
CLINICAL LEGAL EDUCATION ASSOCIATION

Newsletter

VOLUME III, No. 1 *Myron Taylor Hall / Ithaca, NY 14853*

September, 1994

* MESSAGE FROM THE PRESIDENT *

A great deal has happened since the last newsletter. The first issue of the Clinical Law Review has been published, Title IX funding for 1995 has been saved (at least for this year), the first "new" Legal Services Corporation awards have been made and the talk about what to do with the MacCrate Report has begun. Someone looking at clinical education from another planet might think that all is well in the clinical world. While it can be said that much has improved since I came to clinical teaching in 1980, things do not look so rosy for some of us.

Back in 1980 there was no such thing as clinical tenure and job security was something for just a handful of people. In 1994 many of us, (certainly not enough) enjoy a certain level of security. However, while some of us are enjoying the benefits of full participation in the law school community, many schools have created a new underclass of clinicians, and there is the danger that it will be maintained. I believe that it is the moral duty of those of us in a position of security to improve the situation for our colleagues who are otherwise marginalized at our institutions. Maintaining the kind of hierarchy which exists at most law schools has a corrosive effect on the entire law school community. The plantation analogy seems to be the

most appropriate one of describing the treatment to which many of our colleagues are subjected. Given this reality of marginalization which is visited upon many of our colleagues, I hope that we can openly and honestly engage one another in an attempt to develop strategies within the clinical community to deal with this problem.

Even though 405(e) has resulted in some improvements in the status of clinicians, its slippery interpretation has allowed the continuance of subordinate status. Often this subordinate status is justified by arguments of budgetary constraints, however, I would venture that even if schools had significant increases in their budgets, there would not be a parallel improvement in the status of

colleagues to make the right choice. In some schools, this may require long term strategy. In others, it might only require a slight nudge. It may, heaven forbid, require strengthening of 405(e). In any event, I believe that it is something for which we must strive. After all, the kind of structure which we set up or maintain within each of our institutions conveys an important message to our students and the larger community. Allowing the inequitable treatment of our colleagues has a ripple effect on how we relate to our students, clients and the broader community.

CLEA and the *Clinical Law Review*

Since its founding, CLEA has been a podium from which clinicians and others interested in clinical education could speak freely and forcefully on issues of importance to us all. The overwhelming support and success of our conferences has been truly heartening. This year's publication of the first issue of the *Clinical Law Review* represents the fruit of many years of hard work of numerous people. As the first

issue explained, CLEA played a decisive role in the founding of the Review. A collective round of applause of thanks and appreciation go to Steve Ellmann (New York Law



CLINICAL TEACHING COMES EASILY TO THE SEA OTTER!

clinicians. To the extent that we are experiencing problems within our own institutions, it is critical for those of us who have the security to speak out, and otherwise attempt to persuade our fearful and stubborn

Telephone: (607) 255-4196 / FAX: (607) 255-7193

School), Isabelle Gunning (Southwestern U) and Randy Hertz (NYU), the editors of the Review. Without their patience and hard work the Review could not have been published. One of the benefits of your membership in CLEA is that you will receive a free subscription to the *Clinical Law Review*. At the same time I urge you to make sure that your libraries and non-subscribing colleagues within your schools start subscribing to the Review. I believe that as clinicians it is most important that we support this journal because it is ours.

This Review provides us with a forum for sharing ideas amongst ourselves and further allows us to broadcast our work to the larger of legal community. (In the coming weeks the Board will be going to the membership to seek a modest dues increase to cover the cost of the Review.) This first issue of the *Clinical Law Review* represents not only the culmination of hard work but the beginning of a new avenue for dialogue.

While much has occurred in clinical education since the birth of the "movement," there is so much more to be done.



CLINICIANS'S TOP TEN TIDBITS

Jean Koh Peters

With this column we inaugurate a top ten tidbits column, which we hope will offer concrete ideas for clinical teachers to use in their daily lives and teaching. We are trying to memorialize what Gary Palm of Chicago calls the useful "tidbits" which we pick up from each other, which help us to address common issues in our teaching or to simply survive hectic clinical lives.

