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# University of Baltimore Law Forum Volume 16 Number 1 (Fall 1985) Front Matter

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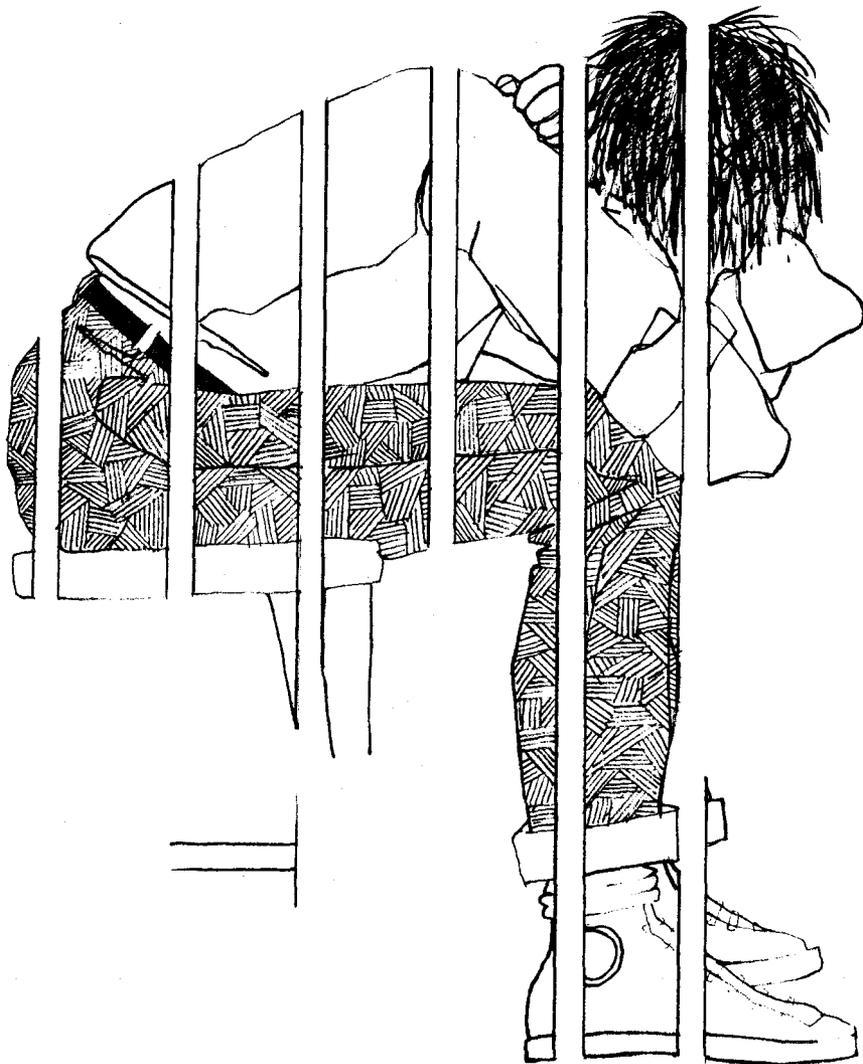
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# LAW FORUM

Fall, 1985

Volume 16 Number 1

The University of Baltimore School of Law



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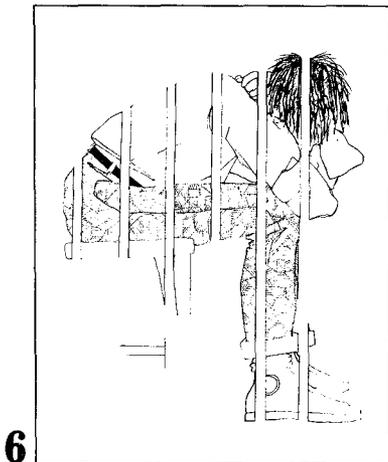
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## credits

The cover illustration and the illustrations on pages 6 and 18 are by Chris Barnard. Mr. Barnard is a lifelong resident of Washington D.C. and a graduate of American University. Chris is a steadfast friend of THE LAW FORUM and, as always, we wish to express our sincere gratitude and appreciation for his creative talents and generous donations. THE LAW FORUM would also like to express its thanks to David Copperthite for his photographic efforts which appear on pages 8, 11, 13, 14, 20, and 25, and to Michael H. Burgoyne for his photographic efforts which appear on pages 4, 26, 28, and on the back cover.



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## FROM THE BOARD

The prevalence of juvenile crime in our society has necessitated the implementation of a separate juvenile justice system. The creation of such a system is a recognition of the difference between an adult and juvenile criminal offender. In "Police Investigative Procedures and Juveniles," A. David Copperthite examines the plight of the juvenile in our legal system. Concentrating on the Maryland system, Mr. Copperthite stresses that the purpose of the juvenile justice system is to rehabilitate and not to punish.

In an age of limited employment opportunities, the importance of remaining employed is essential for the average employee. In "A Maryland Whistleblowers' Statute," Jeanette L. Cole notes the importance of continued employment in contemporary society. Ms. Cole proposes the passage of a Maryland wrongful discharge statute in order to protect those employees who report the illegal activities of their employers.

In this issue, there is also an expanded Recent Developments section which explores, through concise articles, current legal topics of interest to the legal community.

The *Law Forum* strives to present current and vital legal issues in order to inform and educate the legal community.

