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Mrs. G. W. Brown

North Carolina Central University

**SELF-STUDY REPORT
OF THE
SCHOOL OF LAW**



**North Carolina Central University
Durham, North Carolina 27707
February, 1973**

North Carolina Central University

S E L F - S T U D Y R E P O R T

O F T H E

S C H O O L O F L A W

North Carolina Central University

Durham, North Carolina

February, 1973

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HISTORY

The Law School is a part of the North Carolina Central University which was founded in 1910 by the late President James E. Shepard as The National Religious Training School and Chautauqua.

In 1925, the North Carolina College for Negroes, which was the name of the College until changed by legislative enactment in 1947, was made the first State-supported liberal arts college in the South for the training of Negro students. In 1939, the North Carolina Legislature amended the charter of the North Carolina College for Negroes to read in part as follows: "...Sec. 2: The Board of Trustees of the North Carolina College for Negroes is authorized and empowered to establish departments of law, pharmacy and library science at the above-mentioned institution whenever there are applicants desirous of such courses. The said Board of Trustees of North Carolina College for Negroes may add other professional courses from time to time as need for the same is found and the funds of the State will justify."¹ By legislative act the name of the College was changed to North Carolina Central University July 1, 1969. In July, 1972 the University became a constituent institution of the University of North Carolina.

Pursuant to the law amending the charter of North Carolina College for Negroes, the Law School was established in 1939. The first teachers were members of the Law School faculty of the University of North Carolina and Duke University. After several weeks, the Law School was closed because of the lack of students.

¹General Statutes of North Carolina, Sec. 116-100 (1943).

In 1940, the Law School was reopened and has run continuously ever since. The faculty for the session 1940-41 was composed wholly of members of the faculty of the Law School of the University of North Carolina working in cooperation with the late Dean M. T. Van Hecke, who was at that time Dean of the University of North Carolina Law School.

In 1941, three full-time resident Negro instructors were added to the faculty in addition to a full-time law librarian.

In 1942, Dean Van Hecke resigned to become Chairman of the Atlanta, Georgia Regional Office of the War Labor Board. Dr. Albert L. Turner succeeded him and served as Dean until he retired on August 31, 1965, at which time Dean Daniel G. Sampson was appointed. He served as Dean until August 31, 1969 when he was appointed Legal Advisor to the President. He remained on the faculty as Professor of Law. On September 1, 1969 Dean LeMarquis DeJarmon was appointed Dean of the School of Law.

The Law School has now a full-time resident Dean, a staff of full-time faculty members, and a librarian; it also has the continued cooperation of the members of the staff of the Law Schools of the University of North Carolina, Duke University, and practicing attorneys in the City of Durham.

The Law School was fully accredited by the American Bar Association on February 27, 1950.

OBJECTIVES

The objectives of the Law School are to attract and recruit students for the study of law and to train them during a minimum period of three

years to develop the techniques, acquire the knowledge, and gain the understanding of the procedures, policies, and principles necessary to the successful practice of law. Furthermore, the aim is to provide learning experiences which will develop an awareness of current social, economic, and political forces at work in the State, nation and world. This awareness is an absolute requisite for legally trained individuals who would join the vanguard of civic, industrial and political leaders.

To achieve these objectives, the Law School at North Carolina Central University offers a curriculum of basic substantive and objective courses comparable to those generally offered in American law schools. In addition, special attention is given to legal problems of the poor, with clinical experience provided.

Recognizing the deficiencies in background, especially in oral as well as written communication, with which many students begin their legal training, this Law School emphasizes such courses as legal writing and oral argument, encourages participation in extra-curricula activities and provides tutorial service to students seeking help in overcoming as many deficiencies as possible.

Research techniques represent yet another area of development stressed at North Carolina Central University Law School through regular course assignments as well as projects sponsored by various professors, i. e. annotating previous North Carolina Bar Examinations.

Upon completion of their legal training, the graduates of the North Carolina Central University Law School are truly representative members of the learned profession of the law.

ADMISSION REQUIREMENTS

Candidates for the degree of Bachelor of Laws shall have taken at least three years of work (90 semester hours or 135 quarter hours) in an approved college. Such work shall have been passed with a scholastic average at least equal to the average required for graduation in the institution attended. Candidates for the degree of Juris Doctor shall have earned an undergraduate bachelor's degree (at an accredited college or university) before earning the law school degree.

Combined Degrees of B.A. or B.S. and LL.B.

Students who have completed the work of their junior year in any of the curricula of North Carolina Central University, except music and home economics, may, upon certification by the Registrar of the eligibility for the senior class, be admitted to the Law School and upon the satisfactory completion of the first year of work in the Law School, such students will be awarded an undergraduate degree of Bachelor of Arts or Bachelor of Science. Upon the successful completion of the third year's work in law, they will be granted the degree in law. This arrangement does not pertain to students who have done their undergraduate work in any other college unless such college itself is willing to grant them an undergraduate degree after their first year in the Law School.

Law School Admission Test

Every applicant for admission to the Law School is required to take the Law School Admission Test and the test results are taken into consi-

deration by the Admission Committee in aiding their decision on admissions to the Law School.

CURRICULUM AND DEGREE OFFERINGS

This school offers a program leading to the basic professional degrees, the Bachelor of Laws (LL.B.) or the Juris Doctor (J.D.). The courses leading to the LL.B or J.D. degree are designed to train students for the practice of law and to provide learning experiences which will develop an awareness of the social, economic and political forces at work in the State and the nation. Indeed, law itself is largely a reflection of the interplay of these forces.

General Statement on Adequacy of Offerings

The course offerings conform to the legal education prescribed by Rule 12 of "Rules Governing Admission to the Practice of Law," General Statutes of North Carolina, Volume 4A, Supp., p. 221, and represent the basic courses offered in the majority of law schools throughout the country as reflected in their respective catalogues. In addition certain electives are offered for the purpose of broadening the students' perspective.

These courses are designed to prepare students in the development of interrelated skills (Walden: "A Twentieth Century Curriculum for the Small Law School," 20 Journal of Legal Education 97, 1967), namely intellectual skills, craft skills and communication skills which, in turn, are essential in learning legal concepts, in becoming proficient in

research techniques, in developing verbal fluency, in writing cogently, logically, persuasively. In short, the Law School curriculum purports to provide at least a minimum of information on legal matters covering a broad scope and the courses offered achieve this purpose effectively.