I am trying to collect tips for November's column, "Top Ten Ways to Keep your Desk Clean!" We figure that, by November, we could all use a boost in making sense of the chaos on our desks in the middle of the semester. Please send your tips to Jean Koh Peters, P.O. Drawer 9688, Brewery Street Station, New Haven, CT 06536-0688, or by fax to (203) 432-1426, or by phone to (203) 432-4806, or by email to peters@mail.law.yale.edu. I would also be glad to receive other unrelated tips, feedback on tips already given, or ideas for future columns.

TOP TEN WAYS TO EASE INTO THE NEW SEMESTER

10. Create a readable Clinic Manual and ask students to read it.

Save yourself and your students precious class and supervision time by writing a manual to guide them around the clinic--include xerox machine and telephone codes, office protocols, sample forms. Refer them to it liberally until students are used to using it as a regular reference.

9. Remember the primacy principle.

First impressions tend to be lasting, so pay attention to what issues you focus on in the first class, the first supervision, and the first

readings. Also, the processes you use in these early encounters with students make an impression too, so I try to engage students early by finding a way to...

8. Ask students their goals.

The beginning of the semester is often a good time to ask students to record their learning goals, as thoroughly as in the Learning Contract developed by CALS at Georgetown, or as casually as in a one page written memo to be discussed at the first supervision. As the students experience the rapid learning of the first clinic semester, it is often useful to look back at those goals in midsemester to reflect on the clinic as a learning experience. The goals also orient the supervisor to the student's values and interests.

7. Emphasize Professional Responsibility.

Students' articulated goals often omit ethics, but professional responsibility is a central concern for every practicing lawyer, so at the very beginning of the first class, I read them the professional responsibility riot act. Choose three or four principles that you want them to keep in mind from day one in the clinic. In my immigration and disability clinics, for instance, I usually stressed: respect for the client as an overarching ethical norm and confidentiality (especially carefulness with files and casual talk around the school about cases).

Obviously, a fuller picture of professional responsibility must be included in the first weeks of clinic. By starting the first class with emphasis on professional responsibility, however, you have demonstrated the primacy of ethics in clinic work.

(continued...)

(Jean's Tips contd.)

6. Ask them to pick their partners.

In clinics using partnerships, I have found it useful to ask students to pick their partners. At Columbia, we gave students time at the end of the first class to select a neutral principle by which partnerships could be determined and then apply it. At Yale, we gave students 5-10 minutes after the interview exercise (see tip 2) to choose partners. From my own experience, students have been much more content, even with partnerships that do not work well, when they chose the partner, instead of having been assigned by the supervisor.

5. Remind them that support staff must be treated with respect.

Many students have had relatively little experience working in a professional office with support staff. Many of our support staff work very hard for many different people at meager pay. Clarifying support staff roles, and demanding and modelling respect for staff from day one, will teach important lessons of respect.

4. Let students know your style.

Let students know your own preferences about interacting with them from the start. For instance, do you close your door expecting not to be disturbed until you open it, or do you expect students to be knocking regularly? Do you expect students to call you at home--if so, is it only for emergencies or for routine matters as well? If you have a fairly set daily routine (when you arrive in the morning or leave in the evening) or regular weekly appointments when you won't be at the clinic, let them know. Identifying your work style will help them start thinking about identifying their own style.

3. Ask them to "walk a mile in their clients' shoes."

I understand, second hand, that Danny Greenberg at Harvard and others challenge their students to experience a taste of the life of their poverty clients by calculating their welfare budget and living on it for a week. Others may ask students simply to keep track of what activities they would forego if they had to live on an AFDC budget. It is often best to do this at the beginning of the month (or semester) when rent, utility and other large expenses are kicking in; otherwise, students on a meal plan with few other extraordinary expenses may not find the exercise that dramatic. (Note: this is an example of a "tidbit" which Bob Seibel picked up at an AALS clinical conference).

