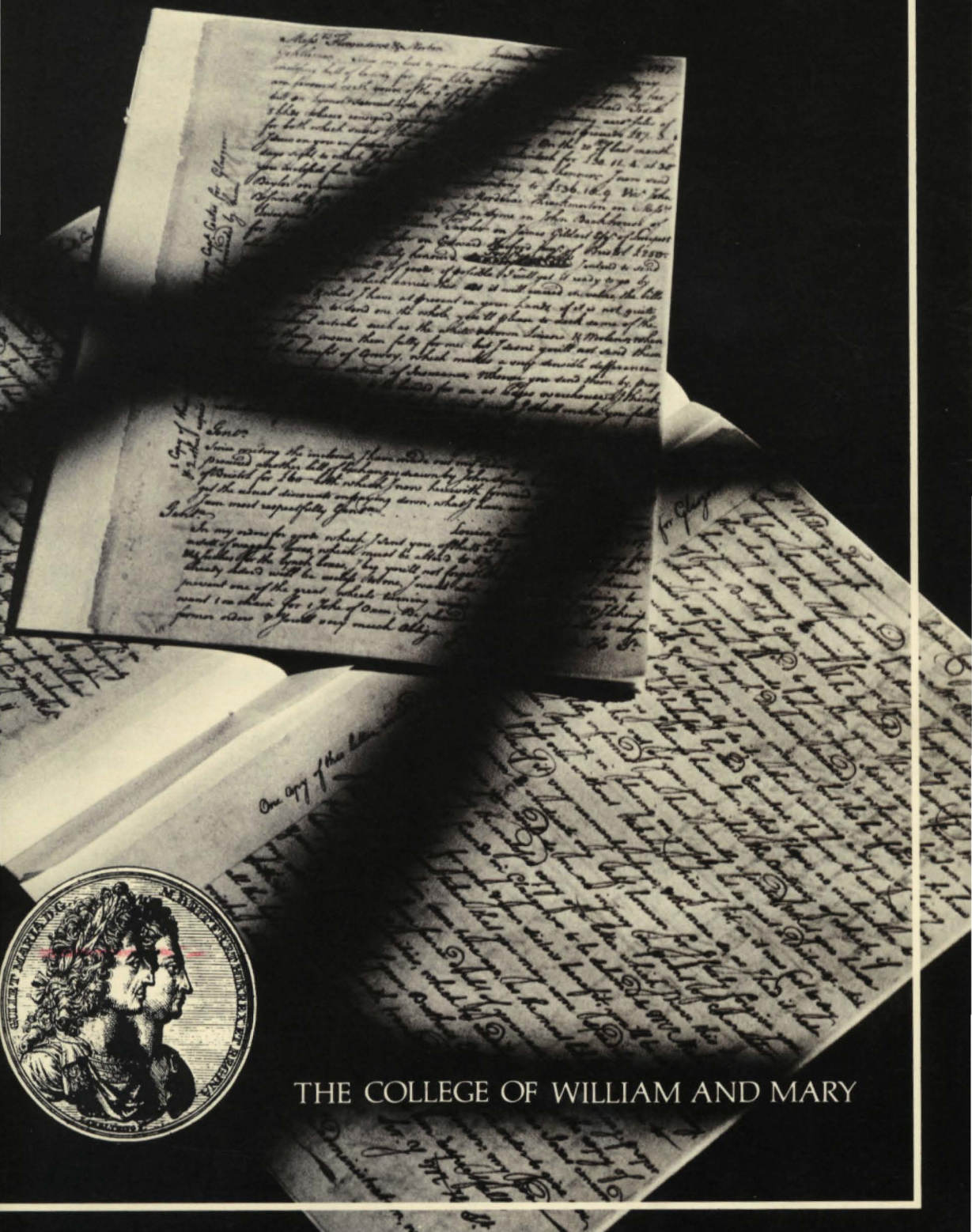
William & Mary Law School

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THE MARSHALL-WYTHE SCHOOL OF LAW



THE COLLEGE OF WILLIAM AND MARY

WILLIAM AND MARY AT A GLANCE

TYPE OF SCHOOL	State-supported, primarily undergraduate, 4-year, co-educational residential university of moderate size.
TYPE OF EDUCATION	Well-rounded and thorough liberal education, which prepares students to live and make a living. Historic Williamsburg, Virginia, 150 miles from Washington, D.C., 50 miles from Richmond, 25 miles from Newport News. Accessible by air, ground, and rail transportation.
SIZE	Approximately 6,100 full-time students of whom 450 are law students and 4,500 are undergraduates.
COST	Tuition: \$1076 annually for state students; \$2524 for non-residents. (1978 costs. Subject to change.)
CAMPUS	Approximately 1,200 acres including Lake Matoaka and picturesque College Woods. 40 major buildings, including Sir Christopher Wren Building, nation's oldest classroom building in continuous use, where three presidents (Jefferson, Monroe, and Tyler) studied.
DEPARTMENTS	Anthropology, Biology, Chemistry, Classical Studies, Economics, English Language and Literature, Fine Arts, Geology, Government, History, Mathematics, Military Science, Modern Languages, Music, Philosophy, Physical Education for Men, Physical Education for Women, Physics, Psychology, Religion, Sociology, and Theatre and Speech.
SCHOOLS	Business Administration, Education, Law, Marine Science.
DEGREES	AB, BS, BBA. <i>Masters</i> : Biology, Chemistry, English Language and Literature, Government, History, Mathematics, Physics, Psychology, Sociology. Also in Schools of Business Administration, Education, Law (J.D., M.L.&T.), and Marine Science. <i>Doctorate</i> : Education, History, Marine Science, and Physics.
HISTORY	Chartered February 8, 1693, by King William III and Queen Mary II as the second college in the American Colonies. Severed formal ties with Britain in 1776. Became State-supported in 1906 and co-educational in 1918. Achieved modern university status in 1967. Phi Beta Kappa, founded here in 1776, and the Honor System of conduct are among the College's contributions to higher education tradition.

MARSHALL-WYTHE SCHOOL OF LAW

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA



Information
for
Prospective
Students

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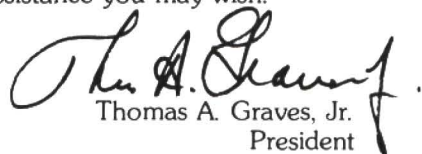
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William and Mary is to me an especially vital and satisfying university in which to live and work. The Marshall-Wythe School of Law, as a major professional school, is very much a part of the College.

We have tried to capture for you in this booklet some of the spirit and character of the Law School and its relationship to this broader educational community. It is a picture of a modern professional school of the highest quality that has grown from the first professional chair of Law established in North America some two hundred years ago. It is students and faculty sharing a common educational adventure in the study of the law, in preparation for careers of major service to our society and institutions.

If what you find here about William and Mary and the Marshall-Wythe School of Law seems special to you too, I hope you will explore us further. If you return the enclosed card, the Law School Admissions Office will send you a catalog and any additional information and assistance you may wish.


Thomas A. Graves, Jr.
President

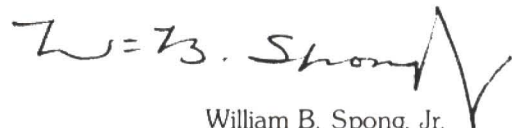
A LETTER FROM THE DEAN

Our purpose in preparing and distributing this brochure is to provide you and other prospective students with some sense of the institutional character of the Marshall-Wythe School of Law of the College of William and Mary. We have endeavored to include more than a bare statistical profile of students currently enrolled and of courses offered. We have sought to convey something of the flavor of the educational process here as well as to set down some of the fundamental philosophical assumptions which inform the educational experience we strive to provide.

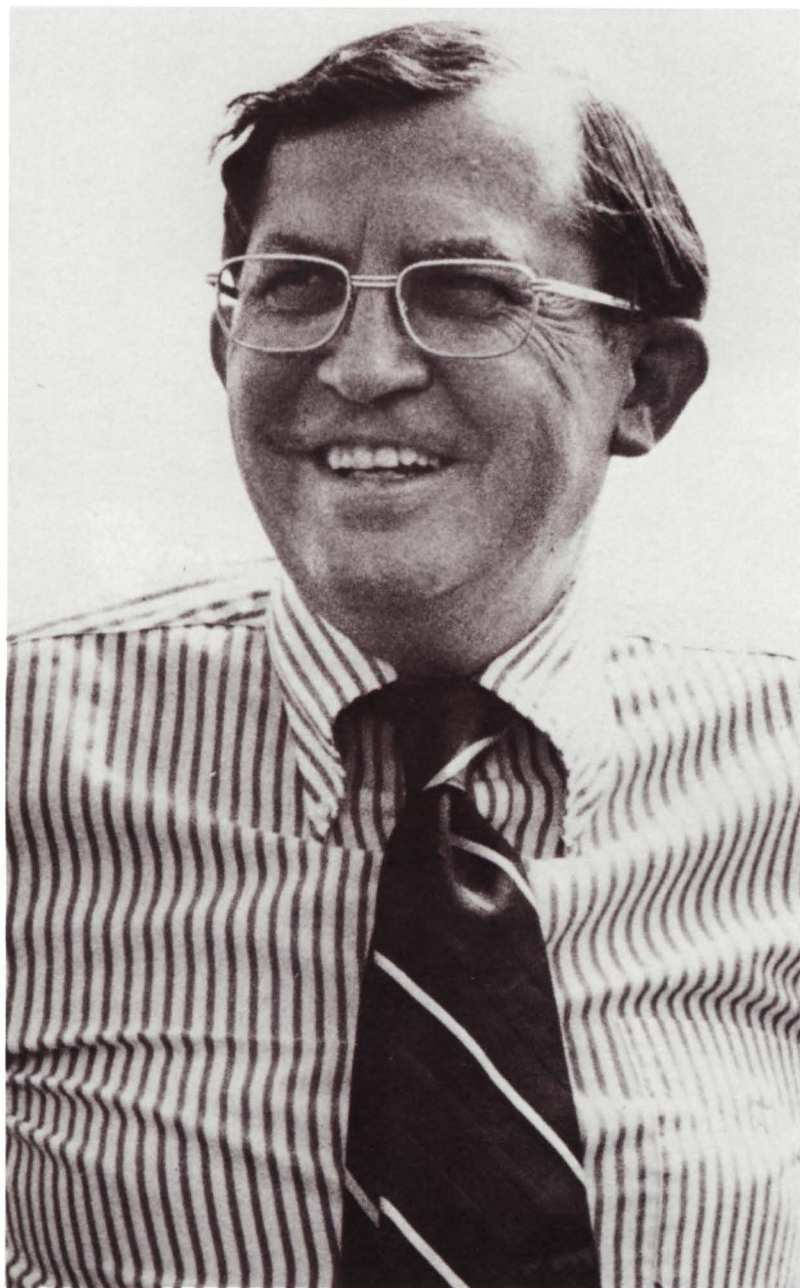
I hardly need to tell you that these are times of rapid and sometimes traumatic change for the legal profession. We, in the law schools, have not been immune from the critical scrutiny focused upon the profession as a whole. The basic thrust of the criticism aimed at legal education has been that it is not sufficiently sensitive to the professional realities which confront a young lawyer as he or she commences practice. There is merit in that criticism, but in changing our educational program to meet it, we should not compromise the essential intellectual rigor which is a proper part of every lawyer's training.

Balancing the acknowledged need for prudent reform with the preservation of what is good in traditional legal education has not been easy. Indeed, changes here at the Marshall-Wythe School of Law have been so recent that their impact on the skills acquired by our graduates cannot yet be assessed. We are, however, intensely proud of the young men and women who are now our students. In the main, they possess quick and lively minds coupled with spirited interests in life as well as law. We have great expectations of their capacity to contribute significantly to the betterment of the profession they are about to enter. We hope what you read in this small volume will help you to intelligently decide whether you wish to join them.

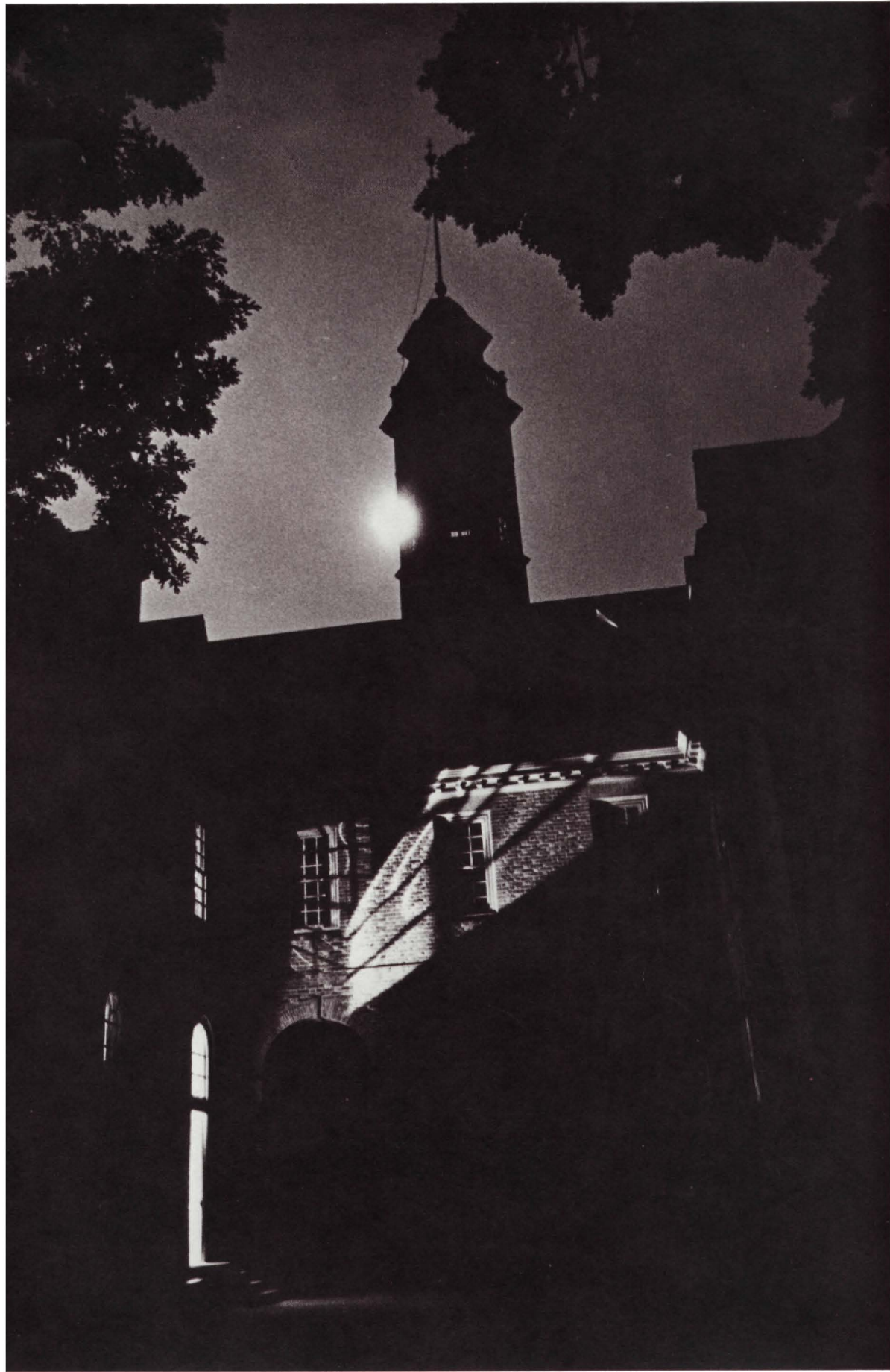
Cordially,



William B. Spong, Jr.
Dean



Dean William B. Spong, Jr.