Number of Courses Offered by Level

First year	7 courses	34 hours
Second year	6 courses	25 hours
Third year	4 courses	16 hours
Electives	<u>7 courses</u>	<u>15 hours</u>
Totals	24 courses	90 hours

Table I gives the names of the courses offered at the Law School, the credit hours assigned to each course, and the percentage of credit hours to total law school offerings. The credit hours correspond exactly with the semester class hours for each course. The curriculum is in line with the traditional law school curriculum and offers students a maximum of ninety credit hours, 10 hours above the minimum recommended by the proposed rules of the American Bar Association for eligibility to graduate.

TABLE I
CURRICULUM FOR THE LAW DEGREE

Course	Credit Hours		Percentage of Total Offerings
	1st Sem	2nd Sem	
Administrative Law	2		2.2
Business Association	2	2	4.4
Civil Procedure	3	3	6.6
Commercial Law	3	3	6.6
Conflict of Laws		4	4.4
Constitutional Law & Procedure	4	2	6.6
Contracts	3	3	6.6
Criminal Law	3		3.3
Criminal Procedure		3	3.3
Decedents Estates	3	3	6.6
Estate and Gift Taxation		3	3.3
Equity, Restitution & Damages	3		3.3
Evidence	4		4.4
Income Taxation	4		4.4
Labor Law		2	2.2
Legal Bibliography	1		1.1
Legal Research, Writing and Professional Responsibility	1	2	3.3
Property I	3		3.3
Property II		3	3.3
Torts	3	3	6.6
<u>Electives:</u>			
Domestic Relations	2		2.2
Federal Jurisdiction	2		2.2
Insurance	2		2.2
International Law	2		2.2
Legal Problems of the Poor	2		2.2
Trial & Appellate Practice		3	3.3

Table II reflects the growth of the Law School student enrollment over the past eleven year period and shows a percentage increase of 888.8. This growth is attributed to the increased interest shown in the legal profession in recent years by members of minority groups and others and the intensification of our recruitment and publicity efforts.

TABLE II
ENROLLMENT

<i>School Year</i>	<i>Enrollment</i>
<i>1962-63</i>	<i>27</i>
<i>1963-64</i>	<i>23</i>
<i>1964-65</i>	<i>22</i>
<i>1965-66</i>	<i>31</i>
<i>1966-67</i>	<i>53</i>
<i>1967-68</i>	<i>83</i>
<i>1968-69</i>	<i>88</i>
<i>1969-70</i>	<i>103</i>
<i>1970-71</i>	<i>125</i>
<i>1971-72</i>	<i>193</i>
<i>1972-73</i>	<i>267</i>

TABLE IIa
S C H O O L O F L A W
North Carolina Central University
First Semester 1972-73 Statistics

COMPOSITION - BY CLASS:

	FIRST YEAR		SECOND YEAR		THIRD YEAR		PART-TIME		INTER-INSTITUTIONAL		SUB TOTALS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Black	68	13	38	11	33	9	6	3	1	0	146	36
White	46	2	17	2	8	0	1	0	0	0	72	4
American Indian	0	0	0	0	3	0	1	0	0	0	4	0
African	1	0	0	0	1	0	0	0	0	0	2	0
Asian	0	0	1	0	0	0	0	0	0	0	1	0
West Indian	0	0	1	0	0	0	0	0	0	0	1	0
TOTALS	115	15	57	13	45	9	8	3	1	0	226	40
												266

COMPOSITION AND PERCENTAGES:

	MALE	FEMALE	TOTAL	PERCENTAGE
Black	146	36	182	68.42%
White	72	4	76	28.57%
American Indian	4	0	4	1.50%
African	2	0	2	.75%
Asian	1	0	1	.38%
West Indian	1	0	1	.38%
TOTALS	226	40	266	

OTHER STATISTICAL INFORMATION:

FTE---8
Faculty-Student Ratio---33.2
In-State Students---189--71.05%
Out-of State Students--77--28.95%
Colleges and universities represented-----91
States represented-----21
and District of Columbia, Liberia, West Indies, China and Sierra Leone

Ten new students are included in other statistical sections of Composition-By Class statistics.

First-Semester 1972-73 Statistics

STATES REPRESENTED:

Alabama-----	1	New Hampshire-----	1
Arkansas-----	1	New Jersey-----	18
Connecticut-----	3	New York-----	4
Delaware-----	1	North Carolina-----	189
Florida-----	6	Pennsylvania-----	5
Georgia-----	5	Rhode Island-----	1
Illinois-----	1	South Carolina-----	5
Indiana-----	1	Tennessee-----	1
Massachusetts-----	1	Virginia-----	11
Michigan-----	1	Washington, D. C.-----	3
Mississippi-----	1	West Virginia-----	2

COUNTRIES REPRESENTED:

China-----	1
Liberia-----	1
Sierra Leone-----	1
West Indies-----	1

First-Semester 1972-73 StatisticsCOLLEGES AND UNIVERSITIES REPRESENTED:

Allen University-----2
 Appalachian State-----2
 Armstrong-----1
 Ashland-----2
 A & T State University-----22

 Barber-Scotia-----6
 Bemidji State College-----1
 Benedict-----3
 Bethune-Cookman-----1
 Bluefield State-----3

 Bucknell-----1
 Campbell-----4
 Catawba-----1
 Cheyney-----1
 Duke University-----3

 East Carolina University-----4
 Elizabeth City-----1
 Elon College-----1
 Farleigh-Dickerson-----1
 Fayetteville State University-----1

 Fisk University-----3
 Florida A & M-----2
 Florida Atlantic-----1
 Florida State University-----1
 Franklin College-----1

 Franklin and Marshall-----1
 Guilford College-----1
 Hampton Institute-----1
 Hanover-----1
 High Point College-----1

 Howard University-----3
 Indiana University-----1
 Iowa State University-----1
 Jackson State-----1
 Johnson C. Smith University-----5

 Kansas University-----1
 Kentucky State-----1
 Knoxville College-----1
 Livingston College-----2
 Lowell Tech-----1

Marist College-----1
 Marywood-----1
 Methodist College-----1
 Miami University-----1

 Michigan State University-----1
 Middleburg College-----1
 Morehouse College-----1
 Morgan State College-----3
 North Carolina Central University-----63