You can customize this notion to your own kind of clinic, but the point is to find a way to get the students to be more understanding of what daily life is like for their clients.

2. Ask them to interview and be interviewed on the first day of class.

I was introduced to this exercise for the first day of class by Jane Spinak, Steve Ellmann and Nina Freedman when I began teaching at Columbia. As I now use it, immediately after the Professional Responsibility Riot Act (see tip 7), I ask everyone in the room to find someone she doesn't know. Each pair has ten minutes to prepare each person to introduce each other in a one minute presentation to the class. I, in addition to interviewing my person, keep time, alerting people at 5 minutes and 1 minute to go. A volunteer starts off the introductions, and I keep taking volunteers until everyone is introduced.

At the end of the presentations, I announce that, as in many clinical experiences to come, we will take a

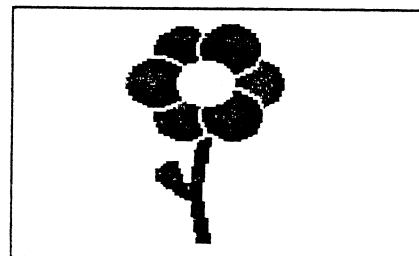
few minutes to debrief the experience we just had. I ask the students to reflect on the experience and raise observations or concerns. Generally, most of the issues or points I would want to make are mentioned, and my role as moderator generally focusses on tying together themes and drawing conclusions (e.g., being interviewed and then presented to a group of strangers is an odd experience, but one that our clients experience all the time).

This is a great ice-breaker and can be used to make a variety of points about interviewing substance and process, and about the consequences of interviewing--the performance that depends on what happened in the interview. It also helps set the tone for student participation and learning by experiencing and reflecting. I have found that with a group of 15-20, the whole exercise (from beginning of ten minute period to end of debriefing) takes about 45 minutes.

1. Make up your own technique

A lot of what this is all about is encourage us all to be creative in finding ways to start the semester off that are fun and that will make life easier for us and our students throughout the clinic experience. Think up something that is unique to your clinic, your style, and your students, and give it a try this time around.

Good luck with the beginning of the semester.



Board and Officer Nominations

The Nominations/Elections Committee is soliciting nominations for the Board of Directors of CLEA. There are four vacancies on the Board created by the expiration of the terms of Isabelle Gunning (Southwestern), Jeff Hartje (Denver), Charlotte Hughart (Oklahoma), and John Kramer (Tulane). In addition, nominations are being solicited for the positions of secretary-treasurer and vice-president; these two positions are currently filled respectively by Mark Heyrman (Chicago) and Jane Aiken (South Carolina). All current board members with the exception of Jane Aiken (who assumes the office of president in January) are eligible to run for reelection.

Any CLEA member interested in becoming a candidate for office or wishing to nominate another for office should contact one of the Nominations/Elections Committee members:

Nancy Cook, Chair
Cornell Law School
Myron Taylor Hall
Ithaca, NY 14850
FAX 607 255-7193
cook@law.mail.cornell.edu

Beryl Blaustone
CUNY School of Law
Queens College
65-21 Main St.
Flushing, NY 11367
FAX 718 575-4275

Doug Blaze
University of Tennessee
College of Law
1505 West Cumberland Ave.
Knoxville, TN 37996
FAX 615 974-0681
dblaze@utkvx.utk.edu

Cheryl McDonald
Pepperdine University
School of Law
24255 Pacific Coast Highway
Malibu, CA 90263
FAX 310 456-4266

Paul Reingold
University of Michigan
Law School
625 South State St
Ann Arbor, MI 48109
FAX 313 936-3884
paul.reingold@umich.edu

Jane Schukoske
University of Baltimore
School of Law
1420 North Charles St.
Baltimore, MD 21201
FAX 410 837-4450
radajane@ube.ubalt.edu

A very brief biographical description and statement of reasons in support of the nomination would be helpful to the Committee.