I. A UNIQUE HISTORY AND TRADITION

William and Mary has many things to offer its students - among them its unique place in American history. Chartered in 1693 by King William III and Queen Mary II of England, the College is the second oldest institution of higher learning in America. William and Mary has endured the ravages of two wars - the War of Independence and the Civil War - and played a substantial role in each. The Sir Christopher Wren Building, the oldest academic structure in America in continuous classroom use, was constructed in 1695. Partially destroyed by fire three times, occupied by invaders twice, it stands today as a lasting landmark to the enduring spirit of the College.

In the Wren Building, several of America's greatest early leaders studied. They include three American presidents - Thomas Jefferson, James Monroe, and John Tyler. George Washington received his surveyor's license at William and Mary and returned after his Presidency to serve as its chancellor. The list of patriots who attended William and Mary is long and distinguished: 16 members of the Continental Congress, four signers of the Declaration of Independence, four justices of the Supreme Court of the United States, including John Marshall, more than 30 United States Senators, over 60 members of the House of Representatives, 8 members of Presidential cabinets, 18 ministers to foreign countries, and 27 governors of 10 states.

Its most famous graduate, Jefferson, while serving as Governor of Virginia and a member of the Board of Visitors, effected widespread changes at the College in 1779. With Jefferson's reorganization, the College adopted America's first elective system of study and introduced the Honor System, still an integral part of the College today. In 1776, William and Mary established Phi

Beta Kappa, the nation's first scholastic fraternity. And in 1781, it became America's first true university, uniting the faculties of law, medicine, and the arts.

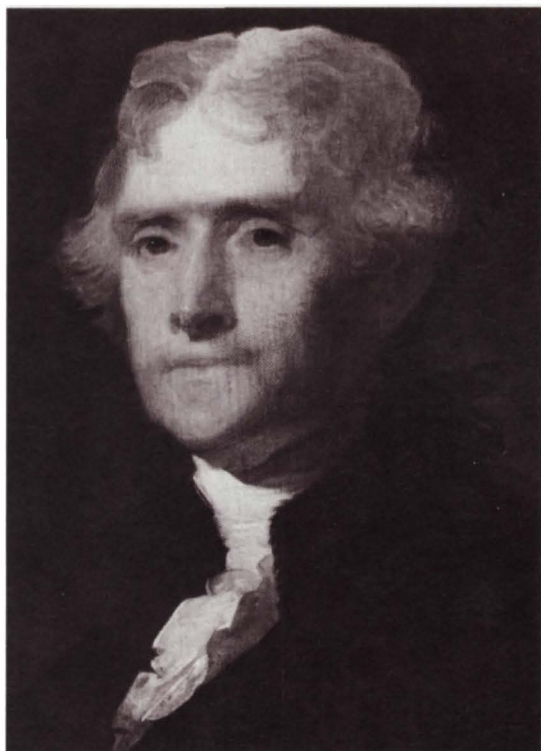
The chair of law at William and Mary, created in 1779 by the Board of Visitors at the urging of Thomas Jefferson, was the first established in the United States. The first occupant of the chair was George Wythe, in whose offices studied Thomas Jefferson, John Marshall, James Monroe, and Henry Clay. Wythe, who was a signer of the Declaration of Independence and a member of the Federal Constitutional Convention, became a powerful force in the development of American legal education. During the decade of his professorship, he developed a comprehensive course of law study which emphasized the acquisition of practical skills in such areas as legislative drafting and oral advocacy.

Wythe's successor was one of his pre-Revolutionary students, St. George Tucker, who proved to be a pioneer in legal education. Tucker drafted a formal description of the requirements for a law degree at the College, which included an exacting schedule of qualifying examinations in history, government and related pre-law subjects. Tucker's course material was soon published as the first American edition of Blackstone's Commentaries on the Laws of England. This work was the earliest treatise on the common law adapted to the needs of the legal profession in the United States. For a generation, Tucker's volume was considered the leading authority on American law.

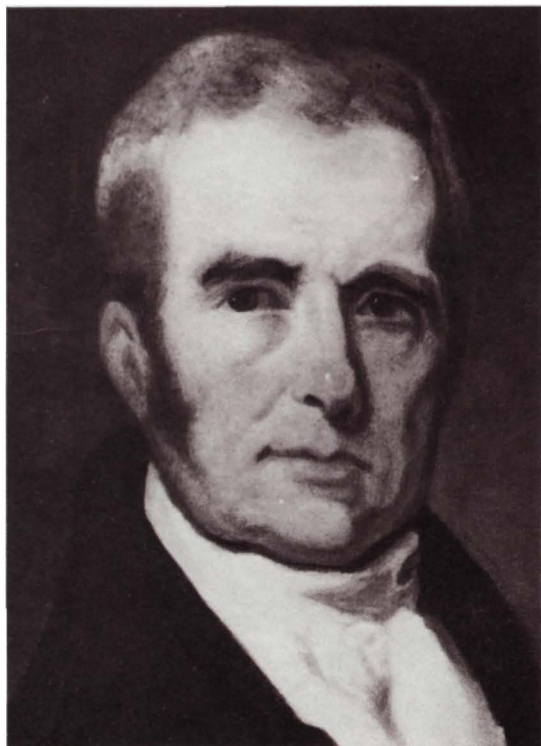
Tucker's successors as Professor of Law at William and Mary included the brothers William and Robert Nelson, James Semple and St. George Tucker's son, Nathaniel Beverley Tucker. The younger Tucker was the author of *Principles of Pleading* which became a leading authority of its day. Beverley



Sir Christopher Wren Building



Thomas Jefferson



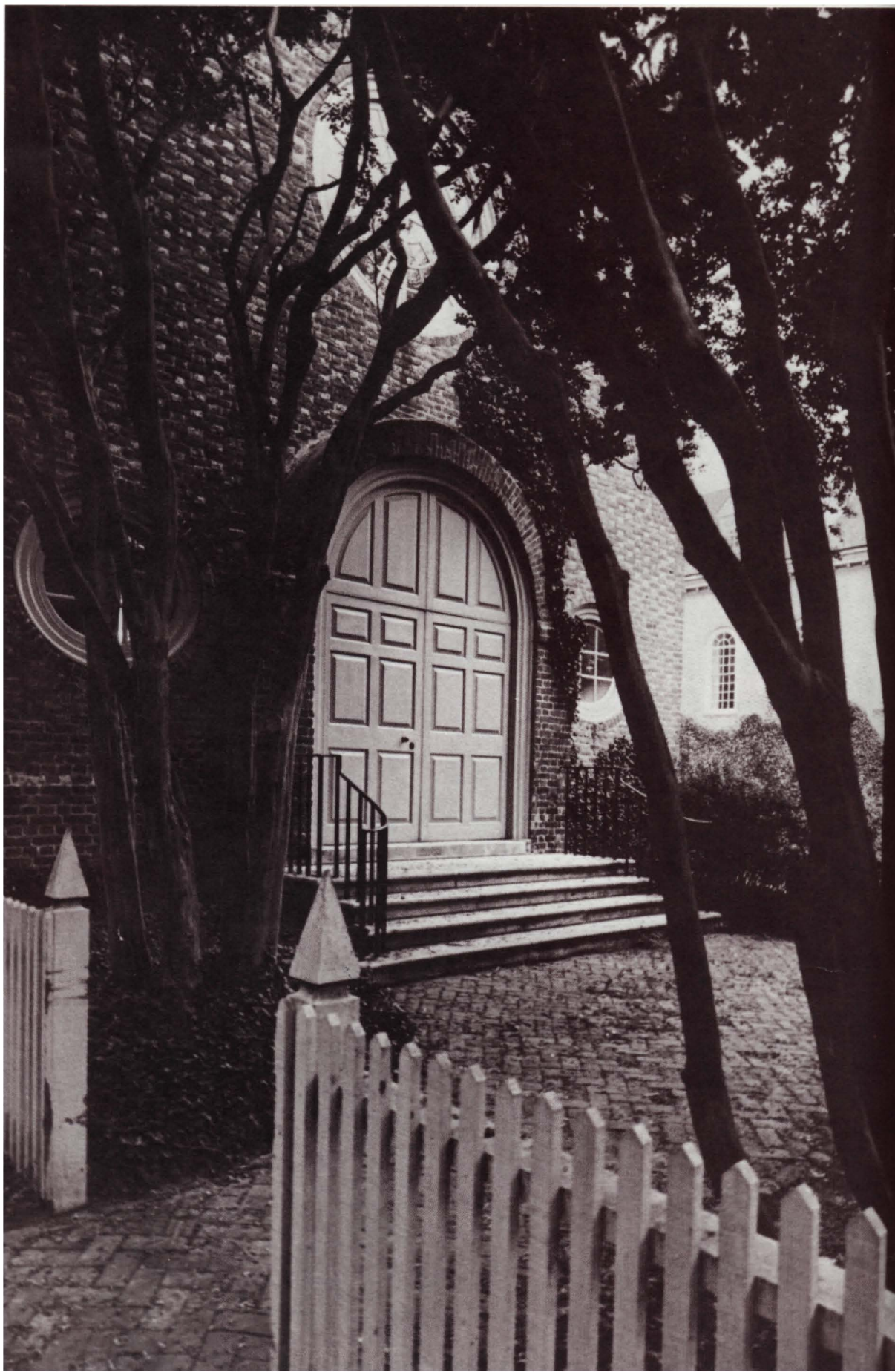
John Marshall

Tucker is perhaps best remembered as one of the ablest exponents of the states' rights school of Southern constitutional law.

The growth of the law school at William and Mary was abruptly halted by the beginning of the War Between the States. The commencement of military campaigns on the Virginia Peninsula compelled the College to close its doors. It would be another sixty years before the historical priority in law could be revived in a modern program that is now more than a half century old.

Thus, while the antecedents of the Marshall-Wythe School of Law are relatively ancient, the revived law program at William and Mary is relatively new. Moreover, it has only been within the last ten years that student enrollment has grown large enough to permit the curricular expansion and faculty growth essential to the development of a distinguished program of contemporary legal education.

Today, the Marshall-Wythe School of Law enrolls 450 students from all regions of the nation. Over 2200 applications for 150 spaces in the entering class were received last year. As a state supported institution, the Law School maintains a student body composed of 70% Virginians and 30% non-Virginians. The legal education offered, however, is national in scope, since our students are engaged in the practice of law throughout the United States.



II. THE COLLEGE CAMPUS



Swem Library

William and Mary's campus is a mixture of the ancient and the modern, reflecting the nearly 300 years of the College's past.

A visitor to the Sir Christopher Wren Building at the west end of the Duke of Gloucester Street may at first believe that this ancient building is the beginning and end of the College. But the Wren Building marks only the eastern tip of a campus that includes 1200 acres, approximately 40 major buildings, a large lake, extensive woods, and many playing fields and tennis courts.

Currently, the Law School is housed in one of the oldest buildings on campus. Constructed in the early twentieth century and completely modernized in 1968, the Marshall-Wythe Building is a blend of the old and the new.



Artist's Rendering of New Law School

At the rear of the Wren Building and in front of the Law School lies a long stretch of green and wooded land known as the Jefferson Prospect. It begins with the sunken Garden, with its wide expanse of lush green lawn crossed by old brick walks and surrounded by beautiful boxwood, extends to an area known as Crim Dell with an oriental bridge crossing a lily pond nestled in a small clump of woods, and continues to lovely Lake Matoaka. Surrounding Lake Matoaka is the College woods, an area still in its virgin state, which has trails for hiking and provides an exceptional natural laboratory for students at the College.

While the Jefferson Prospect forms the heart of the modern campus, the campus is expanding to include the area for a new Law School building. Scheduled for completion in 1980, the new Law School building will be located adjacent to the headquarters building of the National Center for State Courts. It will include ample space for faculty offices, the law library, classroom and student organizations. The new building will also house an experimental moot courtroom that will allow the testing of innovative approaches to the conduct of judicial proceedings both at the trial and appellate levels.