 North Carolina State University-----6
 Norfolk State-----1
 New York Technical Institute-----1
 New York University-----2
 Oklahoma State-----1

 Old Dominion-----2
 Paine College-----2
 Parson College-----1
 Pembroke State University-----4
 Queens College-----1

 Rider-----1
 Roanoke College-----3
 Rutgers-----3
 Savannah State-----1
 Seattle Pacific-----1

 Seton Hall-----2
 Shaw University-----8
 South Carolina State-----2
 S. Hampton College-----1
 Spelman-----1

 St. Augustine's College-----9
 St. Paul-----1
 Tarkio College-----1
 Tennessee State-----2
 University of California at L. A.-----1

 University of Liberia-----1
 University of Missouri-----1
 University of New Hampshire-----1
 University of North Carolina-----22
 University of Pittsburg-----1
 University of Rhode Island-----2

SCHOOL OF LAW

Page 2

Colleges and Universities Represented

First Semester 1972-73

University of South Carolina-----	1
University of Southern Florida-----	1
Upsala College-----	1
Virginia State-----	5
Virginia Union-----	2
Voorhees College-----	1
Wake Forest-----	4
West Virginia State College-----	1
Widener College-----	1
William Patterson-----	1
Winston-Salem State University-----	2

Table III indicates, in part, the quality of our student body for the year 1972-73. The mean Law School Admission Test score made by students at this institution is 386. This score would be considered quite low for admission to law schools generally. The highest score achieved by any of our students, 753, is usually respectable in legal education.

In 1969 the arithmetic average Law School Admission Test score for the institution was 352. Today 11.61% of our students have a Law School Admission Test score above 500. The national average score is currently 520. Of our current enrollment, 32.95% have a Law School Admission Test score above the 400 mark which is 48 points higher than the 1969 arithmetic average.

Nationally on the writing ability test the national average score is currently about 50 with 2/3 falling between 40 and 60. North Carolina Central University Law School's present student body has 97 or 36.32% falling in that range.

1972-73 Law School Admission Test
Division

753-500	- - - -	31
499-400	- - - -	57
399-300	- - - -	88
299-200	- - - -	40

TABLE III

ANALYSIS OF PRESENT STUDENT BODY

Number enrolled - - - - -	267
Full-time: 256	
Part-time: 11	
Number with undergraduate degree- - - -	262
Number with no degree - - - - -	5
Highest LSAT score - - - - -	753
Lowest LSAT score - - - - -	200
Mean LSAT score - - - - -	386

Table IV indicates the number of students who graduated or otherwise terminated their enrollment in the Law School either by transferring, withdrawing, or being dismissed.

The majority of our graduates go into some litigative area (59.5% overall). The government category comprises persons primarily engaged in litigation activities as opposed to persons functioning in a strict administrative capacity.

TABLE IV

STUDENT ANALYSIS 1969-72

Graduates - - - - -	97
Transferees - - - - -	10
Withdrawals - - - - -	29
Dismissals for poor scholarship - -	25

WHAT THE GRADUATES ARE DOING 1943-72

Categories include the following:

- (1) Private practice
- (2) Government (federal, state and local; includes judges, solicitors, Assistant U. S. Attorneys)
- (3) Legal services for poor
- (4) Industry (insurance, finance, real estate)
- (5) Education
- (6) Miscellaneous (further studies, out of country and no indication)

(1) 62 out of 217 graduates - - - - -	28.6%
(2) 53 out of 217 graduates - - - - -	24.4%
(3) 14 out of 217 graduates - - - - -	6.5%
(4) 32 out of 217 graduates - - - - -	14.7%
(5) 16 out of 217 graduates - - - - -	7.4%
(6) 40 out of 217 graduates - - - - -	18.4%

One-third of our graduates have finished within the past three years (1970-71-72). The percentage for categories 1 and 2 (private practice and government) have remained fairly constant.

(1) 25 out of 97 graduates - - - - -	25.8%
(2) 23 out of 97 graduates - - - - -	23.7%
(3) 10 out of 97 graduates - - - - -	10.3%
(4) 8 out of 97 graduates - - - - -	8.2%
(5) 10 out of 97 graduates - - - - -	10.3%
(6) 21 out of 97 graduates - - - - -	21.7%

LAW SCHOOL GRADUATES

Number of graduates (1940-72) - - - - -	217
Number passing the North Carolina Bar - - - - -	75
Number passing out-of-state Bars - - - - -	56
Number employed in fields requiring legal training other than the practice of law or teaching - - - - -	32
Number of graduates who are attending or have attended graduate school - - - - -	4
Number of State Legislators - - - - -	3
Number of State Judges - - - - -	4
Number of Assistant State Attorney Generals - - - - -	4
Number of graduates who are teaching or have taught on the college level - - - - -	12
Number of graduates who are or have served as Assistant Solicitors - - - - -	3
Number of graduates who are or have served as Assistant U. S. District Attorney- - - - -	1
Number of graduates who are practicing or have practiced law in North Carolina - - - - -	60

METHODS OF INSTRUCTION

Usual Methods of Instruction

1. The case method of instruction - This method of instruction was introduced into American legal education at the Harvard Law School in the fall of 1870. The pre-supposition of the case method is that students learn better when they participate in the teaching process through problem solving. The student is required to determine and evaluate the principles of law found in the actual cases and to determine the economic, political and social forces that generate the principles.
2. The problem method of instruction - The problem method of instruction is often used in conjunction with the case method. The teacher here uses problems as hypotheticals that embody and test the broadness of a legal principle. Further, these hypotheticals assist in analyzing the relevant factors that should help one decide the appropriate principle or principles which should be applied to a given problem.

Unusual Methods of Instruction

1. Visitation to the administrative and judicial organs of the State for observation and information concerning their standards and functions.
2. Simulated clinical experiences - In one course in particular and occasionally in others, the students are given an actual or hypothetical

case and conduct a moot court trial in which they go through the process of courtroom litigation as would be done in an actual trial.

3. The motion picture series, produced by the University of Michigan in the areas of Criminal and Civil Procedure have been used as integral portions of the courses in Civil Procedure, Criminal Procedure and Torts.

Tape cassettes produced by the Practicing Law Institute are available in the areas of Constitutional Law, Taxation, Real Property, Corporations and Civil Procedure.