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\*in absentia

# FROM THE DEAN'S OFFICE



**Walter A. Rafalko**, *Professor and Associate Dean*

The role of the Law School administration is to administer and serve the needs of the faculty, students, alumni, legal profession, and the public. How can this best be accomplished? The answer lies in good organization, personnel, and delegation of authority. For this reason, the Law School administration is organized along the following lines: Laurence M. Katz, Dean of the Law School; Walter A. Rafalko, Associate Dean of Academic Affairs; Beverly C. Falcon, Assistant Dean of Admissions; Gena D. Glickman, Director of Placement; Myron L. Steckman, Law Registrar; Emily R. Greenberg, Law Librarian; Nikhil Divcha, Assistant to the Dean-Secretarial/Audio-Visual/and Special Affairs Services; Thomas B. Corey, Assistant to the Dean-

Director of Clinical Programs/Budget Analyst/and Law Review Overseer; and Janis Leftridge, Minority Relations Counsellor/Recruiter. Thus, if you have any questions in regard to the Law School, these are some of the people who stand ready to serve you.

Not too many years ago, a newly entering law student was simply thrown into the law school waters and told "to learn how to swim on his own." Today, our Law School has a headstart program; a combination orientation-legal analysis, research and writing class; an internship program; a civil and criminal practice clinic; as well as the traditional substantive and procedural law courses. The Law School seeks to teach law students how to brief cases, write mem-

orandums, prepare and take final examinations, and how to draft trial and appellate briefs and develop oral argument skills.

The casebooks used as teaching tools, themselves, have undergone tremendous change. Gone are the days when the casebooks had no table of contents, introductory materials, footnotes, concluding materials, and indices. Today, the teachers have these and more. The casebook is still the teaching vehicle used by most law schools and is most effectively coupled with the Socratic dialogue between the teacher and student to dissect the rules, principles, and concepts of law.

Each year the curriculum undergoes change. One would think that there would be such a thing as a fixed curriculum.

However, a fixed curriculum does not exist. As the emphasis and needs of society change, the law school curriculum varies accordingly. Several proposals to add or change existing courses were adopted by the faculty for the academic year. The faculty approved the following:

1. To grant two credits to students who participate on the interschool Tax Moot Court Competition Team.
2. To establish a three credit course to be labelled as Alternate Dispute Resolution.
3. To institute a two credit course entitled Communications Law.
4. To grant two credits to students who participate in the American Trial Lawyers Association (A.T.L.A.) Trial Advocacy Competition.
5. To expand the number of credits in the Patents & Trademarks course from two to three to emphasize that the course will cover such areas as emerging technologies-computers. The course has now been renamed Patent, Trademark and Technology Law.

We have lost two full-time faculty members because of retirement: Professor Emeritus Samuel Cooper and Professor Emeritus Eugene Davidson. In addition, we lost two full-time faculty members to the practice of the law: Professor Natalie Rees and Professor Richard Hardy. However, we were fortunate to find four proven replacements: Professor Michael Meyer-

son, Professor Walter D. Schwidetzky, Professor Stephen J. Shapiro, and Professor Perry E. Wallace. Our faculty now numbers 34 full-time, 56 part-time teachers, and two teaching deans. This number is adequate to teach multiple sections of 15 required courses and 70 elective courses we offer. The increase in the part-time faculty has come about because the Legal Analysis, Research and Writing course has been expanded from seven sections to thirteen sections in the day division and from five sections to twelve sections in the evening division. Each section teacher will have no more than 10-12 students and should be able to give more and rapid feedback to the students taking these sections.

Our LL.M. in Taxation graduate program is moving on schedule. We have received the approval from the State Board of Higher Education to offer the program and procured the necessary funding from the State of Maryland. The next important item that remains to be done, since we are making a major change in the operation of the Law School, is to apply for and obtain the "acquiescence" to the proposed change from the Council of the Section of Legal Education to the American Bar Association. We have applied for a site evaluation and a team of evaluators is scheduled to inspect the Law School around the middle of September, to determine if the Law School is complying with the American Bar Association Standards and Rules of Procedure. Their report goes to the Consultant of the Section who places the school's application for "acquiescence" on the agenda of the Accreditation Committee. The Consultant

furnishes to the Council the Accreditation Committee recommendation, whether affirmative or negative, and the site evaluation report. The Consultant then places the Accreditation Committee recommendation on the agenda of a Council meeting. No appeal lies from the Council action. Timetable-wise, this means the earliest foreseeable time the Law School can have the LL.M. in Taxation program in operation would be the Fall, 1986 semester, if all goes well.

The faculty has adopted final examination procedural reforms to ensure anonymity in grading. Henceforth, the Registrar's Office will assign each student for each grading period, an anonymous grading number (replacing the present social security number in current use); students will sign all anonymously graded examinations with this number, and after teachers have graded such examinations, the Registrar will match the grades with grade rosters on which individual student names appear. Thereafter, the teachers will then be permitted to reward or deduct as many points as are appropriate for each individual student's classroom participation, outside projects, and performances, while assuring the anonymity of the grading system.

Academic changes do come, but they come slowly in Law School. Hopefully, they are for the best. If students, alumni, or friends have comments, suggestions, or recommendations for change, the Administration would appreciate hearing from you. It stands ready to administer and serve.



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