Canoeing on Lake Matoaka



THE CAMPUS OF
THE COLLEGE OF
WILLIAM AND MARY
IN VIRGINIA

- | | | |
|--|---------------------------------------|-------------------------------------|
| 1. SIR CHRISTOPHER WREN BUILDING | 20. WILLIAM AND MARY HALL | 39. BARRETT HALL |
| 2. THE BRAFFERTON | 21. TENNIS COURTS | 40. JEFFERSON HALL |
| 3. THE PRESIDENT'S HOUSE | 22. WILLIAM AND MARY COMMONS | 41. COLLEGE BOOKSTORE |
| 4. EWELL HALL | 23. BOTETOURT RESIDENCE COMPLEX | 42. TALIAFERRO HALL |
| 5. WASHINGTON HALL | 24. DUPONT HALL | 43. CAMPUS CENTER |
| 6. JAMES BLAIR HALL | 25. ADAIR GYMNASIUM | 44. TYLER HALL |
| 7. OLD ROGERS HALL | 26. TENNIS COURTS | 45. HUNT HALL |
| 8. MARSHALL-WYTHE SCHOOL OF LAW | 27. RICHARD LEE MORTON HALL | 46. TRINKLE HALL |
| 9. PSYCHOLOGICAL COUNSELING CENTER | 28. HUGH JONES HALL | 47. CAMPUS POLICE OFFICE |
| 10. BROWN HALL | 29. WILLIAM SMALL PHYSICAL LABORATORY | 48. HEATING PLANT |
| 11. SORORITY COURT | 30. PHI BETA KAPPA MEMORIAL HALL | 49. NATIONAL CENTER FOR STATE COURT |
| 12. MONROE HALL | 31. ROBERT ANDREWS HALL | 50. LAW SCHOOL (under construction) |
| 13. BLOW GYMNASIUM | 32. EARL GREGG SWEM LIBRARY | |
| 14. OLD DOMINION HALL | 33. STUDENT HEALTH CENTER | |
| 15. BRYAN COMPLEX | 34. OLD LODGES | |
| 16. CARY FIELD | 35. JOHN MILLINGTON HALL | A. Wren Courtyard |
| 17. ALUMNI HOUSE | 36. ROGERS HALL | B. J. T. Baldwin Memorial Garden |
| 18. FRATERNITY LODGES SPECIAL INTEREST HOUSING | 37. LANDRUM HALL | C. Sunken Garden |
| 19. YATES HALL | 38. CHANDLER HALL | D. Crim Dell |



III. A DIVERSE AND TALENTED STUDENT COMMUNITY

The student body of the Marshall-Wythe School of Law is intellectually able and remarkably diverse. The class which entered in August of 1978 had a median undergraduate grade point average of 3.30 and a median L.S.A.T. score of 647. Such statistics, however, reveal little of the character of the men and women who are our students. To fill this gap, we have included biographical sketches of four students whose special accomplishments suggest the special characteristics of our students.

KENT BROWN

In 1975, Kent Brown became the NCAA floor exercise champion while at Arizona State in Tempe, Arizona. A political science major, Brown knew he wanted to come to law school.

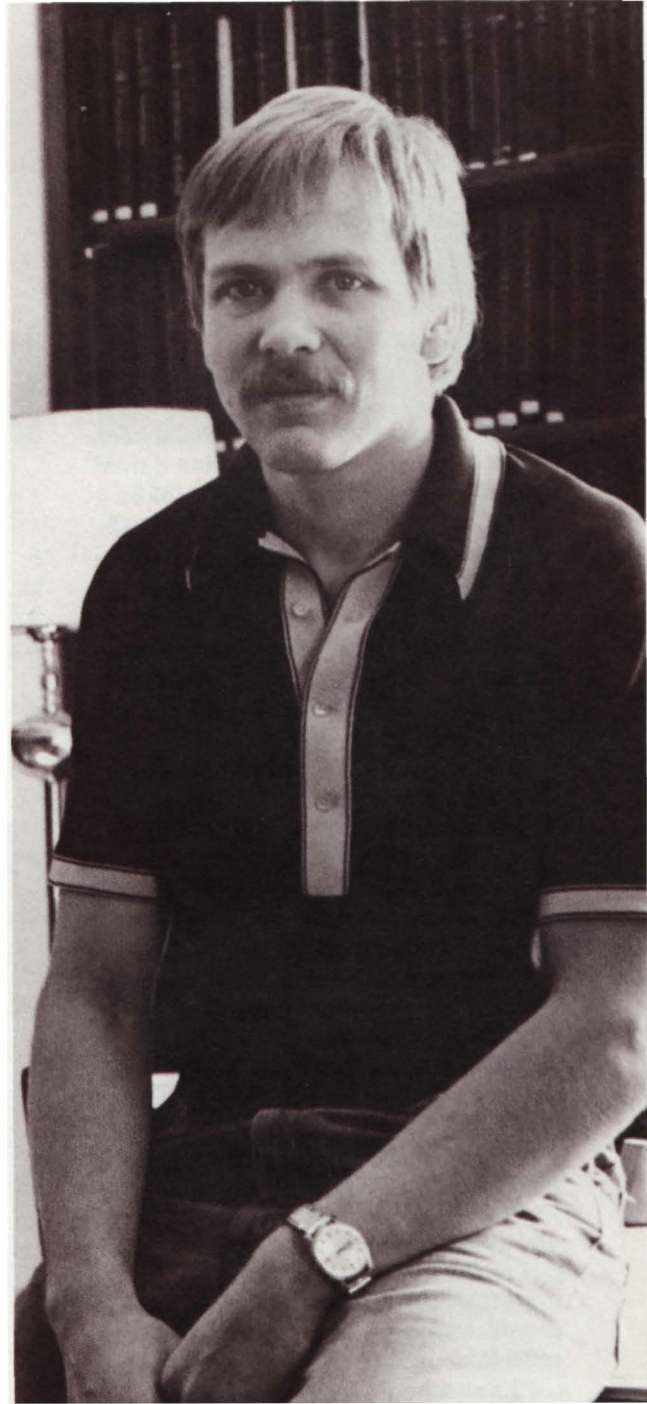
"My first love was always political science," says Brown, "but I loved the competition of gymnastics."

Brown has remained active in gymnastics while at William and Mary. During his first year, he was assistant gymnastics coach. In his second year Law Review began to limit his free time, forcing him to give up coaching on a regular basis. In his third year he was named editor-in-chief of the William and Mary Law Review.

But he hasn't given up the gymnastics. When not in the library studying, it's a good bet he'll be found in the gym working out or coaching the team on his own time. He also coaches at occasional gymnastics clinics.

Brown sees himself more interested in athletics than the average law student, and pays more attention to recent sports law than most. "There are some interesting aspects of the new sports laws in the way they affect women," he pointed out.

But Brown doesn't see athletics in his legal future. "My main interest is in individual rights," he said. "I hope to pursue that after graduation."



JUDY JACOBSEN

Law school is not a traditional means to enter the population field, but a third year student at Marshall-Wythe thinks it is the best one for her.

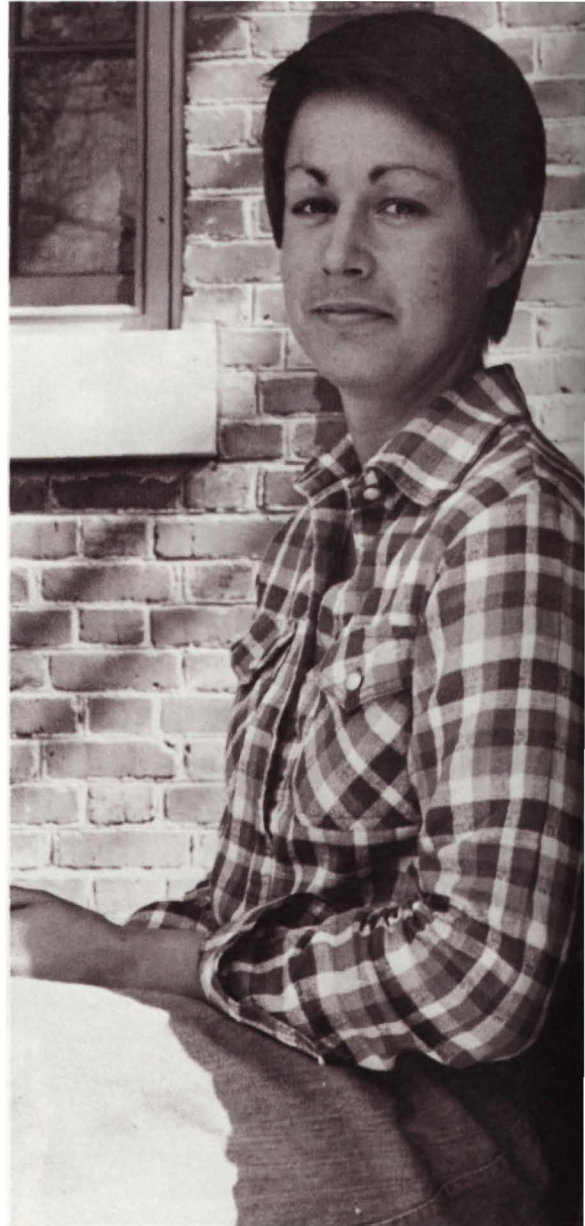
"I chose law school because I feel legal training provides administrative expertise," says Judy Jacobsen. "Sterilization and population control are extremely volatile issues. Lawyers are needed to administer legal problems arising in these areas."

During a recent semester break, Jacobsen flew to Geneva, Switzerland, as a delegate to the Third General Assembly of the World Federation of the Association for Voluntary Sterilization. Jacobsen rewrote the bylaws of the organization and presented them to the General Assembly for passage. Eventually, the bylaws were unanimously accepted.

Her trip grew out of a summer job with the Office of Population of the Agency for International Development (AID) in Washington, D.C. But her interest in population control began in a freshman biology seminar at William and Mary.

Jacobsen sees a lot of occupational opportunities for lawyers in voluntary organizations, but stresses that students must take the initiative to seek them out.

"Law school curricula have neither the time nor the resources to address all alternatives open to students. Virtually all the students I know are going into private practice or government work. I think voluntary organizations provide wide opportunities for those interested."





CLAUDE MOORMAN

"The fun of practicing medicine is gone when you're forced to look at every case as a possible malpractice suit," says Claude Moorman, medical doctor and third year law student.

Moorman didn't come to Marshall-Wythe to give up his medical career; however, he intends to use his law degree to improve the practice of medicine. He describes his three years at law school as an "expensive experiment."

"I think the future of private medicine is bleak. I came to law school to see if I could get the legal know-how to organize the medical profession. With all the outside pressures that doctors face, and their lack of time to organize, I feel there is a real need for people with expertise in both fields."

At 37, Moorman has an impressive background. While at Duke University in his undergraduate years he was an all-American football player. After medical school and internship in surgery, he served an eight-month term in Viet Nam as a civilian worker. He returned to the States for further training at Grady Memorial Hospital in Atlanta, and then set up private practice in Savannah, Georgia.

While attending law school, Moorman works part-time at the Newport News Shipbuilding Medical Clinic, and has served as a medical consultant in personal injury cases.



The outcome of his "expensive experiment" won't be determined until after graduation. Not wanting to go into government work, Moorman is looking toward a large university with both a medical and law school for employment.

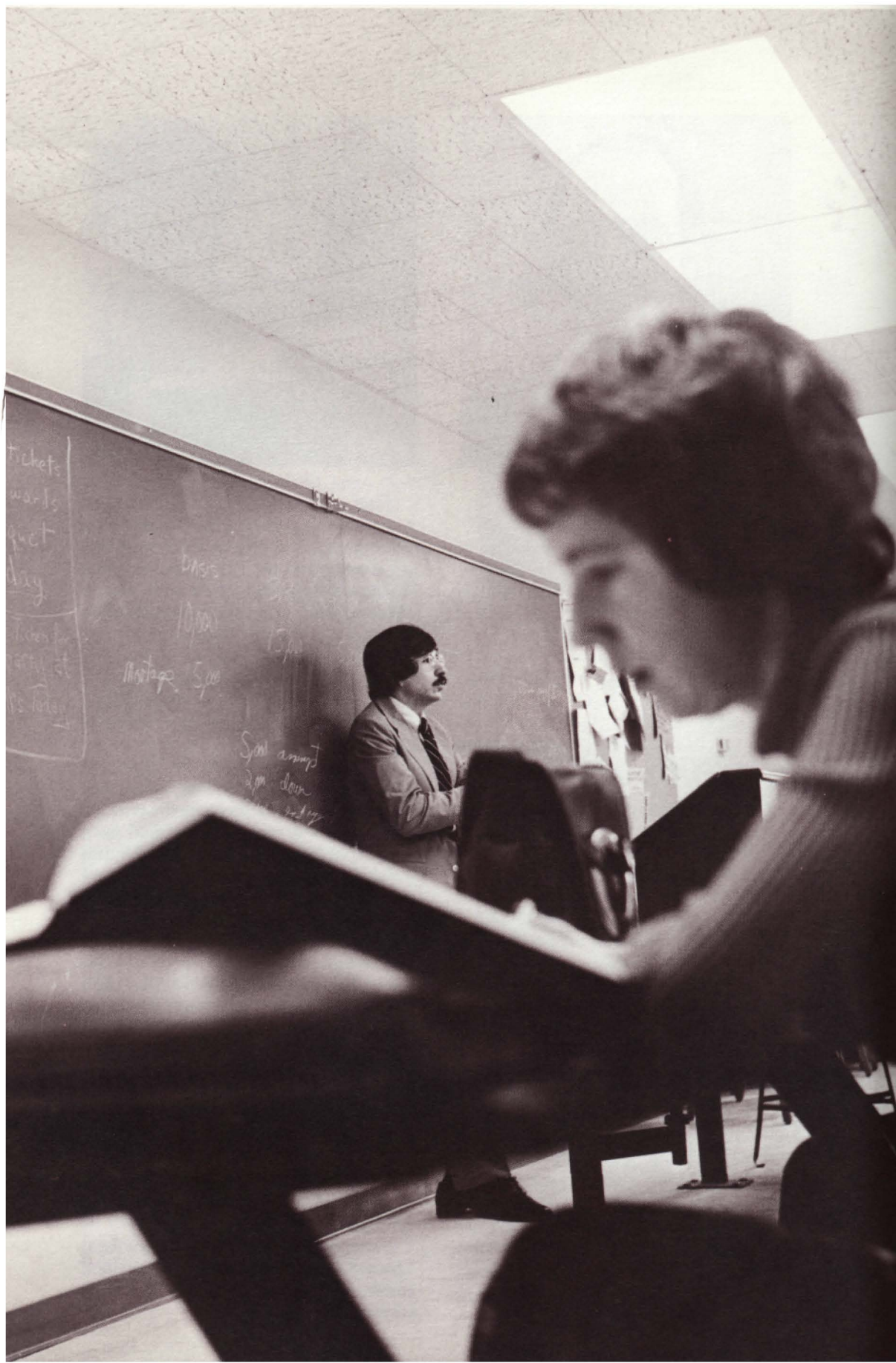
BESSIDA WHITE

The decision to attend law school is often the product of personal experience. So it was with Bessida White, who is currently enrolled as a student at Marshall-Wythe. Ms. White's involvement in the women's movement and her belief that many unscrupulous business enterprises have exploited Blacks contributed to her decision to seek a law degree.