4. The use of outside experts in various legal fields.
5. Clinical experiences - At least two of the course offerings of the Law School include actual clinical experiences as part of the course requirements. The Poverty Law course required that students serve as "house counsel" to various community groups and provide research assistance to the Legal Aid Society. The students in the Labor Law course are required to assist in the drafting of legislation that would affect labor and industry in the State.

Extra-curricula Activities which relate directly to the Teaching and Learning of Law

1. National moot court competition - For many years our Law School has participated in this competition. While the moot court program is not a part of any course assignment, it provides a good exercise for training students to do appellate work.

2. *Law Journal* - For the past four years, the Law School has published a law journal. Here the students are encouraged to engage in legal research and are given guidance on the techniques of fully exploring, developing and writing about various legal questions, problems or principles.
3. *Student Court* - - - Law students serve as justices in the Student Court.
4. *Student Welfare Committee* - Law students provide legal service for students appearing before the Student Welfare Committee.
5. *The Legal Clinic* - The Law School Legal Clinic provides free legal assistance to low income members of the Durham community. Matters not requiring court appearances are handled by students under the supervision of a faculty advisor. Matters which require court appearances are referred to the Legal Aid Society. Special projects of the Legal Clinic have included a free tax service for low income residents and a Prisoner Assistance Program, which provides research, pleadings and memoranda for inmates seeking to redress deprivations of rights.
6. *Legislative drafting* - Students, with the assistance of faculty, have drafted legislation for introduction in the State Legislature and policy statements for adoption by the State Commission on Corrections.

PHYSICAL PLANT

The Law School is housed in the old University library building which was constructed in 1937 at a cost of \$76,813.08. With few alterations, this building was made suitable, at the time, as the permanent site of the Law School in 1951. It contains three floors of library stack space permitting the shelving of approximately 33,000 volumes. Two classrooms and a moot court constitute our entire instructional room space. One classroom and the moot court room can be made to accommodate about ninety students each. The other classroom has a capacity of about thirty. There are four very small offices for teachers and a dean's office of inadequate dimensions for the present time. The librarian's office is used to house books and other materials in constant demand. A student lounge, capable of accommodating about twenty-five students and two student workrooms are also provided. The Law School facilities are inadequate for the present student body. Several classes are held in classrooms outside the Law building. A bill is in the Legislature authorizing an addition and renovation of the present facilities. (See floor plan sketches attached.)

The Law Library with more than 35,000 volumes provides a working collection of materials in the general areas of the law as recommended by the American Bar Association and the Association of American Law Schools.

Judicial decisions and legislative enactments, together with collateral books of index and search, plus additional secondary sources

such as treatises, encyclopedias, periodicals and annotations, comprise the core of the library holdings. Furthermore, the library includes materials in allied fields, such as the social sciences. The current collection is designed to augment class work and meet the needs of students and teachers engaged in legal research. (See separate section on the law library for further details.)

Cassette tapes on special areas of law as well as on the Multi-State Bar Examination are also on hand.