All nominations must be received by **October 1, 1994**. Elections will be held in mid-November and new board members will take office at the CLEA annual meeting in January.

The International Report
Nina W. Tarr
April 19, 1994

I was fortunate to be invited to England to speak to a group of law professors interested in Clinic/Skills. Jill Elijah from CUNY and Ken Gaines from South Carolina also presented to the group. I will provide a status report on clinics/skills in England and a brief summary of how legal education is delivered. Following thereafter is a collection of observations drafted by Hugh Brayne of Northumbria who is one of the organizers of the meeting. I spent a few days before the meeting talking with people involved in training Solicitors at various stages of their career and it was fascinating to examine the similarities and differences.

Status of Clinic/Skills

The conference included people who teach simulation, live-client clinics, advice only clinics, and externships. Most schools who were represented had simulation courses during the students' three year standard experience. Only a couple of schools had full blown, live client solicitors' programs, but a few had set up legal advice clinics. Externships were not widely used except at Glasgow which was the only Scottish school represented. The Scottish system is different than the schools in England. Northumbria is the only school the has a mandatory live client clinic experience for all students. Richard Grimes, from Sheffield Hallam is doing research which should result in a report on the status of clinic/skills in England.

The topics for discussion at the conference were the familiar ones of the value of clinic/skills vis a vis the rest of the curriculum, clinic as a teaching method, student/teacher ratios, marginalization of the courses, what we would call student practice

rules and they refer to as "rights of audience", how to explicitly teach reflection, and assessment of students. A few folks began talking about interdisciplinary topics such as Julian Killingly from Central England who is doing a PhD. in psychology and is studying the application of that field to clinical education. He is particularly interested in the use of interactive video disks as a teaching tool. There was some overlap of people who participated in the scholarly conferences sponsored by UCLA and Warwick, but this conference had a different atmosphere because there was more focus on discussion.

Status, teaching loads, and salaries were not foremost in the dialogue, but since these are issues for those of us in the U.S., I will provide a report. Although people are no longer hired as "tenured", all of the faculty have job security because they can only be terminated for good cause or if the institution no longer has a position for them. Most people are teaching a wide range of subjects so the later is unlikely. The faculty are all expected to have around 16 "contact" hours a week with students whereas in the States, most law faculty have around 6-7 "contact" hours. The added burden of clinical teaching has only begun to be acknowledged. There is a lot of pressure from departments, institutions, and the government to publish in "juryed" periodicals which are peer reviewed journals. Schools are officially "rated" by the number of publications and both prestige and resources flow from a high rating. Most faculty have tremendous administrative responsibilities which are more time consuming than committee work. Salaries are significantly lower than in the U.S.

Legal Education

To help orient those of you who are not familiar with the English system of legal education, I will give

a brief outline of the training. The English system is in a period of transition because of the economics of both the practice and the academy, a shortage of jobs, and a restructuring of the system of qualifying to practice. Students interested in legal careers are initially trained as undergraduates who basically "major" in law as an academic discipline. This three year course of study has historically been heavily subsidized, if not completely paid for by the government.

After graduation, a small portion will go to the Inns of Court to study to be Barristers. Solicitors tell me that barristers are not considered more prestigious or necessarily higher paid than Solicitors, they simply have other training and tasks. My analogy would be to medical school graduates, some of whom become psychiatrists instead of going into another field of medicine.

Some of the law graduates will go into other fields. Those who are interested in becoming Solicitors must take a "Legal Practice Course" which is approved by the Law Society. This one year program combines prescribed skills, procedure and substantive law. Completion of an approved course allows the applicant to take the Qualifying Exam which could be analogized to our Bar. The students must pay for the Legal Practice Course which has been a shock. Thereafter, the person must complete two years as an Articles Clerk with a solicitors firm. These are becoming difficult to obtain. Only after completing the two years as an Articles Clerk can they look for a position as a solicitor.