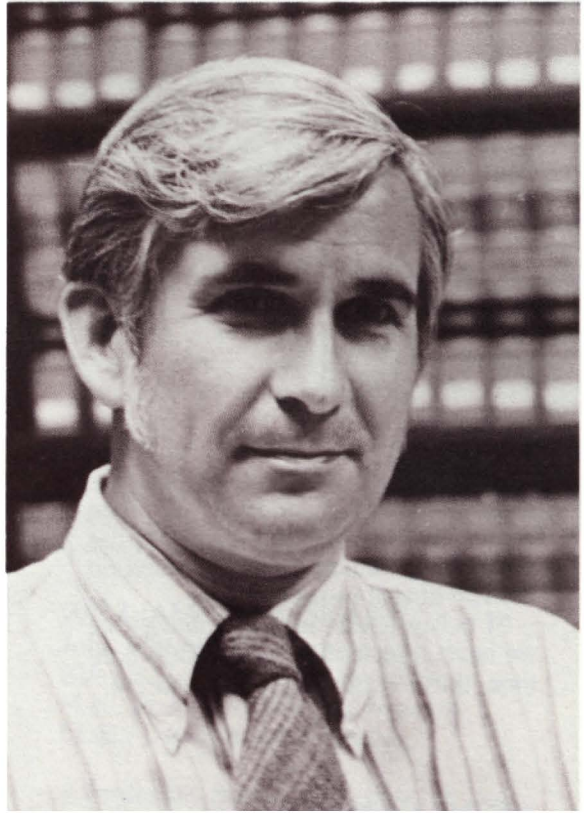
Ms. White has had a full career prior to beginning her legal education. She founded the Richmond Women's Center, has been chairwoman of the Virginian Women's Political Caucus and served as a delegate from Virginia to the National Women's Conference held in Houston in 1977.

Ms. White intends to use her legal training to advance the interests of Blacks and women within the political system.

"Law training," Ms. White says, "provides special skills that allow one person to make a difference in our mass society."



IV. FACULTY



John E. Donaldson

JOHN E. DONALDSON *Professor of Law*

B.A., University of Richmond
J.D., College of William and Mary
L.L.M., Georgetown University

Professor Donaldson specializes in the taxation and administration of trusts and estates and has been a frequent lecturer at professional continuing education programs. He is currently in the process of revising two widely used books on Virginia Procedure.

“An understanding of law requires an understanding of society and its institutions. Social institutions tend to mold the development of law which in turn tends to exert a conservative, restraining influence on social change. As a consequence, the study of law is not only preparation for a challenging career but also a liberal education in its own right.”

The Faculty

The strength of a law school is determined by the talent and initiative of its students and the quality of its faculty. William and Mary's long tradition of excellence in teaching, matched by its many research opportunities as a small university, attracts that ideal combination of the scholar-teacher who is committed to professional teaching.

The relationship between faculty and students at the law school is very close. Faculty members are genuinely interested in and available to students. The excellent ratio of faculty to students, 1:20, allows for easy accessibility. Professors hold scheduled office hours for student consultations, and, because Williamsburg is a small community and so many faculty live near the campus, professors frequently open their homes to students for informal classes and socializing.

The faculty represents many backgrounds, talents, personalities and interests. The comments and profiles that follow will give some idea of the diverse pursuits and accomplishments of some of William and Mary's scholar-teachers.

DELMAR KARLEN

Tazewell Taylor Professor of Law
B.A., University of Wisconsin
LL.B., Columbia University

Professor Karlen enjoys a national reputation as scholar and teacher in the fields of civil procedure and judicial administration. For many years he was Director of the Institute for Judicial Administration at New York University, a leading center of law reform in the United States. Professor Karlen has written extensively during his long career. Within the last year he has published a standard reference text on the law of civil procedure.

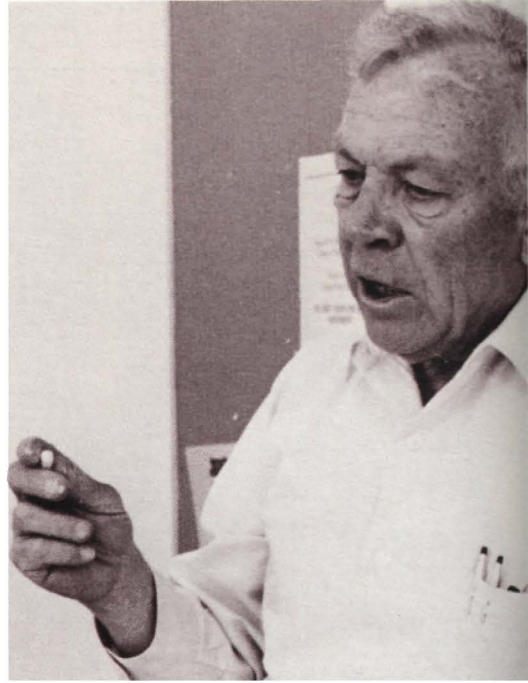
"I believe, with Justice Holmes, that we need education in the obvious more than the elucidation of the obscure."

JOHN M. LEVY

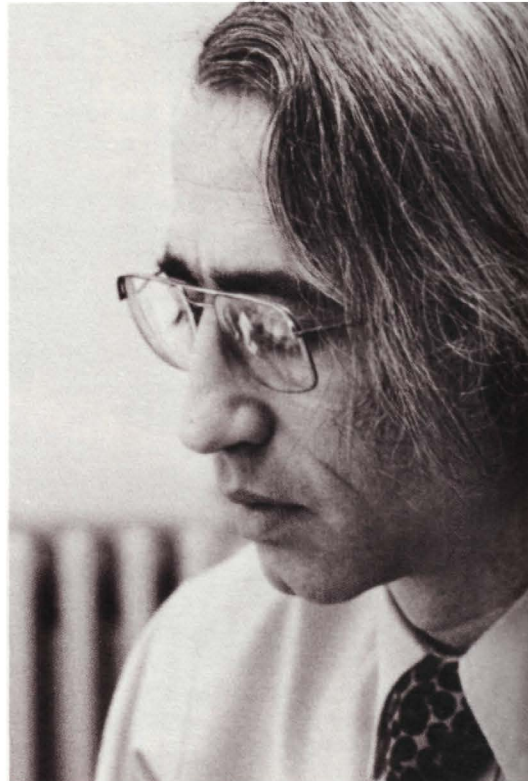
*Associate Professor of Law and
Director of Clinical Education*
B.A., New York University
J.D., Syracuse University

Professor Levy has played a central role in providing and improving the availability of legal services to the poor throughout Virginia. He is a former member of the Peace Corps and a Reginald Heber Smith Fellow. The clinical legal education program at the Marshall-Wythe School of Law is the product of Professor Levy's commitment to the idea that law students must gain some sense of the real world in which lawyers practice.

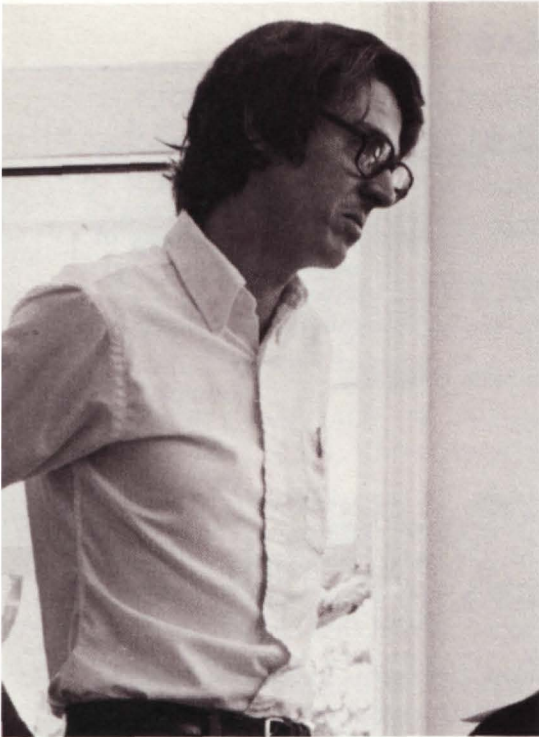
"Since the Magna Carta our system has mandated that justice not be sold. Therefore, our profession must accept that challenge and see that it is met."



Delmar Karlen



John M. Levy

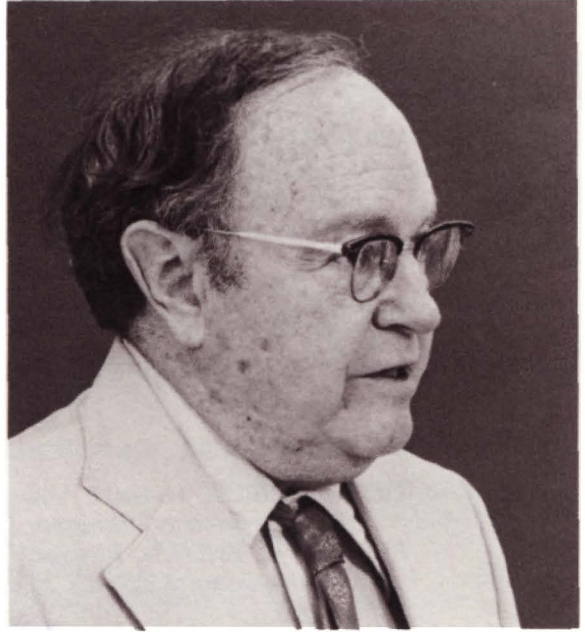


Doug R. Rendleman

DOUG R. RENDLEMAN
Professor of Law
B.A., J.D., University of Iowa
L.L.M., University of Michigan

Professor Rendleman has taught and published articles in a number of fields, including Procedure, Remedies, Conflicts, Copyrights and Trademarks, and Torts. His most recent publication in the University of Chicago Law Review advocates a new approach to the manner of dealing with alleged obscene material.

“Each law student is primarily responsible for his/her own education. Law teachers serve merely to facilitate that education. I strive to be prepared for my classes, prepared to stimulate, to challenge, and to inform. To help people who will practice law in the 21st century, I think that law teachers should stress the basics: careful reading, tough-minded analysis, and reasoned argumentation.”



William F. Swindler

WILLIAM F. SWINDLER
John Marshall Professor of Law
B.A., B.S., Washington University
M.A., Ph.D., University of Missouri
LL.B., University of Nebraska

Professor Swindler is one of our nation’s leading constitutional historians. He has lectured widely in the United States and abroad on topics of constitutional law and legal history. He has written numerous law review articles and is the author of a widely praised multi-volume history of the Supreme Court.

“In Williamsburg the study of contemporary law is carried on in the unique perspective of centuries of Anglo-American legal and political history, which has a continuing significance today. Glanville Bracton, Coke and Blackstone gave fundamental meaning to the law which Jefferson, St. George Tucker and John Marshall made the foundation for American jurisprudence as it is followed in our own time. For a profession based on precedents, this heritage of eight hundred years has a basic practicality.”