TABLE V- - FLOOR PLANS

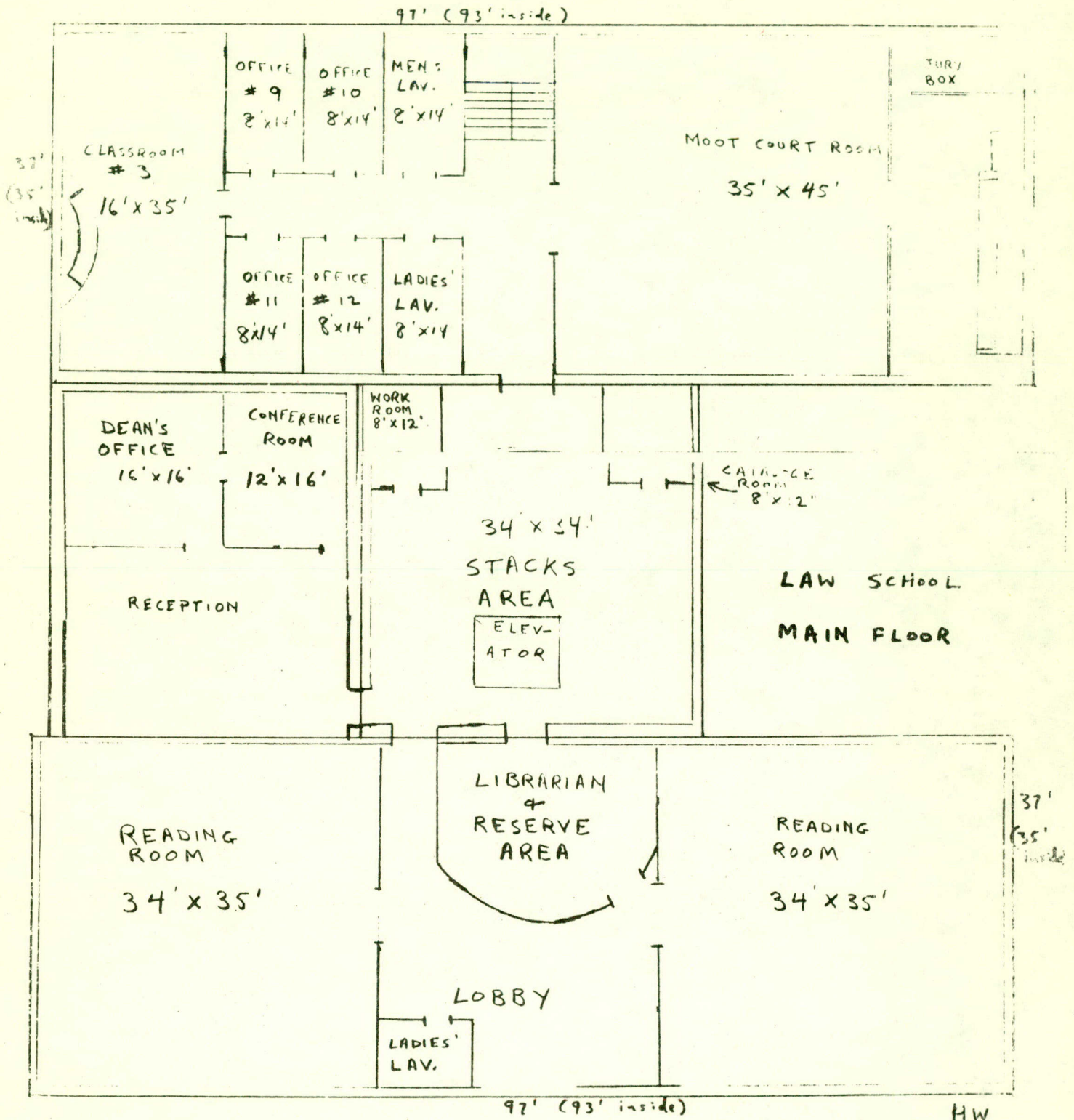


TABLE V- - FLOOR PLANS

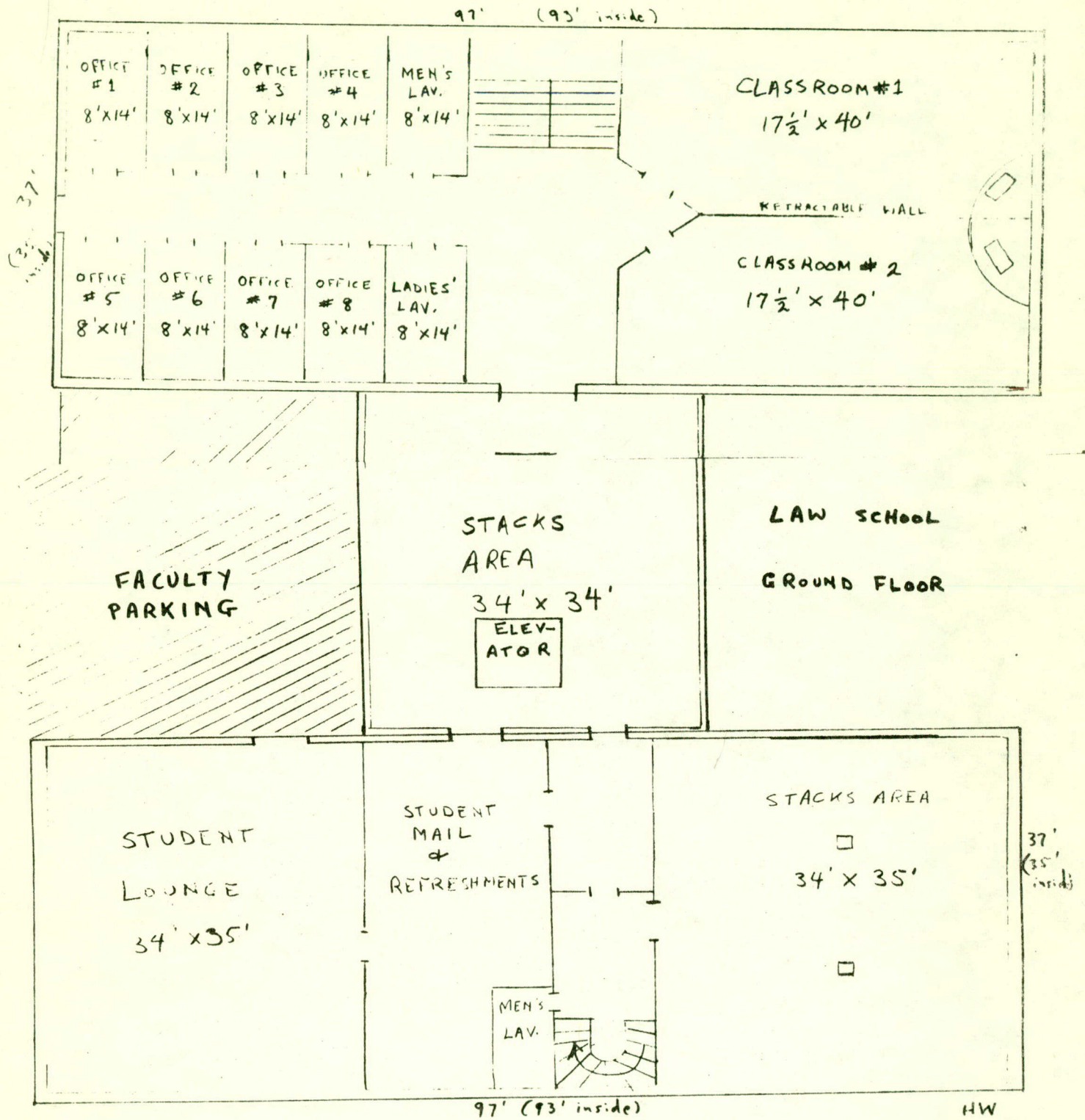
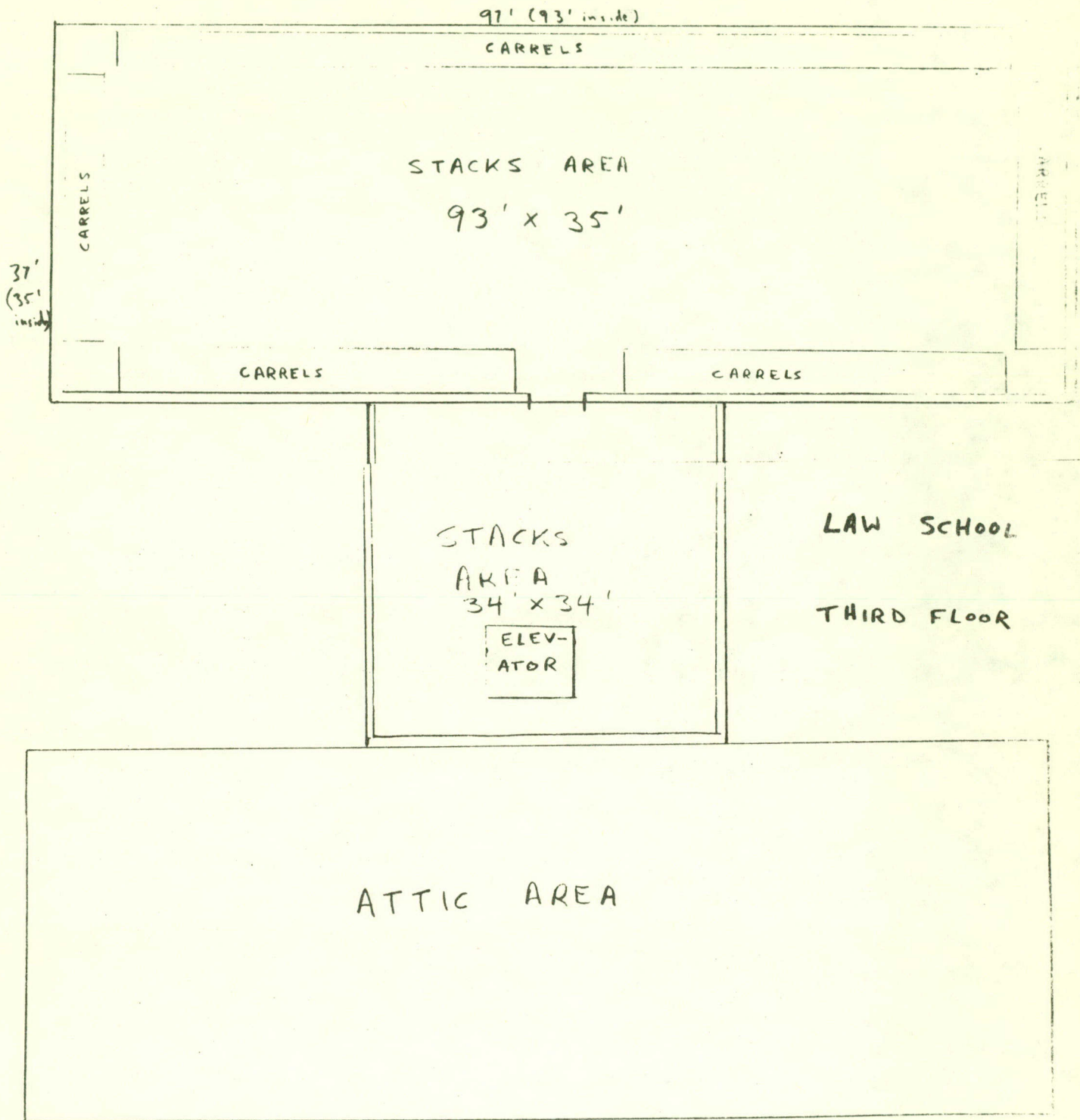


