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A Farewell to Arms

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apparent master-servant relationships are two distinct questions which must be carefully separated.

The facts which were the basis of the apparent master-servant representations were: (1) a large B.P. sign at the station, (2) the B.P. trademark on the oil cans, the pumps and "everything" including the attendant's uniforms. The

court also noted B.P.'s national and regional sales campaigns, as well as advertising on T.V. and in periodicals and the yellow pages. The dissenting opinion states, however, that there was no evidence of either the contents of this advertising, nor that the plaintiff had any awareness of its existence. Without awareness, Mabe certainly could not

have relied on these facts as representative of the existence of the master-servant relation.

If the Maryland Court of Appeals, in its consideration of the issue, accepts the apparent servant basis of liability in the case, the court would do well to give some definite indication of the scope of such liability.

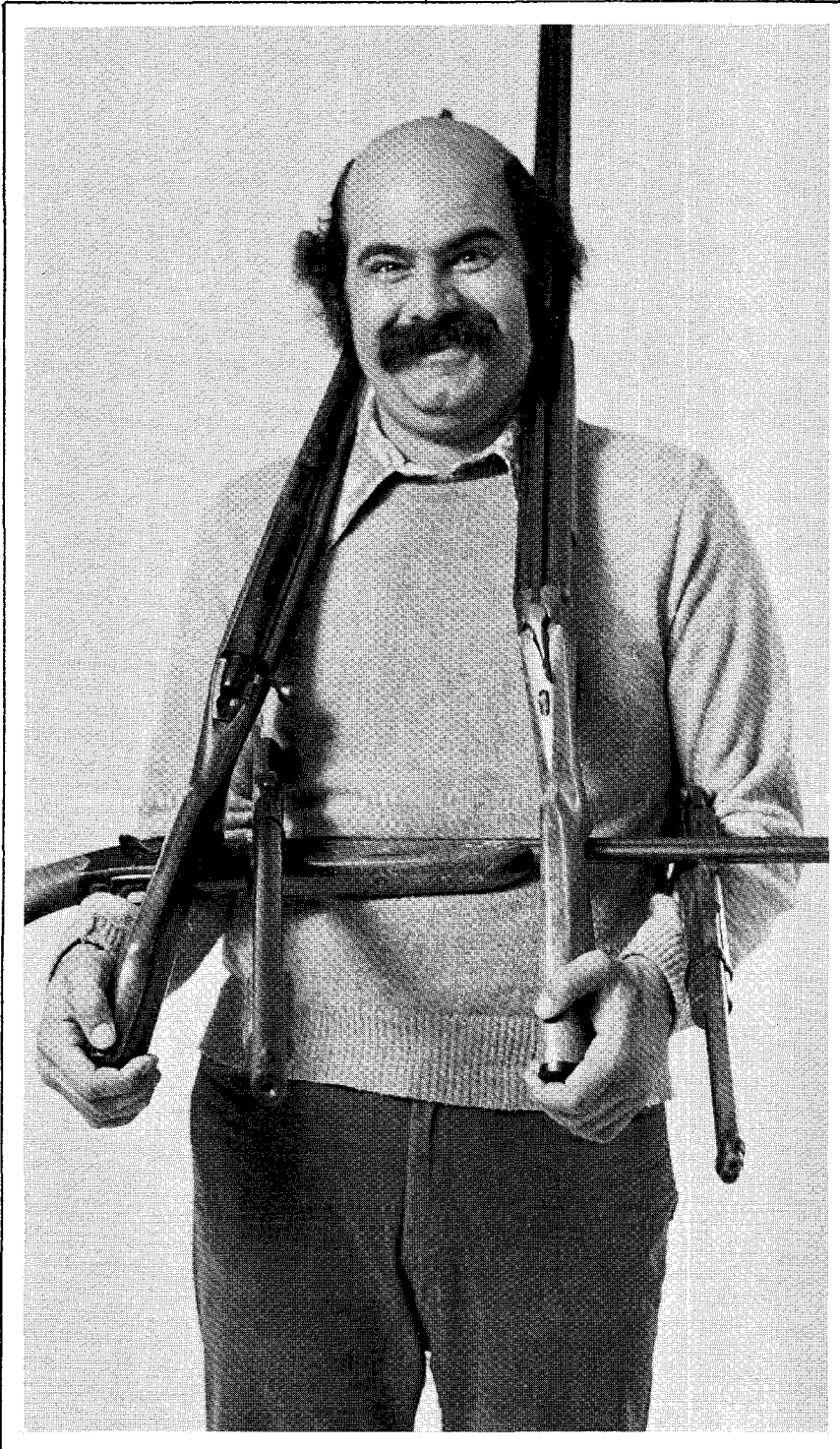


photo by Chris Michael

A Farewell to Arms

by Len Moodispaw

For years gun advocates have been quoting the second amendment to support their claim that the Constitution gives Americans the right to bear arms. However, constitutional scholars have recently discovered evidence that may throw the National Rifle Association into disarray. It is the diary of one of the authors of the Bill of Rights, written at the time that the first ten amendments were being drafted. We were fortunate enough to get a peek at that diary and an excerpt follows:

Circa 1789

Went to dinner with Madison, Mason and Adams. We felt like celebrating because we finished drafting the second amendment. It finally read that a militia is needed for national security and the Government could call on people to serve if needed.

Hamilton wanted to add a phrase about everybody having the right to keep knives, guns, or any weapons they wanted. We hooted him out of the room. We could not imagine letting everyone run around with guns. Our soldiers drove General Washington crazy during the war. He claims we shot more of our own men than the Redcoats did! In one battle we had 14 casualties and that was before the British arrived!

We were talking about the logistical problems we were encountering in get-

ting the amendments clearly printed. Hamilton's clerk, Ronald Kilpatrick, is in charge, and he makes mistakes, forgets things, and mixes things up. Worse yet, he fancies himself as such a writer that he can re-do everything we write. Last week he changed the phrase from the first amendment that we had written as, "the right of the people peaceably to assemble" to "the people will peaceably assemble to the right." He compounds sentences for us, changes spelling, and misconstrues ideas. However, he is such a gentleman that we can't bear to relieve him. We must be certain to read our completed document most carefully before we affix our John Hancock. We want it all to be perfectly clear to future Americans.