THE FACULTY OF THE SCHOOL OF LAW

- WILLIAM B. SPONG, JR., Dean of the School of Law and Dudley Warner Woodbridge Professor of Law.
LL.B., University of Virginia
- TIMOTHY J. SULLIVAN, Associate Dean (Administration) and Professor of Law.
A.B., College of William and Mary; J.D., Harvard University.
- RICHARD A. WILLIAMSON, Associate Dean (Admissions) and Professor of Law.
B.A., Ohio University; J.D., The Ohio State University.
-
- DENIS J. BRION, Assistant Professor of Law (On leave 1978-79).
B.S., Northwestern University; J.D., University of Virginia.
- RONALD C. BROWN, Professor of Law (On leave Fall Semester 1978-79).
B.S., University of Toledo; J.D., University of Toledo; LL.M., University of Michigan.
- TOM A. COLLINS, Professor of Law.
B.A., Indiana University; J.D., Indiana University, Indianapolis; LL.M., University of Michigan.
- JOHN E. DONALDSON, Professor of Law.
B.A., University of Richmond; J.D., College of William and Mary; LL.M., Georgetown University.
- EMERIC FISCHER, Professor of Law.
B.S., University of South Carolina; J.D., M.L.&T., College of William and Mary.
- HARVEY FRANK, Professor of Law.
A.B., New York University; J.D., Harvard University; LL.M., New York University.
- WARWICK R. FURR, II, Associate Professor of Law.
B.A., American University; LL.B., University of Virginia.
- MENDES HERSHMAN, Visiting Professor of Law.
A.B., New York University, LL.B. Harvard University.
- DELMAR KARLEN, Tazewell Taylor Professor of Law.
B.A., University of Wisconsin; LL.B., Columbia University.
- JOHN M. LEVY, Associate Professor of Law and Director of Clinical Education.
B.A., New York University; J.D., Syracuse University.
- MICHAEL T. MADISON, Professor of Law.
A.B., George Washington University; J.D., Harvard University; LL.M., New York University.
- BOLLING R. POWELL, JR., Professor of Law.
B.A., Birmingham Southern College; M.A., J.D., University of Virginia.
- DOUG RENDLEMAN, Professor of Law.
B.A., J.D., University of Iowa; LL.M., University of Michigan.
- JAMES W. ROBERTSON, Visiting Assistant Professor of Law.
B.A., Santa Clara University; J.D., Stanford University.
- ELMER J. SCHAEFER, Associate Professor of Law.
B.A., Northwestern University; M.A., J.D., Harvard University.
- FREDERICK F. SCHAUER, Visiting Associate Professor of Law.
A.B., M.B.A., Dartmouth College; J.D., Harvard University.
- WILLIAM F. SWINDLER, John Marshall Professor of Law.
B.A., B.S., Washington University; M.A., Ph.D., University of Missouri; LL.B., University of Nebraska.

G. GRAHAM WAITE, Visiting Professor of Law.
B.S., LL.B., S.J.D., University of Wisconsin.
RICHARD E. WALCK, Professor of Law.
B.A., Pennsylvania State University; J.D., University of Virginia.
ARTHUR B. WHITE, Professor of Law.
A.B., LL.B., Washburn College.
SCOTT C. WHITNEY, Professor of Law.
A.B., University of Nevada; J.D., Harvard University.
JAMES P. WHYTE, JR., Professor of Law.
B.A., Bucknell University; M.A., Syracuse University; J.D., University of Colorado.
WALTER L. WILLIAMS, JR., Professor of Law.
A.B., M.A., LL.B., University of Southern California; LL.M., S.J.D., Yale University.
ROBERT T. ARMISTEAD, Lecturer in Law.
B.S., B.C.L., College of William and Mary.
INGRID MICHELSEN HILLINGER, Lecturer in Law.
B.A., Barnard College; J.D., College of William and Mary.
DONALD PAULDING IRWIN, Lecturer in Law.
A.B., Princeton University; J.D., Yale Law School; M.A., Yale University.
AUZVILLE JACKSON, JR., Lecturer in Law.
B.S., Virginia Polytechnic University; J.D., George Washington University.
ORMAN W. KETCHAM, Lecturer in Law.
B.A., Princeton University; LL.B., Yale University.
ROY S. MITCHELL, Lecturer in Law.
B.S., Cornell; J.D., George Washington University.
GEOFFREY W. PETERS, Lecturer in Law.
A.B., Northwestern; M.A., J.D., University of Denver.
JOHN MORRILL PETERSON, Lecturer in Law.
J.D., M.L.&T., College of William and Mary.
W. TAYLOR REVELEY, III, Lecturer in Law.
A.B., Princeton; J.D., University of Virginia.
MEYER ROTHWACKS, Thomas C. Atkeson Lecturer in Law.
B.A., J.D., Cornell University.
JOHN M. RYAN, Lecturer in Law.
A.B., Dartmouth College; J.D., University of Virginia.
JOHN B. TIEDER, JR., Lecturer in Law.
A.B., Johns Hopkins University; J.D., American University.
J. R. ZEPKIN, Lecturer in Law.
B.A., J.D., College of William and Mary.

CAROLINE C. HERIOT, Professor of Law and Law Librarian.
A.B., Lander College; B.S., Library Science, University of North Carolina;
J.D., University of North Carolina.
EDMUND P. EDMONDS, Assistant Professor of Law and Associate Law Librarian.
A.B., University of Notre Dame; M.L.S., University of Maryland College of Library and Information Services; J.D., University of Toledo College of Law.
CHARLES HARPER ANDERSON, B.A., J.D., LL.M., Lecturer in Law, Emeritus.
THOMAS C. ATKESON, B.S., M.S., Ph.D., Chancellor Professor of Taxation, Emeritus.
THOMAS H. JOLLS, B.A., J.D., Professor of Law, Emeritus.
ARTHUR W. PHELPS, B.A., M.A., J.D., LL.M., Professor of Law, Emeritus.



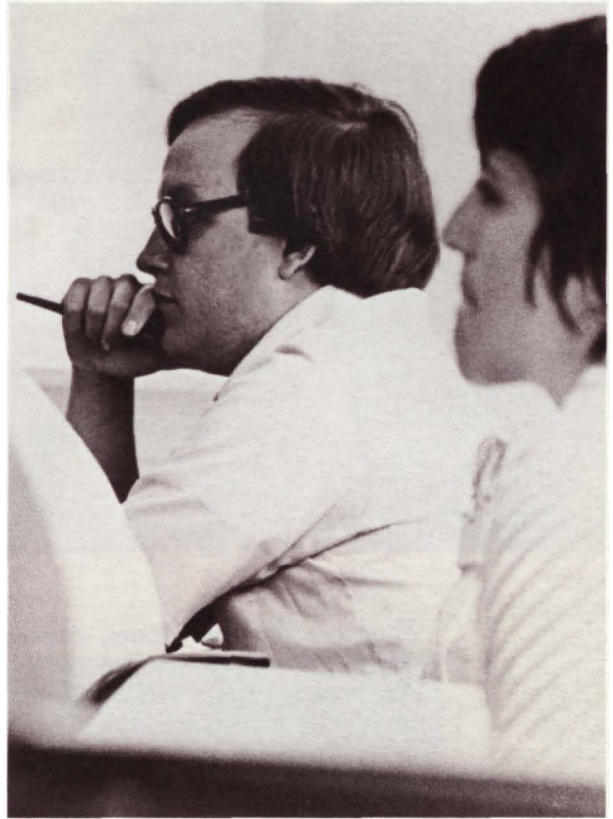
V. ACADEMIC PROGRAM

EDUCATIONAL PHILOSOPHY

It would be inaccurate to suggest that a single point of view animates the work and teaching of every member of the faculty of the Marshall-Wythe School of Law. Law professors, no less than their brethren in the practice, are intensely individualistic. Yet there are certain core values which are shared by the faculty as a whole. These common assumptions impart a cohesiveness, an intellectual unity to the educational experience at Marshall-Wythe that we would like to believe is somewhat unusual in contemporary legal education.

There can be no doubt that intellectual distinction is a fundamental attribute of a good lawyer. Our admissions process is sufficiently stringent to assure that each of our students possesses the intellectual potential for success at the bar. Once enrolled, particularly in the first courses, every effort is made to assure that the intellectual capacity of our students is tested rigorously and directed along professionally productive lines. In addition, early emphasis is placed upon the acquisition of essential practical skills. The first year legal writing program, for example, is an important part of our students' basic education. Because writing and research are essential tools for every lawyer, our faculty does not view the writing program as an unfortunate intrusion into more important substantive fields, but rather as a co-equal educational experience of independent merit.

None can doubt the primacy of intellectual rigor in the training of a lawyer. Yet our faculty firmly believes that the education of a complete lawyer must be more than training in the life of the mind. Most lawyers perform many functions in their professional careers.





They are often advocates, counselors and community leaders. In the discharge of these functions, more is required than an able intellect. Traditional traits of character are equally important. Of course, no law school can create character, compassion or sensitivity to human needs. A law school can, however, make it clear to its students that these qualities, in common with intellectual ability, are important in the education of a lawyer who aspires to genuine professional excellence.

At the Marshall-Wythe School of Law, we have tried to emphasize the human side of the practice of law. Many members of our faculty consistently strive to provide this perspective in the teaching of their courses. We have also developed educational programs designed to show the student by example how very important sensitivity to the personal needs and problems of clients can be. Among these programs are the Post Conviction Assistance Project for inmates of the Federal Reformatory in Petersburg, Virginia and

a student-operated law clinic for patients at the Eastern State Hospital in Williamsburg.

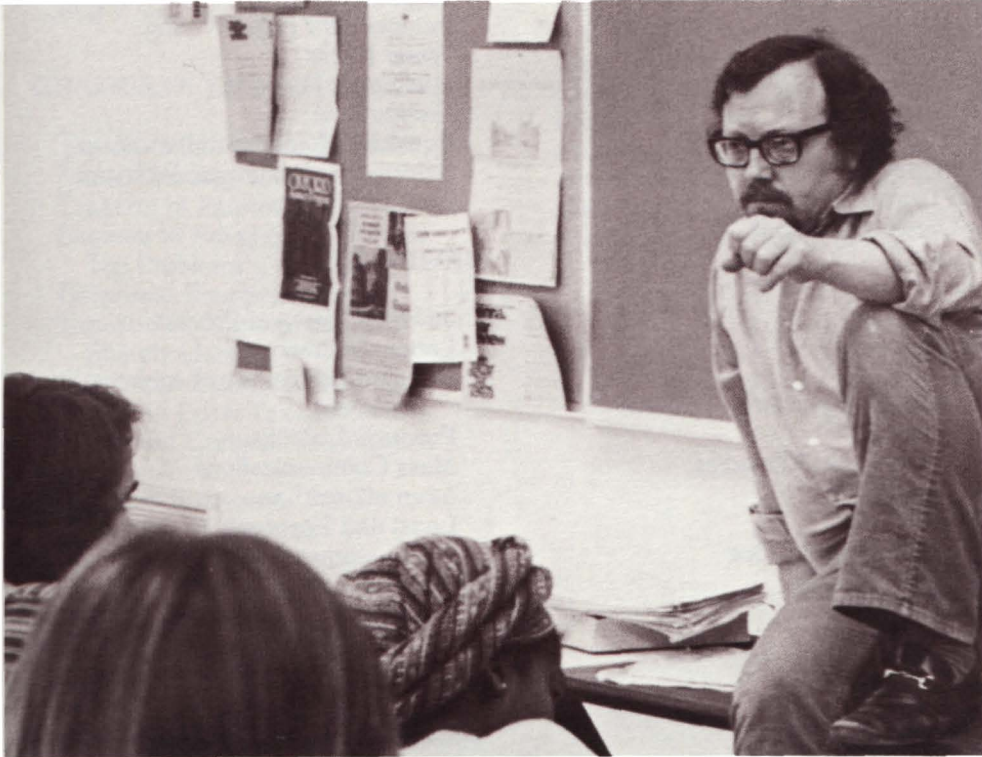
The law is a learned profession; its mastery, if attainable at all, requires a lifetime of diligent study and practice. No law school, however distinguished, would presume to claim that its students, immediately upon graduation, are competent to contend on an equal basis with lawyers of long standing and substantial experience. It is, however, the highest aim of this school to prepare each of its graduates for a life in law which, if pursued with persistence and integrity, will be marked by significant legal achievement and unflinching adherence to the highest ideals of the profession.

In sum, it may be said that our educational aim at the Marshall-Wythe School of Law is to insure that our students have the intellectual ability to solve their clients' legal problems, but also the depth of character to see their clients as more than disembodied legal difficulties.

DEGREE REQUIREMENTS: JURIS DOCTOR

Students holding an academic baccalaureate degree from an institution of approved standing, who have been in residence in the Law School for at least ninety weeks, who have completed satisfactorily at least ninety semester credits in law with a quality point average of at least 2.0 in all law work undertaken, will receive the degree of Juris Doctor.

All students must enroll in three courses or graded research activities which meet the writing requirement established by the faculty as a condition for graduation. All first-year students are required to take Law 111-112 (Legal Writing) which satisfies the requirement in the first year. Prior to graduation a student must successfully complete two other courses or research activities that meet the writing requirement.



COURSE OFFERINGS

Listed below are courses offered at Marshall-Wythe. Courses change from time to time, and new ones are added regularly.