TABLE V- - FLOOR PLANS



HW

THE FACULTY

The Law School has five full-time teachers, a full-time librarian, a full-time dean and an average of two visiting professors from the University of North Carolina, Chapel Hill or Duke University per semester. All members of the full-time faculty except one, have earned the LL.M. degree or its equivalent.

Each teacher, with an occasional exception, carries a maximum load of sixteen hours per year. While this is within the maximum recommended by the standards of the American Bar Association, we feel that it is too high. The Association of American Law Schools' Pre-law Handbook, Part Two: Accredited Law Schools in the United States, indicates that most law teachers teach an average of twelve hours per year.

Heretofore, promotions and additions to the faculty have been made by recommendation of the Dean and with the approval of the President for faculty additions and the approval of the President and the Executive Committee for faculty promotions. However, a new policy has been initiated to the effect that promotions shall be made upon recommendation of the faculty. Policy for the Law School is made by the faculty as required by the American Bar Association. Curriculum, admissions, dismissals and scholarship are controlled by faculty rule, administered by the Dean and faculty committees.

Members of the Law School faculty often serve on committees for the general college. Attendance and participation by faculty members in

professional meetings have been representative considering the limitations imposed by budgetary considerations.

QUALIFICATIONS OF THE FACULTY

The teachers are qualified by education and experience to perform satisfactorily their assignments. (See following pages.)

The major problem tending to interfere with the maximum performance of the faculty is its teaching load and committee assignments. With a larger number of faculty members, the work load could be reduced, thus permitting more time for research and writing.

The authorized operating budget for public institutions of higher education changed the student-teacher ratio of this institution from 14.1 to 1 to 15 to 1. Under this formulation for a student body of approximately 300 we should have a faculty of approximately 19 or 20. Thus the Law School is undermanned by approximately 14 to 15 faculty members, or as an absolute minimum on full-time equivalency 9 to 10 faculty members.

A proposed catch-up budget to rectify this condition is being prepared for submission to the Board of Governors and to the Legislature.

TABLE VI

ACADEMIC PREPARATION OF FULL-TIME AND PART-TIME FACULTY MEMBERS

NAME	RANK	MAJOR AREA OF TEACHING	INSTRUCTION AREA	HIGHEST DEGREE EARNED	YEARS OF ADVANCED STUDY
BOTT, Alexander	Assistant Professor	Civil, Private and Adjective	Business Associ- ation, Equity, Decedant Estates Insurance and Federal Juris- diction	J.D.	5
DALZELL, John P.	Visiting Professor	Civil, Private and Public	Contracts and International Law	LL.B.	3
DeJARMON, LeMarquis	Dean and Professor	Civil and Private	Administrative Law and Con- flict of Laws	LL.M.	6
DUNCAN, Anne M.	Law Librarian and Assistant Professor	Adjective	Legal Biblio- graphy	MSLS	4
FULLWOOD, Ernest B.	Assistant Professor	Civil, Private and Adjective	Property, Le- gal Writing Research & Professional Responsibility	J.D.	3
JOHNSON, Milton E.	Professor	Civil, Private and Public	Evidence, Land Use & Develop- ment, Taxation and Secured Transactions	LL.M.	5
MICHAUX, Eric	Visiting Professor	Civil and Adjective	Constitutional Law	J.D.	3

Continued next page

Table VI
Academic Preparation of Full-time and Part-time Faculty Members
Continued

NAME	RANK	MAJOR AREA OF TEACHING	INSTRUCTION AREA	HIGHEST DEGREE EARNED	YEARS OF ADVANCED STUDY
RUTLEDGE, Neal	Visiting Professor	Civil, Private and Adjective	Domestic Re- lations and Trial & Appel- late Practice	LL.B.	3
SAMPSON, Daniel G.	Professor	Civil and Private	Commercial Law and Torts	LL.M.	6
WASHINGTON, Harold R.	Associate Professor	Criminal, Civil and Adjective	Criminal Law Procedure, Civil Proce- dure, Labor Law and Legal Problems of the Poor	LL.M.	5

DeJARMON, LeMARQUIS
Professor of Law
and
Dean

TRAINING:

A.B., Howard University

LL.B., Western Reserve University

LL.M., New York University

Additional professional study:

Cite Universitaire de Paris

Indiana University

Parker School of Comparative Law,
Columbia University

EXPERIENCE:

Department of Union Agreements, Department of Labor, 1939-40

Assistant Finance Officer, NYA, Ohio, 1940-41

Professor of Law, South Carolina State College, 1948-55

Secretary, S.A.C.N.C. United States Commission on Civil Rights,
1966

Professor of Law, North Carolina Central University, 1955-present

Member, General Statutes Commission, State of North Carolina,
1971-74 term

Member of Criminal Code Commission, State of North Carolina,
1971-present

Member, Continuing Legal Education Committee, North Carolina Bar
Association

Consultant, Seminar, University of Georgia, Summer 1970 and 1971

BOTT, ALEXANDER J.
Assistant Professor

TRAINING:

A.B., Saint Peters College

A.M., Fordham University

J.D., Fordham University

EXPERIENCE:

Private Practice, Calissi, Gelman & Cuccio, Hackensack, New
Jersey, 1963-68

Head, Humanities Department, Durham Technical Institute, 1968-72

Assistant Professor, School of Law, North Carolina Central Univer-
sity, 1972-present

DUNCAN, ANNE M.
Assistant Professor and Law Librarian

TRAINING:

B.S., Hampton Institute

B.S.L.S., Atlanta University

M.S.L.S., Catholic University of America

Additional professional study:

University of Pennsylvania

North Carolina Central University School of Law:

Law courses taken for credit:

Legal Method	Torts
Legal Bibliography	Criminal Law
Contracts	Titles

Law courses audited:

Constitutional Law	Real Property
Administrative Law	Evidence
Wills	Pleading
Agency	Labor Law
Domestic Relations	

EXPERIENCE:

Teacher, Atkins High School, Winston-Salem, North Carolina
1934-43

Teacher, Library School, Atlanta University, Atlanta, Georgia
1944-45

Librarian, Booker Washington High School, Rocky Mount, North
Carolina 1948-49

Teacher, Library School, North Carolina Central University,
1949-50

Order Librarian, Ph.D. Program, North Carolina Central University,
1952

Law Librarian and Assistant Professor, North Carolina Central
University School of Law, 1952-present

FULLWOOD, ERNEST B.
Assistant Professor

TRAINING:

B. A., University of North Carolina, Wilmington, North Carolina

J.D., North Carolina Central University

EXPERIENCE:

Director of Human Relations for City of Wilmington, North Carolina

Coordinator of Solicitor/Defender Summer Intern Program, 1971-73

Assistant Professor, North Carolina Central University Law School,
1972-present

Moot Court Advisor

JOHNSON, MILTON E.
Professor of Law

TRAINING:

Completed three years at North Carolina Central University
while majoring in Business Administration

LL.B., North Carolina Central University

LL.M., New York University

Additional professional study:

School of Law, University of North Carolina

EXPERIENCE:

Private practice, Durham, North Carolina, 1949-58

Professor of Law, North Carolina Central University, 1958-present

Assistant to Chief Counsel for Real Estate, International Business
Machines, Inc., Summer, 1965

Administrative Specialist for NASA in Washington, D. C., Summer,
1966 and 1967

Member, Student Welfare Committee of North Carolina Central Uni-
versity

Faculty Advisor, Student Bar Association, North Carolina Central
University

*SAMPSON, DANIEL G.
Professor of Law*

TRAINING:

A.B., Morehouse College

A.M., Atlanta University

LL.B., Boston University

LL.M., Boston University

Additional professional study:

Case Institute of Technology, Summer, 1959

New York University Law School, Summer, 1964

University of California at Berkeley, Summer, 1965

EXPERIENCE:

*General Insurance Agent, Alexander and Company, Atlanta, Georgia
Summer, 1939 and 1941-42*

Teacher, High School (Mathematics), Spring Semester, 1946

Professor of Law, North Carolina Central University, 1950-65

Dean, School of Law, North Carolina Central University, 1965-69

*Legal Advisor to Chancellor of North Carolina Central University
and Professor of Law, 1969-present*

WASHINGTON, HAROLD R.
Associate Professor

TRAINING:

A.B., Johnson C. Smith University

J.D., New York University School of Law

LL.M., Harvard Law School

Additional Professional Study:

New York University

EXPERIENCE:

Staff Attorney, Mobilization for Youth Legal Services, Inc.,
1967-68

Attorney-in-Charge, Morrisania Legal Services, Bronx, New York,
1968-69

Clinical Teaching Fellow, Harvard Law School, 1969-70

Visiting Lecturer, Harvard College, 1969-71

Assistant General Counsel, Community Action for Legal Services,
New York, New York, 1970-71

Associate Professor of Law, North Carolina Central University
School of Law, 1971-present

PUBLICATIONS:

Post-Conviction Problems and the Black Community, Harvard Afro-
American Studies Department, 1970

"Welfare Grievance Procedure," Houston Law Review, 1970

"Limited Student Representation," The Advocate, 1970

"Adventures in the Skin Trade: or Training Lawyers For the Poor,"
North Carolina Central Law Journal, 1972

Washington, Harold R.
Associate Professor
Continued (Publications)

"Adverse Legal Implications of Heroin Maintenance," National
Conference of Drug Abuse, 1972

"Essays in Repression: Mr. Justice Rehnquist's First Term
Opinions," North Carolina Central University Law Journal,
1973

DALZELL, JOHN P.
Visiting Professor

TRAINING:

A.B., University of Minnesota

LL.B., University of Minnesota

EXPERIENCE:

Professor of Law, University of North Carolina

Summer Institute, International Law, Hague

Visiting Professor, North Carolina Central University School
of Law, 1941-present

MICHAUX, ERIC C.
Visiting Lecturer

TRAINING:

A.B., Boston University

J.D., Duke University

EXPERIENCE:

Union Insurance & Realty Company

Judge Advocate, U. S. Air Force, 1964-68

Administrative Assistant, Congressman N. Galifinakis, 1968-69

Visiting Lecturer, Constitutional Law, North Carolina Central
University School of Law, 1971-present

RUTLEDGE, NEAL P.
Visiting Professor

TRAINING:

A.B., Harvard University

LL.B., Yale University

EXPERIENCE:

Admitted to Bars - Washington, D. C., New Mexico and Florida

Law Clerk, Judge Charles Fahy, U. S. Court of Appeals, 1950-51

Law Clerk, Mr. Justice Hugo Black, U. S. Supreme Court, Washington,
D. C., 1951-52

Attorney, U. S. Atomic Energy Commission, Los Alamo, New Mexico,
1952-53

Private Practice, Miami, Florida, 1953-70

Professor of Law, Duke University, 1970-present

Visiting Professor of Law, North Carolina Central University School
of Law, 1972-present

OPERATIONAL BUDGETS

ITEMS	1968-69	1969-70	1970-71	1971-72	1972-73
Salaries	\$66,100	\$71,300	\$ 78,050	\$ 82,450	\$ 98,200
Social Security	1,716	1,872	1,872	2,340	3,299
Retirement Contribution	5,916	6,381	6,985	7,379	8,789
Employee Benefits, Hospital-Medical	-	-	-	-	720
Employee Benefits, Disability Salary	-	-	-	-	216
Student Help	1,512	1,512	1,756	1,785	1,785
Supplies and Materials	404	600	850	850	1,700
Postage, Telephone and Telegrams	250	250	350	496	475
Travel Expenses	-	-	-	350	350
Books	6,566	7,777	34,550	18,000	23,000
Equipment	<u>450</u>	<u>1,197</u>	<u>1,430</u>	<u>800</u>	<u>3,000</u>
TOTALS	\$82,914	\$90,889	\$125,843	\$114,450	\$141,534

All budgetary items on the above chart, except salaries, travel expenses, and equipment, are handled in the following manner:

In the fall of all even years, such as 1968, 1970, 1972, the Law School is asked by the Vice Chancellor for Academic Affairs to submit a budget request for the next biennium with each year's request being listed separately.

After consultation with the Law School faculty, the Dean of the Law School submits this request with such statements of justification as may be asked for prior to the commencement of the next school year. Usually during the summer months, the Vice Chancellor for Academic Affairs informs the Dean of the Law School, by letter, of the amount allocated under each of the items shown on the chart for the upcoming school year except the listings for salaries and employee benefits. Salaries for Law School personnel are not handled as separate Law School budgetary items apart from the University. Travel expenses heretofore have not been true Law School budgetary items. Allocations for this purpose have been made as a result of special request by the Law School Dean or faculty member. Allocations for repairs, renovations, and major installations have been made following the same procedure.

ENROLLMENT PROJECTION

The enrollment trend at the Law School at North Carolina Central University, if extrapolated over the next few years, would give us an enrollment well over our present enrollment of 267 students. However, we believe there are three important factors which will tend to slow down this enrollment projection. They are listed as follows:

1. The announced national policy against granting financial aid to students enrolled in higher education.
2. The planned escalation of admission standards.
3. The rising student cost for attending law school.
4. The State's policy of keeping out-of-state student enrollment at a low 25% level and increase in out-of-state tuition.

With these factors in mind, we have projected our total enrollment
for the next four years as follows:

1973-74 - - 300

1974-75 - - 325

1975-76 - - 350

1976-77 - - 350

TABLE VII
FOUR-YEAR PROJECTION FOR STUDENTS, FACULTY, COURSES, INSTRUCTION,
ADMINISTRATIVE PERSONNEL AND OFFICE FACILITIES

SCHOOL YEAR	STUDENTS	FACULTY	NUMBER OF COURSES	HOURS OF INSTRUCTION	ADMINISTRATIVE PERSONNEL	NUMBER OF OFFICES
1973-74	300	11	26	99	4	6
1974-75	325	13	28	102	5	9
1975-76	350	15	31	105	7	9
1976-77	350	18	34	110	8	10

FACULTY PROJECTION

Our faculty projection for 8 to 18 faculty members is not based primarily on an assumed need resulting from a sharp rise in student enrollment. As indicated, we plan to hold enrollment to a maximum of 350. It is based on the assumption that we must increase our instructional offerings from the present course offerings to thirty-four and reduce our faculty load from a yearly average of sixteen hours to twelve hours in order to insure more time for class preparation and course related research and seminars.

We also need to add at least two persons to the library staff to afford adequate supervision during most of the fifteen hours per day the library is open for service.

INSTRUCTIONAL PROJECTIONS

The American Bar Association, in its proposed standards of accreditation for 1968, recommends that undergraduate law students be required to take a minimum of eighty semester hours to qualify for graduation. This was raised in February, 1973 to a minimum of eighty-eight semester hours. With the proliferation of areas of concern and interest of law students, we feel that additional courses should be provided in our offerings. We have been able to restructure and combine courses in our "property" and "commercial" areas. Constitutional Law, Criminal Law, Taxation and Legal Writing have been expanded. There is a probability of broadening our offerings to introduce courses in state and

local law, municipal corporations, anti-trust, intellectual property law and seminars.

This program would permit the inclusion of seminars and give our students increased opportunity for choosing electives to further their interest in special areas of the law.

PROJECTION OF ADMINISTRATIVE PERSONNEL

The administrative personnel of the Law School presently consists of one dean and an administrative secretary.

With the increased enrollment and the increased demand for administrative planning, it is felt that an assistant dean and a director of student affairs should be added to the staff. This additional staff is needed to assure adequate planning for the development of necessary Law School functions, such as moot court, law review, student placement, recruitment, admissions, etc. There is also a need for two secretaries in the Dean's office and one secretary for the faculty.

RECOMMENDATIONS

The following recommendations are made from a realistic appraisal of the type of support that might be expected from the State, the American Law Schools, the University alumni and independent foundations:

1. That while we now have on an equated full-time basis six and two-thirds teachers, in order to carry on our

program more effectively in future years, we shall need five additional full-time teachers and three part-time teachers for three additional courses per semester. This increase would bring our equated full-time staff from six and two-thirds teachers to eighteen.

2. That our secretarial staff be increased from one full-time secretary and a yearly average of two part-time student assistants to four full-time secretaries.
3. That two additional full-time librarians be added to our library staff.
4. That a minimum of four additional offices be added in support of the additional teacher and secretarial personnel recommended.
5. That the 1975-77 biennial capital improvement budget will include a request for a new law building that will accommodate our diversified law offerings.
6. That the atmosphere surrounding the Law School's stability and continued support by the State be cleared to the end that student and teacher morale may be helped in future years.

