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LEGAL EDUCATION

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U.W.I. LAW SCHOOL

The hopes and dreams of many became closer to a reality on July 22, 1969 re the establishment of a faculty of law in the University of the West Indies. The University is the major regional institution to have survived the disillusion of the West Indies Federation and its future became problematical in the years following.

The regional character of the University will be carried over into legal education. The Law Faculty will be established at the Cave Hill campus in Barbados and two law schools will be established, one in Jamaica and the other in Trinidad and Tobago.

The courses at the two law schools, while coming within the university law faculty, will be patterned to suit local legal circumstances such as a possible fusion in Jamaica and differences in law practices in the Eastern and Western Caribbean. One factor behind the decision to establish the law schools separate from the degree course is the possibility of using the wide body of practicing lawyers in several territories as visiting lecturers. It is anticipated that West Indian law students will spend five years in study.

MEXICAN CURRICULAR REFORM

The Technical Council of the Faculty of Law (UNAM) has adopted a new plan of study after a committee of professors and alumni prepared a draft. The plan considered the following main problems: A revision of required or elective course offerings in conjunction with presently offered subjects; the impact of new careers open to graduates and the adjustment of offerings in conjunction with presently offered subjects and the problem of specialization.

The question of freeing a greater number of courses from required to elective was resolved in favor of a complete required curriculum. This will include basic courses which a lawyer must master regardless of his subsequent election of a particular career or specialization. The prevailing

position was that a graduate must be prepared to undertake any professional task that is brought to him. Thus, the problem of specialization was solved in the sense that even a future specialist must have a complete basic training in all branches of the law. Moreover, it was found that in Mexico there is no apparent need for specialists or specialization. Only one percent of Mexican attorneys specialize.

After careful study, the Council determined that it could not eliminate any of the presently offered courses with the possible exception of Economics and Sociology. It was decided that the presently offered subjects be retained and that a larger number of non-fundamental courses be made optional. Required courses with some openings for electives during the last semester (i.e., tenth), are distributed throughout ten semesters spread over five years study during which a student must earn 362 credits which corresponds to 181 semester hours.

Students criticize class offerings as verbose rather than substantive. The Council found that it is customary among professors to stress historic and dogmatic elements developed by various writers and to bypass the law in force as it is actually functioning. The Council considered this attitude to lead to an unfortunate separation between the world of doctrine and the realities of life. This type of instruction may produce brilliant students well versed in Gram's doctrinal position but unable to solve simple everyday problems. The new plan suggests a method of charging instructors to devote at least one hour per week to the study of practical cases.

As to the suggestion that legal research should be given a proper place in the curriculum, the Council felt that such efforts would be most commendable. However, due to technical difficulties, particularly limited libraries and seminars, the suggestion could not be adopted in spite of its merit.

Some changes were made in the credits assigned to particular courses and their allocation to particular semesters. The course in Private International (Conflict) Law was in danger of being dropped but emerged finally as a required course. A significant innovation is the introduction of taxation which will be offered in the last semester.

The plan lists among first year required courses: economic theory, introduction to law, sociology, history of economic doctrines, Roman law (two semesters), and part one (out of four) of civil law. The second year offers civil law II and III, criminal law I and II, general theory of procedure and civil procedure. The third year lists civil law IV, and

general theory of state, constitutional law and administrative law I, criminal procedure and commercial law I. The fourth year lists commercial law II, administrative law II, labor law I and II, constitutional guarantees, including *amparo*, and international law. The final year contains agrarian law, jurisprudence, conflicts of law and taxation, in addition to the possibility of taking two elective courses.

Elective courses include comparative law, copyright, notarial law, bankruptcy, Mexican legal history, business associations, accounting, mining law, municipal corporations, military law, aviation law, admiralty, insurance, banking law, canon law, traffic law, cooperatives, common law, law of socialist countries with fundamentals of Marxist philosophy added; political parties and electoral law, and others. For more information see 18 *Revista Facultad de Derecho de Mexico* 429 (1968).

ACLU URGES PEACEFUL MEANS

The American Civil Liberties Union, in a statement distributed to 350 colleges and universities, urged college students engaged in campus demonstrations to return to peaceful, nonobstructive forms of protest. It warned that "violence and the threat of violence will breed a counter-violence and backlash that will defeat or set back the very objectives student activists seek to serve and lead to repressive counter-measures."

The union, a defender of the legal rights of student demonstrators, at the same time criticized colleges and universities for stoking the fires of campus discontent by refusing to consider student demands or involve students in the decision-making process.

"On many college and university campuses there have clearly been grave violations of principles of sound academic governance," the statement observes. "Administrators have denied to faculty and students a significant voice in the making of policy so vitally affecting them. Administrators and faculties both have frequently proved indifferent or slow to recognize the legitimate needs and aspirations of students. And, all too often, governing authorities have failed to give rigorous priority to academic, moral and human considerations over financial and organizational ones."