REQUIRED FIRST YEAR COURSES

Civil Procedure
Contracts
Property
Torts
Constitutional Law
Legal Writing

REQUIRED SECOND YEAR COURSES

Administrative Law
Criminal Law
Legal Profession

ELECTIVES

Corporations
Trusts and Estates
Commercial Law
Evidence
Federal Income Tax
Criminal Procedure I, II
Virginia Procedure
Urban Land Use
Constitutional Rights and Duties
Secured Transactions
Debtor-Creditor Relations
Labor Law
Insurance
International Law
Conflicts of Law
Antitrust
Modern Social Legislation
Future Interests
Equitable and Legal Remedies
Federal Courts
Family Law
Trial and Appellate Practice
Unfair Trade Practices

Modern Land Finance
Legal Accounting
Securities Regulation
Environmental Law I, II
Trial Advocacy
English Legal History
American Legal History
Municipal Corporations
Comparative Law
Advanced Administrative Practice
and Procedure
Corporate Finance
Admiralty
International Business Operations
Management of International
Operations
European Community Law
Roman Law
Western Legal Institutions
Legal Research
Independent Legal Writing
Water Rights
Intellectual Property
Energy Law
Equitable Remedies: Injunctions
Selected Constitutional Problems
Election Process

SEMINARS

Juvenile Law and Process
Labor Arbitration
Selected Problems in Legislative
Research
Products Liability
Mass Communications
International Law
Legal and Economic Problems of
Government Regulation
Criminal Law

Law and Medicine
Federal Consumer Law
Regulated Industries
Public Sector Collective Bargaining
Environmental Law and Marine
Affairs
Jurisprudence
The Constitution and Foreign Policy
Admiralty
Judicial Administration
Government Contracts

PASS/FAIL COURSES

Legal Aid Clinic
Legal Clerking
Law Review
Moot Court
Jessup International Moot Court
Post Conviction Assistance

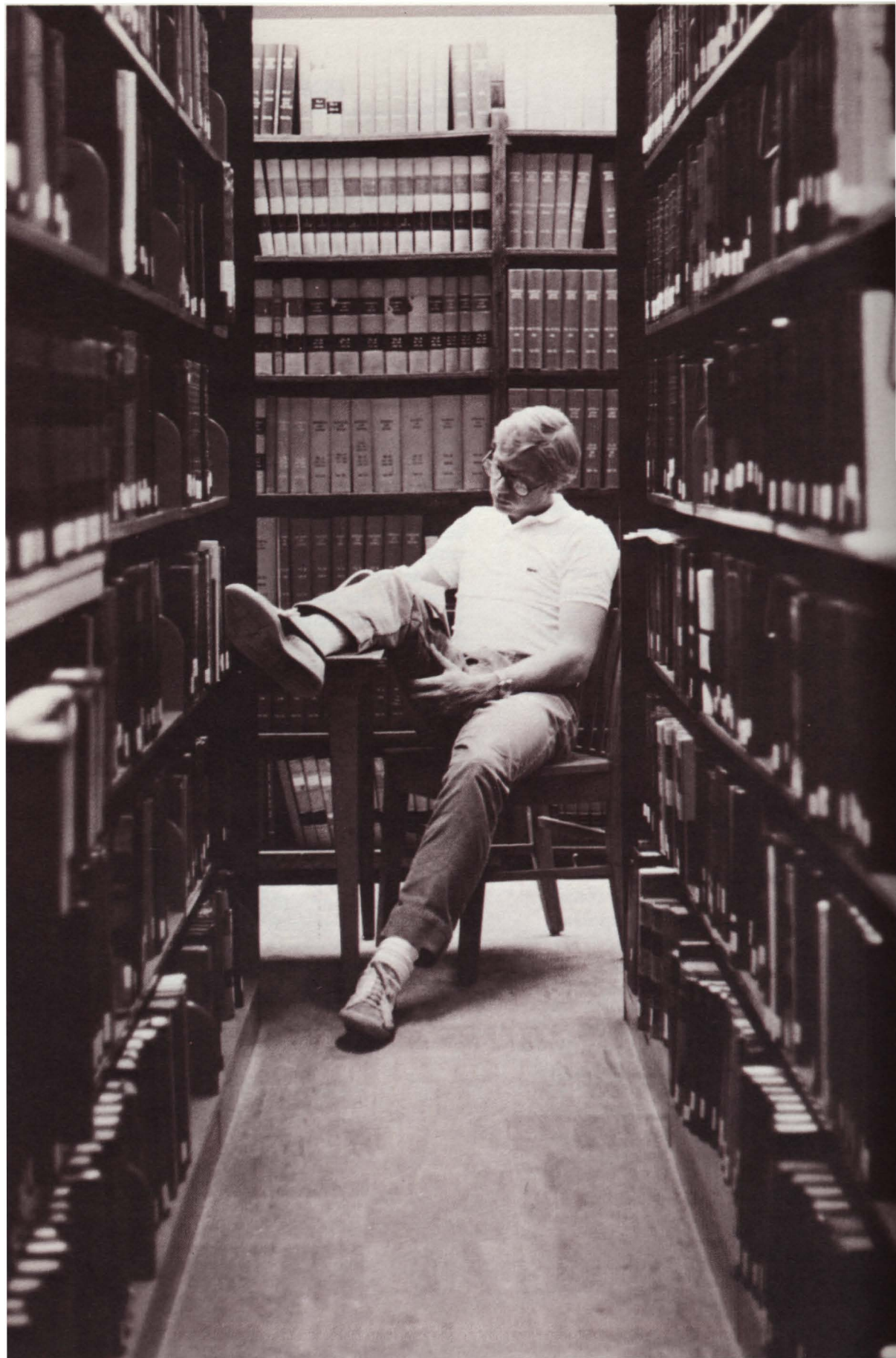
GRADUATE TAX COURSES*

Tax Administration and Procedure
Estate Planning I, II
Taxation of Partnerships
Seminar in Advanced Corporate
Tax Problems
Corporate Reorganizations
Taxation of Corporations and
Shareholders
Seminar in Business Planning
State and Local Taxation
Fraud and Criminal Tax Prosecu-
tions
Qualified Retirement Plans
Tax Research Methods
Federal Tax Policy Seminar

CLINICAL PROGRAM

Our clinical program includes not only the traditional “practical” courses, such as Legal Writing, Moot Court and Trial Practice, but also second and third year students are offered the opportunity to participate, under supervision, in the actual practice of law. There are a variety of actual practice situations from which a student can choose. These include: providing legal services to poor people in the local Legal Aid Center; working with inmates in Federal and State institutions through the Post Conviction Assistance Project; working on the legal problems of patients in a local mental hospital; and working with local prosecutors and private attorneys (solo practitioners, large firms, urban and rural). In many of these placements (and others) the student is given experience, under the supervision of a member of the faculty or another attorney, in the skills, such as interviewing, counseling, investigating, negotiations, drafting and advocacy, which are needed for the practice of law.

*These courses may be taken by second and third year J.D. students.



VI. STUDENT LIFE

Students at William and Mary enjoy a rich and varied array of extra-curricular activities. All students at the College are able to participate in the many cultural and social events held on campus and in Colonial Williamsburg. The Law School sponsors a number of organizations whose primary focus is law.

The STUDENT BAR ASSOCIATION works to promote all worthwhile extra-curricular activities. It is associated with the American Law Student Association which in turn is affiliated with the American Bar Association. The Student Bar Association is the official student government organization within the Law School.

LAW SCHOOL ORGANIZATIONS:
Below is a representative listing of Law School organizations at William and Mary.

American Trial Lawyer Association
Black American Law Student
Association (BALSA)
Environmental Law Society
Fraternities:
Delta Theta Phi
Phi Alpha Delta
Phi Delta Phi
International Law Society
Mary and William Society
Post Conviction Assistance Group
Supreme Court Historical Society
St. George Tucker Society

LAW SCHOOL PUBLICATIONS

Amicus Curiae is a bi-monthly newspaper published by students in the Marshall-Wythe School of Law devoted to news of interest to the Law School community.

The William and Mary Law Review is a quarterly journal containing professional articles, students' notes, case comments, and occasional documentary supplements. The Review is also the medium for reports on special research projects conducted by the Law School, authoritative essays on recently published books useful to the profession and other editorial projects. It is published by a student editorial board and staff. Academic standing is the primary criterion for selection of members, and promotion to staff is based upon proficiency in legal writing. One credit hour is given for each semester a student serves on the staff.

The Colonial Lawyer is published by law students on an annual basis. It contains alumni notes, articles describing events of importance at the Law School and occasional works of fiction with a legal theme.



Student Health Center

SERVICES

PLACEMENT

The Law School maintains a placement office to assist its graduates in obtaining positions in law practice, government service or as judicial clerks. Each year numerous law firms, government agencies and other employers visit the Law School. In addition, many employers write to request that law students interested in employment with them write directly to arrange interviews. The Law School is also a member of the Southeastern Law Placement Consortium which sponsors an annual program at which students enrolled in member schools may have interviews with a large number of employers from every part of the United States.

The Law School placement office also attempts to provide general employment assistance to students. In the Fall of 1978, for example, a special seminar testing employment opportunities and interview techniques was conducted under the sponsorship of the placement office.

THE STUDENT HEALTH SERVICE

The Student Health Service is located in a new, modern student health center. Staffed by three full-time doctors and a pharmacist, the David J. King Student Health Service is open 24 hours-a-day for routine and emergency care. The health service offers a variety of services

to students, most of which are covered by the student health fee, a portion of the tuition and general fee that students pay at the beginning of each semester.

THE CENTER FOR PSYCHOLOGICAL SERVICES

The Center for Psychological Services offers professional assistance to students through personal counseling and psychotherapy, and through groups dealing with problems of social relationships and the understanding of one's self and others. Full and part-time clinical psychologists serve as staff members; they are trained and experienced in dealing with problems of college students.

Complete confidentiality is assured in relations with both the Student Health Service and the Center for Psychological Services.

FINANCIAL ASSISTANCE

Financial Assistance is offered to students on the basis of demonstrated financial need. This need is established through the analysis of the Graduate and Professional Students Financial Aid Statement (GAPSFAS). The GAPSFAS becomes the basis for the awarding of scholarships, grants and loans. Assistance is offered for one year and may be renewed for each succeeding year if need continues.



Players of the W&M Theatre

CULTURAL LIFE

Cultural life at William and Mary is rich and varied. Students have opportunities to participate in and enjoy a wide range of concerts, theatre, musical activities, and lectures.

The William and Mary Theatre produces four full-length plays each year. The Director's Workshop and Premier Theatre offer excellent opportunities for students to participate in theatre in an intimate setting.

Orchesis, a modern dance troupe, gives students the opportunity to choreograph and perform in dances for two concerts annually.

The William and Mary Concert Series brings well known and outstanding

performers and groups to the campus each year, and subscriptions are available to students at a reduced rate.

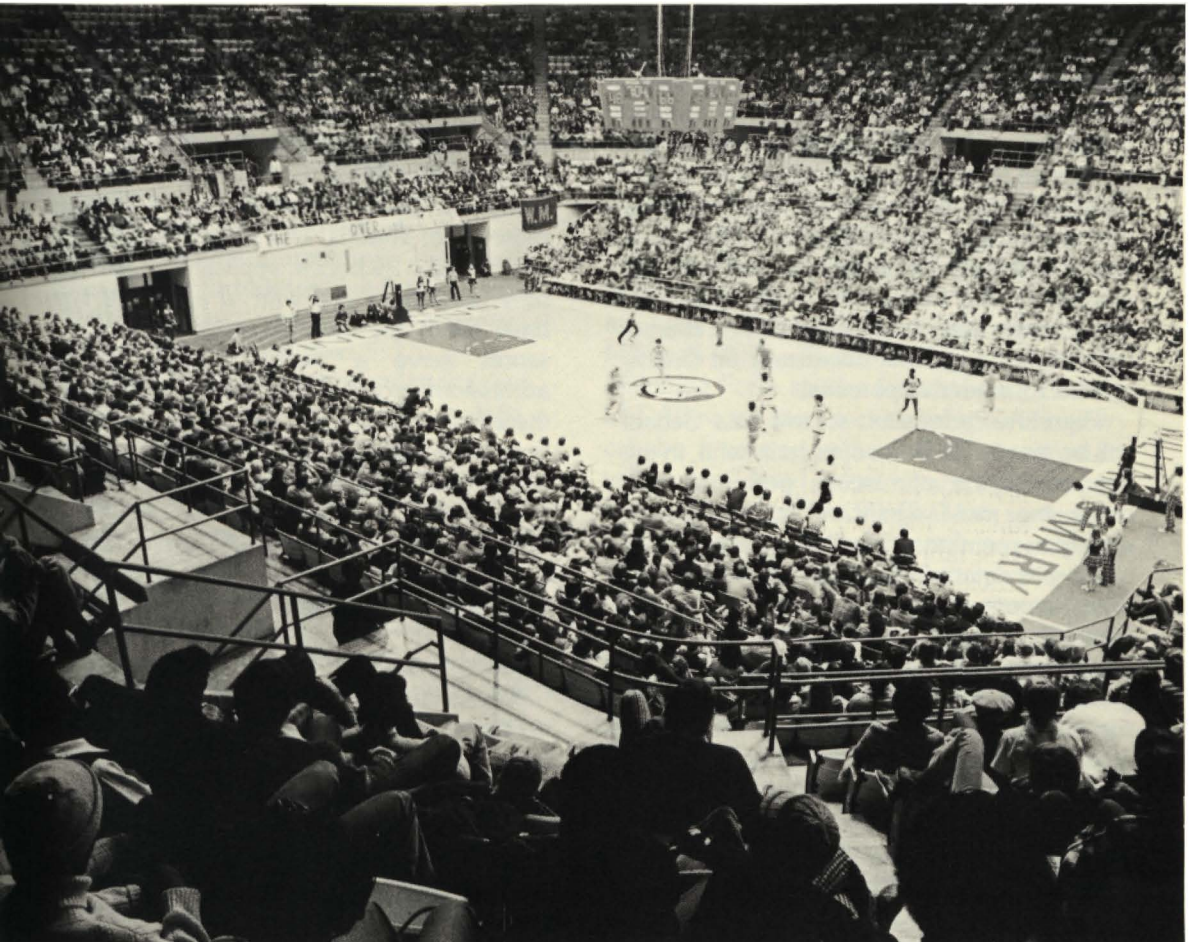
There are numerous groups on campus devoted to music. The William and Mary Choir, Chorus and Band are large groups that perform frequently while the College-Community Orchestra is a small group that performs in chamber orchestra and small ensembles.

ATHLETICS

William and Mary offers a well-balanced program in both intramural and intercollegiate athletics for men and women. Its aim is not only to be competitive intercollegiately, but also to provide all students at the College with the opportunity to compete in sports of their choice.

William and Mary fields 26 men's and women's intercollegiate athletic teams. The overall purpose of the intercollegiate program is to offer a wide selection of sports so that both men and women at William and Mary can find one that appeals to their skills and interests. The intramural sports program increases these opportunities; it is primarily designed for those students who desire competition but who do not care to participate in intercollegiate sports. Some of the sports available under the intramural program, which students help supervise, are football, basketball, fencing, badminton, volleyball, softball, archery, tennis, track and field, bridge, and bowling.

Excellent facilities for all sports are available on campus. Tennis and handball courts, two swimming pools, and athletic fields are available for student use.