A funny thing happened while we were eating dinner. The maid was working so hard, and it was so hot, that she took off her outer wrap. Well, that left her arms uncovered. A few minutes later, the constable came in, took one look at her, and fined her two dollars! It seems that there's a law that says you must have your arms covered to the wrist when in a public place. Must be a carry-over from the plague era when everyone was fearful that they would become infected from another's touch.

John said that Abigail had been pestering him about the law. She claims it's only enforced against women and wants us to specifically change it in the Constitution. John had forgotten all about it until now and seemed truly concerned that Abigail wouldn't let him come back to Massachusetts until he had done something about that law.

We chided him for a while, but then agreed we'd cover that with a third amendment. After much arguing, we agreed on simple words that should be plain to everyone: "All persons shall have the right to bare arms."

Madison said wouldn't it be funny if Ronald fouled it up again and combined the second and third amendments. We got a good laugh out of that! Even Ronald wouldn't do that.

Well, time for sleep. Got to work on the fourth amendment tomorrow. Think it will be about quartering soldiers in houses.

Inmate Information Project

by Deborah Brumback

per semester, work with inmates at the Baltimore City Jail, the Reception and Diagnostic Center of the Maryland Penitentiary, and Patuxent Institution. The program is headed by a five-member board of students who formerly worked at the institutions and now either supervise students working at an institution or perform other administrative duties. Professor Royal G. Shannonhouse, III is faculty adviser to the IIP.



photo by June Chaplin

While Maryland state officials lobby for the proposed prison ship and Baltimore City law enforcement personnel look for a way to halt the overcrowding at the City Jail, the University of Baltimore School of Law Inmate Information Project pursues a goal of greater inmate accessibility to the courts. In pursuing this goal, law students provide much needed information about the law to inmates, as well as gain for themselves insight and experience beyond the textbook and clinical approach to criminal law and criminal justice administration. Thus, the Inmate Information Project (IIP), formerly the Jail Information Service, assists in both the administration of justice and the education of the law students.

Presently, University of Baltimore law students, earning one academic credit

The law student must successfully walk a fine line. The student may provide information about the law, but may not give legal advice, which may be furnished only by a licensed attorney. The law student can be a liaison between the inmate and his attorney. This is particularly important when the inmate is permitted only one telephone call per week. In addition to relaying information about the case, some students are afforded the opportunity to do research in a case and help to prepare the case for trial, appeal, or collateral proceeding, as the case may be.

A law student can provide information about detainees, trial dates, when appeals must be filed, the nature of an inmate's criminal charges, criminal procedure, and the overall process that is keeping the inmate behind bars.