But, the statement declares: "Protest that deprives others of the opportunity to speak or be heard, or that requires physical take-over of buildings to disrupt the educational process, or the incarceration of administrators and others are anti-civil-libertarian and incompatible with the nature and high purpose of an educational institution."

To abandon the democratic process in the interests of "good" causes,

the statement said, "is to risk the destruction of freedom not just for the present but for the future, not just for our social order but for any future social order as well. Freedom, the world has learned to its sorrow, is a fragile plant that must be protected and cultivated."

Copies of the "Statement on Campus Disorders" can be obtained by writing to ACLU at 156 Fifth Avenue, New York, N.Y. 10010.

NYU MODEL CODE

New York University School of Law has developed a 40-page code of student rights and responsibilities. The code was developed during a research seminar which included 15 law students and four professors. It includes a seven-point "bill of rights" listing student "freedoms." The booklet *Student Conduct and Discipline Proceedings in a University Setting* has commentary on freedom in the classroom, freedom of association, freedom of publication, freedom of protest, student participation in the decision-making process, violation of law and university discipline and privacy rights.

Copies of the Code are \$1.00 and may be ordered from Dean Robert McKay, New York University School of Law, Washington Square, New York, N.Y. 10003.

LAW STUDENT DIVISION AND URBAN LAW

The Law Student Division of the ABA is organizing an urban law program for this school year. Its objectives are to acquaint students with urban law problems not covered in the typical curriculum and to define the role law students may play in improving legal services in cities.

Preliminary plans call for pilot demonstration projects in Chicago, Los Angeles and Washington, D. C.; regional workshops; handbooks for student bar associations; a speaker program and articles in the *Student Lawyer Journal*.

LAW AND THE SOCIAL SCIENCES.

The Russell Sage Foundation has awarded a grant to Prof. Lawrence M. Friedman to analyze "Law As A Social Product and As A System." During the next two years Friedman will investigate ways the social order influences legal concepts, institutions and processes and ways the social order is affected by the legal system. His study will examine the legal system from a social science perspective which may help bridge the gap between relatively empirical studies and broad problems of sociological jurisprudence.

The Foundation has also announced an extension of its fellowship program in law and the social sciences. The continuance of the program will permit training of lawyers and social scientists in cross-disciplinary work. The only major difference between this three to four year program and earlier ones is that a larger proportion of residency funds will be used to train students who have not received post-graduate degrees.

ATTORNEYS APPLY FOR VISTA

More than one out of every twenty graduating attorneys in the United States have applied to VISTA this year.

Some 1,050 lawyers, representing five percent of all graduating law students, have applied to serve in VISTA legal programs opening this summer, according to Padraic Kennedy, Acting Director.

"Rather than a high salary in some corporation, they are interested in devoting a year or more of their lives to helping the poor achieve equal justice, and they are willing to do it while living in the ghetto on \$50 a month plus room and board," Kennedy said.

VISTA lawyers serve as "house counsel" for community groups in poverty areas, working out of neighborhood legal services offices.

NEGRO AID

Support for a variety of programs to help meet the rapidly changing needs of negro (black) college students was announced by the Ford Foundation. Some of the programs included in the grants totaling \$3,457,280 are:

1. A \$550,000 grant, *Texas Southern University* in Houston to provide funds for additional faculty, faculty salary raises, library expansion, scholarships, and student and faculty recruitment for its School of Law.

Since 1947, the school has attempted, with extremely limited means, to meet the need for Negro law graduates, particularly those sensitive to the needs of low-income minority families. Fewer than 90 of the 18,000 lawyers admitted to practice law in Texas are Negroes and two-thirds of these, including most of the Negro lawyers in Houston, attended Texas Southern.

Many of the students attending Texas Southern are from low income families. More than half of the eighty-seven students now attending the law school work part time; more than 20 per cent

work full time. Yet, the school's scholarship fund for all law students totals only slightly more than \$1,500 a year.

The grant funds will also be used to raise salaries, and to add three additional full-time faculty members, an assistant dean for student recruitment, an assistant librarian, and a secretary. The American Bar Association's listing of the median salaries (including fringe benefits) of law faculty at A.B.A. approved schools ranks Texas Southern's median salary tenth from the bottom of the list.

2. Seven grants, totaling \$297,926, to *Duke University, Emory University, Howard University, Tulane University, Tuskegee Institute, Vanderbilt University* and *Yale University*, will provide summer programs for students from predominantly Negro colleges who want to go to graduate school.