ADMISSIONS

STATEMENT OF ADMISSIONS POLICY

During the past decade, the Law School has received applications for admission that greatly exceed the number of places in the entering class. Based upon the academic record and LSAT score, a very high percentage of our applicant pool could be deemed "qualified" for admission. The Law School is thus placed in the position of having to choose its class from among an applicant population where the number of "qualified" applicants far exceeds the number of available spaces. While the Law School could choose its class solely on the basis of academic potential, the faculty has concluded that neither the public nor the profession would be best served by an admissions process that was limited to selecting only those most likely to achieve best academically. The faculty believes that the educational process at the School, as well as the profession the students will enter upon graduation, is best served by an admissions process that will result in the selection of a diverse and talented student body, and to that end, has formulated an admissions policy that takes into consideration individual skills and characteristics that might not necessarily be directly related to academic potential.

Therefore, admission to the Law School will be granted to those applicants who, in the opinion of the admissions personnel, will

make the most significant contribution to society as members of the legal profession. In making its determination the School will consider factors such as: (1) the applicant's general academic ability based upon a careful examination of the undergraduate (and graduate, if any) transcript, including factors such as the grade-point average, the quality of the school attended, the difficulty of the major or department in which the degree was earned, the hours spent on outside employment or other time-consuming extracurricular activities and the length of time elapsed since graduation; (2) the applicant's capacity for the academic study of law based largely upon the LSAT score, and (3) other relevant personal qualities and characteristics of the applicant, including factors such as the location of the applicant's permanent residence, the applicant's career goals, cultural and educational background and experiences, ethnic and economic status, moral character, leadership qualities, commitment to community service, ability to undertake independent and creative research, and communication skills. The applicant should discuss her or his own characteristics and qualities in the personal statement which is required as part of the admissions process, and should seek to have those persons writing letters of recommendation discuss such factors.

GENERAL

Those students who have received or who will have received prior to commencement of study at the Marshall-Wythe School of Law a baccalaureate degree from an accredited institution may apply for admission. The application process for those wishing to commence studies in August, 1979, is as follows:

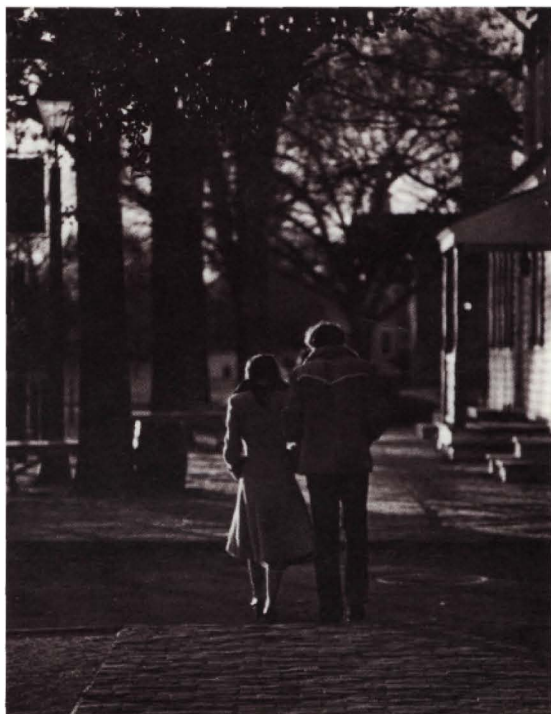
FIRST YEAR PROCEDURE

(1) Complete the application form and other materials (address labels and information card) and return with the application fee (\$20.00) no later than March 1, 1979 to: Marshall-Wythe School of Law, Admissions Office, College of William and Mary, Williamsburg, Virginia 23185. Applications received after March 1 will be returned.

(2) Submit letters of recommendation from two faculty members at the last college attended using the correct forms. If your college uses a composite recommendation, this may be submitted provided it includes information from more than one person and one of our forms is signed by you and returned with the composite. If you have been out of college for more than two years, one of the letters of recommendation may be submitted by any individual capable of evaluating your abilities and one letter by a faculty member. Letters submitted by persons who are not well acquainted with the applicant are of little use in the admissions process. Letters of recommendation are to be returned to: Marshall-Wythe School of Law, Admissions Office, College of William and Mary, Williamsburg, Virginia 23185. *Both letters must be returned no later than March 1, 1979.*

(3) Obtain a registration form from the Law School Data Assembly Service (LSDAS), complete and return prior to February 1, 1979 directly to:

LSDAS
Educational Testing Service
Box 944
Princeton, New Jersey 08540



LSDAS registration prior to the 78-79 processing year is invalid for 1979 admission and a new registration must be submitted. Upon receipt of the Transcript Matching Forms from LSDAS, request that transcripts of grades from each college or university attended be sent directly to LSDAS, NOT TO THE LAW SCHOOL. To insure that this report will reach us prior to our March 1 deadline, *transcripts should be sent to Princeton before February 1, 1979.* LSDAS will, in turn, provide the law school with an analysis and copies of the transcripts. No application will be considered unless a transcript showing completion of all but the final two semesters of work or their equivalent, prior to receiving a baccalaureate degree, has been provided to LSDAS (if applicant is graduating in August, 1979, a transcript showing completion of all but the final three semesters will be accepted). Those applicants applying prior to having received a baccalaureate degree should have forwarded directly to the Law School official transcripts of additional academic work completed while under consideration for admission.

If accepted, prior to registration, have two official transcripts showing the conferral of baccalaureate degrees sent directly from the undergraduate institution to the Marshall-Wythe School of Law.

(4) Make arrangements to take the Law School Admissions Test (LSAT) and designate this law school as one to which the Educational Testing Service should forward the results. All applicants are required to take the LSAT which is given five times a year at various centers in the United States. Except in unusual circumstances, with approval from the law school, applicants applying for admission in August, 1979 must take the LSAT not later than February 5, 1979. (Scores from an LSAT taken prior to 1975 will not be accepted.) A bulletin of information regarding this test may be obtained from the Educational Testing Service, Box 944, Princeton, New Jersey, 08540.

(5) The Marshall-Wythe School of Law is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS). All applicants for financial aid must file a GAPSFAS form entitled "Application for Financial Aid" for the Academic Year 1979-80. The GAPSFAS application may be obtained from the financial aid officer at the institution you are currently attending. It will be available on campuses after September 15, 1978. The GAPSFAS application may also be obtained from Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540. The application should be filed no later than March 1, 1979 in order to assure its receipt by the Marshall-Wythe School of Law in a timely manner. Applicants who have been financially independent of their parents for one year need not complete section C of the GAPSFAS. **NO OTHER FINANCIAL AID APPLICATION IS REQUIRED BY THE MARSHALL-WYTHE SCHOOL OF LAW** for scholarships or grants.

ADVANCED STANDING

Students who have completed a minimum of 26 semester hours and are in good standing at law schools which are members of the American Association of Law Schools or which are approved by the American Bar Association may apply for admission to William and Mary as transfer students with advanced standing. All advanced credit awarded will be on the basis of an evaluation of previous law work in light of the curriculum

at the Marshall-Wythe School of Law. Credit in excess of 45 semester hours is rarely granted, and in no event will a Juris Doctor degree be conferred when less than the final 30 semester hours were earned while in residence at the Marshall-Wythe School of Law.

In general, students should rank in the upper 1/3 of their class to be considered for admission with advanced standing.

Decisions on transfer applications are usually made in the late summer after the first-year transcripts are received. It is the student's responsibility to see that these transcripts are sent directly to the law school as soon as they are available.

ADVANCED STANDING PROCEDURE

(1) Complete the application form and other materials (address labels and information card) and return with the application fee (\$20.00) not later than July 1, 1979 to: Marshall-Wythe School of Law, Admissions Office, College of William and Mary, Williamsburg, Virginia 23185.

(2) Submit two letters of recommendation on the forms provided. One letter should be from a faculty member of the law school. The second should be from a faculty member at the last undergraduate institution attended. If you were out of school more than two years between undergraduate graduation and commencement of legal studies, the undergraduate recommendation may be replaced by one from an individual capable of evaluating your abilities. Letters of recommendation are to be returned to: Marshall-Wythe School of Law, Admissions Office, College of William and Mary, Williamsburg, Virginia 23185. Both letters must be returned not later than July 1, 1979.

(3) Submit a letter of good standing from your Dean, indicating that you are eligible to continue your studies for the semester for which you seek admission.

(4) Have official transcripts of all undergraduate and graduate work submitted directly to the Marshall-Wythe School of Law. Official transcripts of all completed law work

must be on file before your application will be considered complete.

(5) Make arrangements to have an official copy of your LSAT score sent to the Marshall-Wythe School of Law by the Educational Testing Service.

(6) Attach a statement to your application indicating your reasons for wanting to transfer to the Marshall-Wythe School of Law.

(7) The Marshall-Wythe School of Law is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS). All applicants for financial aid must file a GAPSFAS form entitled "Application for Financial Aid" for the Academic year 1979-80. The GAPSFAS applications may also be obtained from the financial aid officer at the institution you are currently attending. It will be available on campuses after September 15, 1978. The GAPSFAS application may also be obtained from Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540. The application should be filed no later than March 1, 1979 in order to assure its receipt by the Marshall-Wythe School of Law in a timely manner. **NO OTHER FINANCIAL AID APPLICATION IS REQUIRED BY THE MARSHALL-WYTHE SCHOOL OF LAW.**

RESIDENCY

In order to be entitled to admission privileges and reduced tuition charges accorded to domiciliaries of the State, individuals must have been domiciled in Virginia for at least twelve months prior to the month in which they will enroll. Domicile is a technical legal concept, and is the place (state) where a person resides with the unqualified intention of remaining permanently and with no present intention of leaving. Residence in Virginia for the purpose of acquiring an education at an institution in the State does not itself establish domicile. Individuals who are 18 or over may establish their own domicile. Students under 18, unless married, take the domicile of their father or legal guardian. Individuals under 18 can take the domicile of the mother only if the parents are divorced or legally separated and they are in her custody. Applicants who claim privileges based on Virginia domicile on page 1 of the application will be sent a form after admission to the College in order to verify this status. **SEE THE BULLETIN FOR A STATEMENT OF THE LAW CONCERNING RESIDENCY AND A DISCUSSION OF THE PROCEDURES FOR DETERMINING RESIDENCY.**

Notify the Marshall-Wythe School of Law of any changes with regard to the information given in answer to questions on the application.

IT IS THE APPLICANT'S RESPONSIBILITY TO SEE THAT THE ADMISSIONS OFFICE RECEIVES ALL SUPPORTING MATERIALS PRIOR TO THE MARCH 1, 1979 DEADLINE (JULY 1, 1979 FOR ADVANCED STANDING). FILES NOT COMPLETED BY THAT DATE WILL BE REJECTED.

STATISTICAL PROFILE OF STUDENT BODY

UNDERGRADUATE INSTITUTIONS REPRESENTED 1977-78 SESSION

University of Virginia	70	Stanford University	2
College of William and Mary	49	Stonehill College	2
Old Dominion University	20	Sweet Briar College	2
Virginia Polytechnic Institute	17	Syracuse University	2
Washington and Lee University	11	Tufts University	2
Virginia Commonwealth University	11	University of Florida	2
Georgetown University	8	University of Illinois	2
Princeton University	8	University of Miami	2
University of Richmond	8	University of Michigan	2
American University	5	University of Nebraska	2
Christopher Newport College	5	University of Pennsylvania	2
Duke University	5	University of Tennessee	2
George Washington University	5	Vanderbilt University	2
Hampden-Sydney College	5	Vassar College	2
Madison College	5	Virginia Military Institute	2
Colgate University	4	Wake Forest University	2
Hampton Institute	4	West Chester State College	2
U.S. Naval Academy	4	Alfred University	1
Virginia Wesleyan College	4	Arizona State College	1
University of North Carolina	4	Auburn University	1
Allegheny College	3	Boston College	1
Alma College	3	Bridgewater College	1
Davidson College	3	Brown University	1
Holy Cross	3	C. W. Post	1
Lynchburg College	3	Carnegie-Mellon	1
Michigan State University	3	Catholic University	1
University of Delaware	3	Colby College	1
University of Maine	3	College of Notre Dame	1
University of Maryland	3	College of St. Teresa	1
University of South Carolina	3	Colorado College for Women	1
Yale University	3	Colorado State College	1
Bryn Mawr College	2	Columbia University	1
Bucknell University	2	Drew University	1
Colorado College	2	Emory and Henry College	1
Cornell University	2	Fordham University	1
Dartmouth College	2	Goucher College	1
Dension University	2	Hamilton College	1
Fairfield University	2	Harvard University	1
Florida State University	2	Howard University	1
George Mason University	2	Indiana University	1
Gettysburg College	2	Iowa State University	1
Grove City College	2	Johns Hopkins University	1
Mary Washington College	2	Kansas State University	1
Monmouth College	2	Kenyon College	1
Northwestern University	2	Lawrence University	1
Ohio State University	2	Lebanon Valley College	1
Providence College	2	Lehigh University	1
Smith College	2	Lincoln College	1

