

THE LAW SCHOOL EXTENSION OF THE UNIVERSITY PRINCIPLE.

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Seventy-five members of the Senior Academic Class are taking a five-hour course in law at the Yale Law School. This course comprises Elementary Law, outlines of American Law, the theory of the Law of Evidence, and certain branches of the Law of Contracts. It consists of recitations, lectures, and colloquial discussions, according to the methods which have always prevailed in this department. The instructor assigns for study a certain number of pages in some concise text-book, especially designed to state the theories and underlying principles, and expands and illustrates the subject by means of informal talks interspersed with questions to or discussions with the class.

As the work progresses and the theory and practice of the law are better understood, more and more prominence is given to the discussion and explanation of appropriate cases and to recitations thereon and on the subject matter in the text-book. Thus Judge Baldwin begins with a short course of lectures on the outlines of American Law, each lecture being prefaced by a short quiz on the previous lecture. This he follows by taking up the fundamental notions of Contracts and then applying them to the doctrine of Agency, basing his instruction on parts of the first volume of *Parsons on Contracts*. This work is to be followed by a course of lectures on Wills, in connection with each of which a case is given out in the form adopted by the Law Department under its unique system introduced many years ago of printing separate leading cases.

Professor Wurts takes Judge Robinson's admirable treatise on *Elementary Law* as the basis of a thorough and exhaustive consideration of the foundation of the common law as administered in this country. In connection with the text and its references to such authors as Blackstone and Kent the class is drilled thoroughly in the underlying principles of Rights, Wrongs, and Remedies.

Dr. Rogers is to follow Professor Wurts with some of the simpler subjects of Contracts, such as Consideration, and later is to take up the more difficult subject of Insurance.

The theory of the Law of Evidence and its logical development is taught by means of the scholarly and philosophical treatise of *Reynolds on Evidence*. The reasons for these theories are explained by lectures, and illustrated by cases taken from the law reports and the practice in the courts. Thus the students are taught to discriminate between direct and indirect evidence, and to apply the reasons for the rules excluding or admitting certain classes of testimony. Later it is proposed to take up the theory of the Law of Bailments, and by means of text-books and cases to discuss the respective rights and obligations of Common Carriers and the Public.

This course is in harmony with the system of university development suggested by President Hadley in his inaugural address where, as he said: "Each department could make its own rules, prescribe the conditions of entrance and graduation, and be subject to the minimum of interference from without; but where at the same time the instruction would be so ordered that students whose course lay under the control of one Faculty could yet enjoy to the fullest possible extent the teaching provided by another."

The establishment of this complete course whereby a large body of the students in the Academic Department can attend the regular exercises of the Law Department, in its recitation rooms and with its regular classes, is a tardy recognition by Yale of the claims of its Law School.

Yale is the only University having a three years' course in Law to which the students from the Academic Department are not admitted in their fourth year under conditions much more favorable than those even now existing at Yale, and whereby the more thorough interfusion of the academic and professional years is made possible.

At Harvard, for example, undergraduate students who have distinguished themselves by exceptionally good work during the first three years of their course are allowed to spend practically the whole of the fourth year in a professional school.

At Yale, in the Medical and Art Schools for many years, and more recently in the Scientific School, tentative and somewhat sporadic efforts have been made looking toward this end, but while the Law Department had long been urging such a

course in co-operation with the other departments, the only previous recognition it had received was by the Department of Philosophy and the Arts, in the interchange of graduate students, the examinations of one department being made the foundation of a degree in the other.

These seventy-five representative young men fresh from the best traditions and training of the Yale life, have commended themselves favorably to the instructors in the Law Department. They are taking hold of the work with the right spirit and find no difficulty in understanding the legal topics discussed, and which are in line with the studies pursued in the Academic Department. Thus the principles of philosophy are applied to probative facts, the rules of logic to the science of the law, the close reasoning of mathematics to the solution of legal problems.

Although these five classes of exercises are part of the general scheme of first year study for prospective lawyers, they have been so arranged and adjusted as to fit college-bred men to better understand their respective rights and obligations in any department of life. This course is a happy combination and extension of the philosophical and the real—a development along the lines of previous study—an application of theory to practice.

These highly satisfactory results force us to the conclusion that it would be greatly to the advantage of those academic students who intend to take up the Law as a profession if they could be permitted to cover such a range of subjects as would shorten by a year their term of post-graduate work. But apart from and above all other considerations this new course signifies everything to Yale University. It is the most important step in the advance toward the co-ordination and combination of the departments. It is a practical solution of the vexed problem of the utilization of the professional schools for the general University work. The theory of organization to promote to the fullest degree the cause of sound learning is now undergoing a decisive practical test. May the Yale Spirit so pervade teachers and students that this course shall be not merely an advance in the right direction, but shall serve to open the door to complete united University organization.