During the 1967-68 school year, only 1.72 per cent of the students enrolled in graduate schools of arts and sciences were black. One explanation for this underrepresentation is inadequate preparation, particularly at some predominantly Negro colleges which have small enrollments, small academic departments, and limited course offerings. Students with high aptitude have not had the opportunity to take essential advanced work and, therefore, are at a disadvantage when they apply to or struggle to survive in graduate schools. The seven grants will provide programs to help those students make up for their inadequate preparation.

The eight-week summer programs grant amounts and areas of study include \$22,820 to Duke, physics; \$30,533 to Emory, political science; \$28,500 to Howard, psychology; \$35,841 to Tulane, economics; \$26,540 to Tuskegee, mathematics; and \$28,694 to Vanderbilt, sociology.

3. An additional grant to Yale for \$125,000, will continue the Intensive Summer Studies Program jointly sponsored by Yale, Harvard, and Columbia Universities. The program, begun in 1966 to provide a variety of summer activities for black students to help them prepare for predominantly white graduate schools, earlier received \$687,000 from the Foundation.

NADER RAPS LAW SCHOOLS

Ralph Nader, Harvard '58, the consumer crusader, took on large

corporate law firms, law schools and Harvard Law in particular in a speech entitled "Law Schools and Law Firms: The Mordant Malaise or the Crumbling of the Old Order." Nader attacked the failure of Harvard and other law schools to fulfill five of their basic functions; including definition of problems, developing and teaching techniques of analysis, teaching the proper approaches to problem solving, cultivating a sense of injustice and developing full roles for the legal profession.

"There is a certain intellectual style or cosmetics to the choice of problems at the law school," Nader stated. "The question to ask is: Why in the pecking order is the analysis of tax regulation so high and the analysis of the legal inspection of our meat supply so low? On what possible criteria can that allocation of priorities . . . be made? The amount of people affected? The level of intensity of impact on people? Money? What?" See 20 *Harvard Law School Bulletin* 17 (1969).

SPACE LAW COLLOQUIM

The XXth International Colloquim on Space Law was held in Mar del Plata, Argentina, on October 8-10, 1969. The following subjects were on the agenda:

1. Legal problems of telecommunications, including direct broadcasting from outer space.
2. Liability for damages caused by space objects.
3. Legal status of earth-orbiting space stations.
4. Registration of space objects.
5. Activities on celestial bodies, including exploitation of natural resources.
6. The control of weather from outer space.

MOOT COURT COMPETITION

The 1970 Jessup International Law Moot Court Competition will deal with issues in treaty interpretation, expropriation and the law of international organization.

The Competition, sponsored by the Americas Society of International Law and the Association of Student International Law Societies is judged by a hypothetical International Court of Justice after eliminations at the regional level.

Thirty nine law schools in the United States, plus a team from France and one from Canada participated in the 1969 competition.

HAGUE ACADEMY OF INTERNATIONAL LAW

The Hague Academy of International Law has begun a program under which sessions are held in different geographical regions outside The Hague. The objective of the Program is to bring a greater number of people into contact with the Academy's educational and research materials; also, to give the Academy a closer look at the problems and realities of the developing areas of the world. The first external session was held in Morocco in February of this year.

From June 1 to 22, 1969, the Academy held its first Latin American session in Bogota, Colombia. It was attended by 24 Latin American students, the majority of whom were university professors or officials of ministries of foreign affairs. Participants were selected from Argentina, Bolivia, Brazil, Colombia, Chile, Ecuador, Uruguay, and Venezuela by the Secretary General of the Academy, Professor Rene Jean Dupuy of France.

The topics discussed during the session were: peaceful settlement of disputes in the inter-American system by Ambassador Emilio Oribe of Uruguay; European Community law and the protection of human rights in Europe by Professor Jean-Victor Louis from the Institute of European Studies at the Free University of Brussels; constitutional problems of Latin American integration, ties and relations between the law of integration and international and federal law, and the protection of human rights in the Americas by Dr. F. V. Garcia-Amador, Director of the Department of Legal Affairs of the OAS; and the Law of the Latin American Free Trade Association and the Andean Subregional Agreement by Dr. Francisco Orrego-Vicuña, Adviser in the Department of Legal Affairs of the OAS. The Secretary General of the Academy was represented by Mr. Ralph Zacklin, Deputy Director of international law programs of the Carnegie Endowment for International Peace. The professors were designated by the Curatorium of the Academy.

During the session special lectures were also given by outstanding personalities. Dr. Jorge Valencia Jaramillo, coordinator of the Mixed Commission of the Subregional Integration Agreement, discussed the significance of and the outlook for the Andean Group and Dr. Vicente de Arteaga, Director of the Inter-American Export Promotion Center, spoke on the Center's programs. Dr. Julio Cesar Turbay Ayala, the First Vice President of Colombia attended some of the proceedings. The session met at the University of the Andes.

The Academy plans to hold a session for Central America and the Caribbean region in Mexico in 1970.