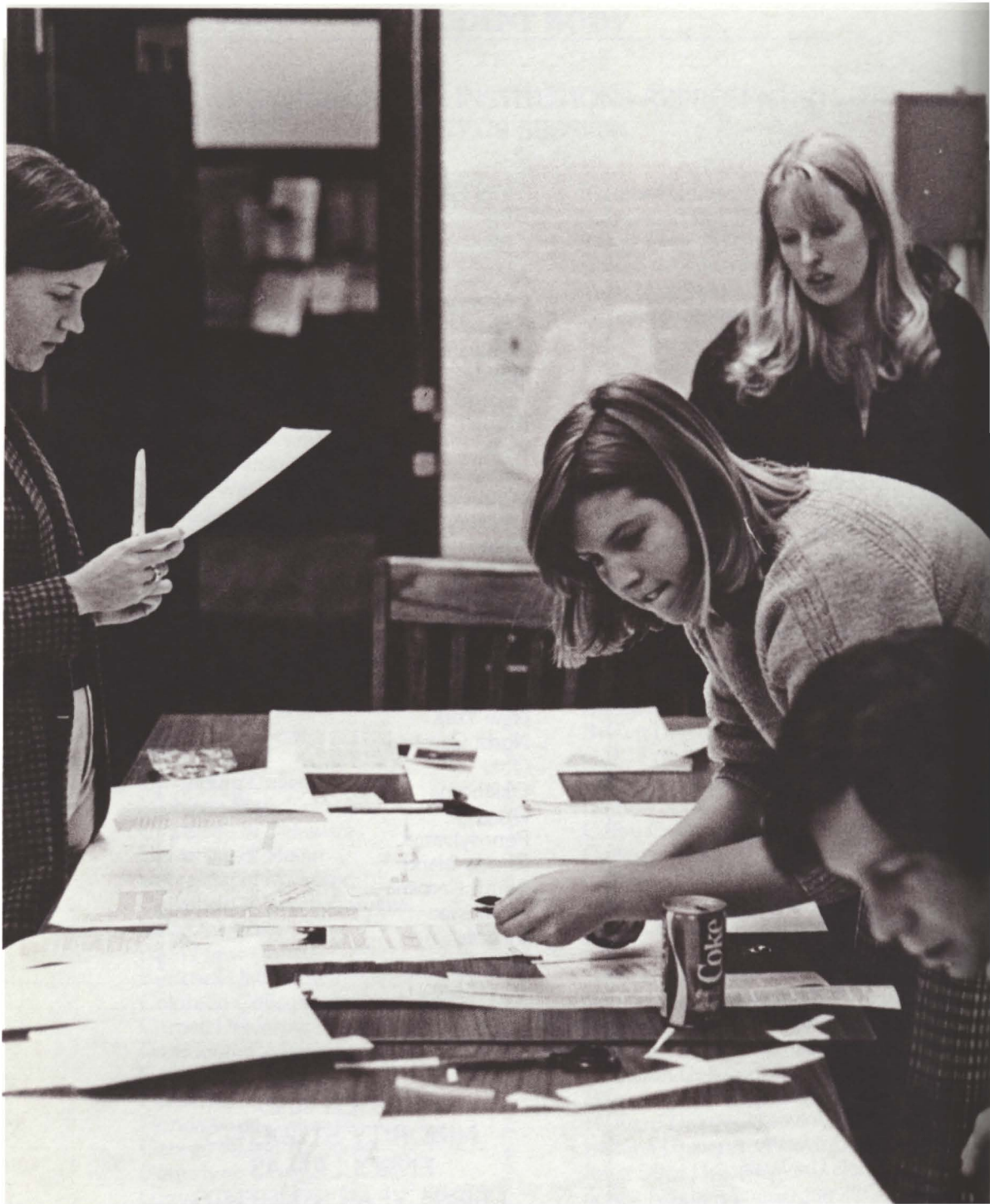
**STATES REPRESENTED
1977-78 SESSION**

Longwood College	1
Louisiana State University	1
Merrimack College	1
Miami University	1
Middle Tennessee State University	1
Mississippi State College for Women	1
Murray State University	1
Oregon State University	1
Pennsylvania State University	1
Purdue University	1
Randolph-Macon Women's College	1
Rider College	1
Rosemont College	1
Roosevelt University	1
Rutgers University	1
St. Joseph College	1
St. Lawrence College	1
St. Mary Seminary	1
Seton Hall University	1
Skidmore College	1
Southern Methodist University	1
Spring Hill College	1
Swarthmore College	1
Temple University	1
Tulane University	1
University of Akron	1
University of Alabama	1
University of Chicago	1
University of Dayton	1
University of Georgia	1
University of Kentucky	1
University of New Hampshire	1
University of Pittsburg	1
University of Notre Dame	1
University of Southern Florida	1
University of Texas-Austin	1
University of Wisconsin	1
Virginia State University	1
Virginia Union University	1
Wayne State University	1
Western Illinois University	1
Wheaton College	1
Wheeling College	1
William Carey College	1
Williams College	1
Windham College	1
<i>Representation from 147 institutions</i>	<hr style="width: 100px; margin-left: 0;"/> 431

Arizona	1
Colorado	1
Connecticut	5
Delaware	4
Florida	4
Georgia	2
Illinois	3
Iowa	2
Kansas	1
Kentucky	1
Louisiana	2
Maine	1
Maryland	7
Massachusetts	6
Michigan	8
Minnesota	1
Nebraska	1
New Jersey	20
New York	13
North Carolina	3
Ohio	8
Oklahoma	1
Oregon	1
Pennsylvania	14
Rhode Island	1
South Carolina	2
Tennessee	2
Virginia	313
Washington	1
Wisconsin	2

**WOMEN AND
MINORITY STUDENTS
ENROLLED AS
FIRST YEAR STUDENTS**

	Women	Minority
1975	33	8
1976	42	8
1977	45	8



TOTAL APPLICANT GROUP FOR THE 1978-79 ACADEMIC YEAR

In each box, the figure to the right of the slash represents applicants, while the figure to the left of the slash represents acceptees (e.g. 2/10 in a box means 2 of 10 applicants with that combination of LSAT and GPA were accepted).

OVERALL UNDERGRADUATE GRADE POINT AVERAGE	Below 400	400 449	450 499	500 549	550 599	600 649	650 699	700 749	750 800	Total
	4.00 3.75	0/3	0/0	0/4	1/21	6/34	40/67	30/32	16/16	3/3
3.74 3.50	0/0	0/3	0/15	1/33	9/86	45/131	51/75	21/23	3/3	130/369
3.49 3.25	0/6	0/2	2/22	1/35	7/90	35/145	32/83	25/28	4/6	106/417
3.24 3.00	0/6	0/8	0/22	1/44	1/103	34/158	31/96	16/27	7/8	90/472
2.99 2.75	0/5	0/6	1/19	0/44	1/71	2/80	10/54	11/23	1/2	26/304
2.74 2.50	0/10	0/16	0/18	0/27	1/35	1/48	2/27	3/16	1/2	8/199
2.49 2.00	0/13	0/19	0/15	1/37	0/16	0/36	0/19	0/7	1/2	2/164
Below 2.00	0/1	0/0	0/2	0/0	0/5	0/2	0/2	0/0	0/0	0/12
Totals	0/44	0/54	3/117	5/241	25/440	157/667	156/388	92/140	20/26	458/2117

College of William and Mary

VIRGINIA RESIDENT APPLICANT GROUP FOR THE 1978-79 ACADEMIC YEAR

OVERALL UNDERGRADUATE GRADE POINT AVERAGE	Below 400	400 449	450 499	500 549	550 599	600 649	650 699	700 749	750 800	Totals
	4.00 3.75	0/1	0/0	0/2	0/5	6/8	15/15	5/5	5/5	1/1
3.74 3.50	0/0	0/0	0/7	1/6	7/18	19/21	13/13	1/1	2/2	43/68
3.49 3.25	0/3	0/0	2/5	1/11	7/32	27/40	17/19	8/8	2/2	64/120
3.24 3.00	0/1	0/4	0/7	1/13	1/33	33/53	28/35	8/8	3/4	74/158
2.99 2.75	0/1	0/4	1/9	0/17	1/32	2/38	9/24	9/12	1/1	23/138
2.74 2.50	0/7	0/6	0/12	0/16	1/17	1/26	2/13	3/6	0/0	7/103
2.49 2.00	0/9	0/10	0/11	0/19	0/13	0/19	0/11	0/5	1/1	1/98
Below 2.00	0/0	0/0	0/1	0/0	0/2	0/0	0/0	0/0	0/0	0/3
Totals	0/22	0/24	3/54	3/87	23/155	97/212	74/120	34/45	10/11	244/730

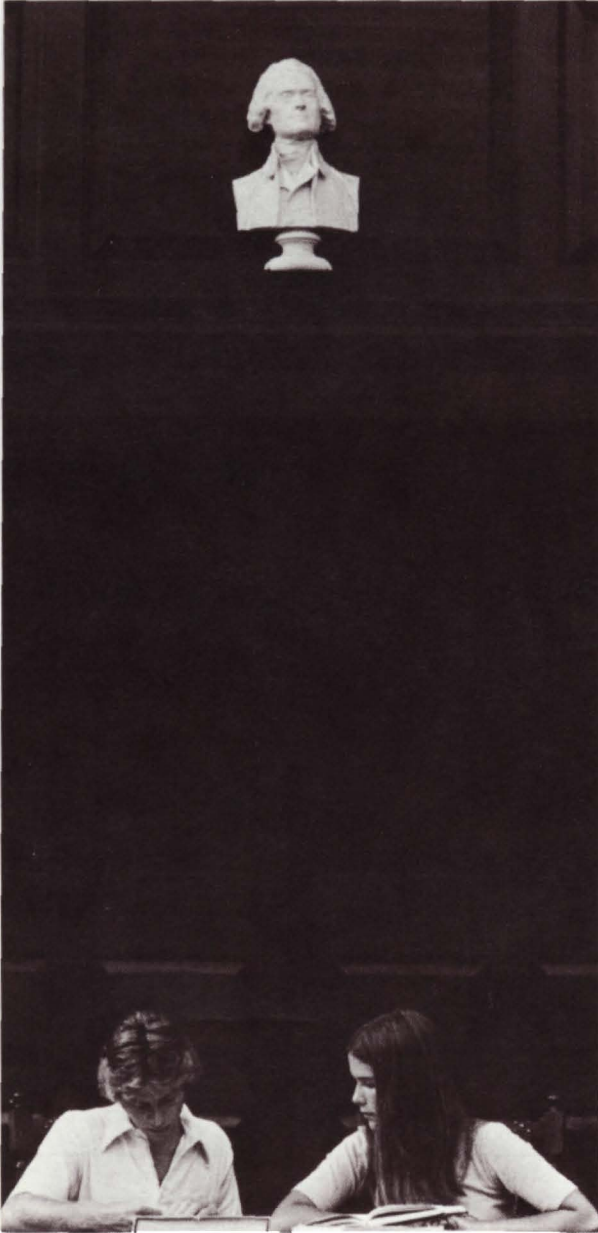
College of William and Mary

NON-RESIDENT APPLICANT GROUP FOR THE 1978-79 ACADEMIC YEAR

OVERALL UNDERGRADUATE GRADE POINT AVERAGE	Below 400	400 449	450 499	500 549	550 599	600 649	650 699	700 749	750 800	Totals
	4.00 3.75	0/2	0/0	0/2	1/16	0/26	25/52	25/27	11/11	2/2
3.74 3.50	0/0	0/3	0/8	0/27	2/68	26/110	38/62	20/22	1/1	87/301
3.49 3.25	0/3	0/2	0/17	0/24	0/58	8/105	15/64	17/20	2/4	42/297
3.24 3.00	0/5	0/4	0/15	0/31	0/70	1/105	3/61	8/19	4/4	16/314
2.99 2.75	0/4	0/2	0/10	0/27	0/39	0/42	1/30	2/11	0/1	3/166
2.74 2.50	0/3	0/10	0/6	0/11	0/18	0/22	0/14	0/10	1/2	1/96
2.49 2.00	0/4	0/9	0/4	1/18	0/3	0/11	0/8	0/2	0/1	1/66
Below 2.00	0/1	0/0	0/1	0/0	0/3	0/2	0/2	0/0	0/0	0/9
Totals	0/22	0/30	0/63	2/154	2/285	60/455	82/268	58/95	10/15	214/1381

College of William and Mary

Figures reflect admission decisions as of 7/15/78. The profile reflects approximately 98% of all applications.



COSTS PER SEMESTER

Board	387 (in College dining hall)
Tuition and General Fee (resident)	538.00
Tuition and General Fee (non-resident)	1262.00
Room Rent (in private apartment-if shared)	450.00
Totals (resident)	1375.00
Totals (non-resident)	2099.00

GENERAL STATEMENT OF POLICY

It is the policy of the College of William and Mary not to discriminate on the basis of sex, handicap, race, color, religion, ethnic or national origin in its educational programs, educational policies, employment policies, financial aid or other school administered programs. This policy is enforced by federal law under Title IX of the Educational Amendment of 1972, Title VI of the Civil Rights Act of 1964, and section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with these statutes may be directed to Mr. Wesley C. Wilson, Office of the President, College of William and Mary, Williamsburg, Virginia, 23185.

Senior citizens of Virginia who wish to take advantage of fee waiver privileges in order to attend courses at William and Mary are invited to contact the Office of Admissions for full details.

The College reserves the right to make changes in the regulations, charges, and curricula listed herein at any time.

**MARSHALL-WYTHE SCHOOL OF LAW
COLLEGE OF WILLIAM AND MARY**

CALENDAR 1978-79

1978 FALL SEMESTER

August 22-23	(Tuesday & Wednesday)	Orientation and Registration
August 24	(Thursday)	Classes Start (8 a.m.)
September 6	(Wednesday)	Last Day for Course Changes
November 22	(Wednesday)	Beginning of Thanksgiving Holiday (1 p.m.)
November 27	(Monday)	End of Thanksgiving Holiday (8 a.m.)
December 1	(Friday)	Classes End (5 p.m.)
December 4-16	(Monday - Friday)	Examination Period
December 16	(Saturday)	Beginning of Christmas Recess (1 p.m.)

1979 SPRING SEMESTER

January 8	(Monday)	Classes Start (8 a.m.)
January 22	(Monday)	Last Day for Course Changes
March 2	(Friday)	Beginning of Spring Recess (5 p.m.)
March 12	(Monday)	End of Spring Recess (8 a.m.)
April 20	(Friday)	Classes End (5 p.m.)
April 23-May 4	(Monday - Friday)	Examination Period
May 13	(Sunday)	Commencement