Those of us looking at the issue of adding skills components to Bar exams and implementation of the MacCrate Report may want to

(continued...)

(Nina Tarr, contd...)

consider the Lawyering Practice Course as a model. Historically, only the Law Society offered the course but it is now being offered by approved law schools.

What follows was sent to me by Professor Hugh Brayne who teaches at Warwick.

CLINICAL LEGAL EDUCATION IN BRITAIN by Hugh Brayne

The clinical movement in Britain is alive and moving forward. A recent conference hosted by Sheffield Hallam University and Northumbria University attracted 30 delegates from all corners of England and Scotland to listen to CLEA visiting speakers, Nina Tarr (Washburn), Jill Elijah (CUNY), and Kenneth Gaines (S. Carolina), and to formulate plans for clinical activity in Britain. What did we learn? What is going on? What are the British clinicians aiming to do next? Here is a personal summary of themes which developed over the two days.

1. Clinicians are good people to be with - it's exciting and it's fun to do it, talk about it, and meet each other.

2. We aim to stimulate a pattern of life-long learning, we are not just teaching skills.

3. We do not, and probably never will, have the resources of U.S. clinicians. Your ratio, we hear, is about 8:1 (where the 1 is a full time clinical). Ours may be 12:1 (where the 1 is tied up 75% of teaching hours with other duties).

4. There is already a wide range of clinical programmes here. Some are very large in-house live client programmes; some are equally large simulation or externship programmes, and in between there is everything. We have a lot of experience to share,

and expertise is growing. However, we are still too dependent on the enthusiasm of a small number of clinicians.

5. Getting good at handling legal problems, including the legal skills, is not the goal. Reflection by the student on the legal process, on the nature of law and legal service, and on problem solving, must be built into every experience. Protocols for evaluation of students, the tutor, peers and outsiders are the foundation of useful learning. Assessment must reward reflection.

6. Public relations are vital. Contacts with other legal service providers, judges, and representatives of client communities must be carefully cultivated. These people must be on side, and invited to assist in delivery of the education, the clinical practice and the assessment.

7. Students know what is good for them. Where clinical programmes exist they are invariably oversubscribed. Students are keen to work in vacation, to take on cases, and usually report that the clinical experience is the best part of their courses. They also seem to do better than colleagues on non-clinical assessments as a result, according to data at Plymouth University.

8. Clinical method is a good - perhaps the best - way of learning conventional legal doctrine. Specialist clinics in areas such as employment or landlord and tenant show students appreciating the legal doctrine as well as acquiring procedural knowledge and legal skills.

9. Clinicians want to influence decision making in law schools and the legal profession. Decisions on what is taught, who has rights of audience, and resourcing of clinical learning all require that clinical teachers have a clear, strong voice.

10. That voice will be established through a British equivalent of CLEA, and a steering group has already been established out of the conference. The association will establish a journal as a means of furthering debate and exchanging experience. It will ensure regular opportunities for clinic teachers to meet, work and have fun together. We will seek to affiliate to CLEA.

Members of CLEA who want to contact any British clinicians should write or phone Hugh Brayne, University of Northumbria Student Law Office, Room LG12, Sutherland Building, Northumberland Road, Newcastle upon Tyne, NE1, 8DF, England, telephone 091 227 4393, or Richard Grimes, Law Department, Sheffield Hallam University, Sheffield S1 1WB, England, telephone 0742 533 703.

MIDWEST CLINICAL LEGAL EDUCATION CONFERENCE

The Midwest Clinical Legal Education Conference will be held at the University of Kansas, Lawrence on November 4-5, 1994.

Conference Theme: The different ways our students learn, the different ways we teach.

The Plenary Sessions will feature the following topics:

- * Using the Myers-Briggs Indicator (participants will be able to take it and have it scored before the conference)
- * Educating special needs students
- * Implementing the McCrate Report
- * Funding Clinics
- * Innovations in Clinic Teaching

There will be small groups based on clinic subject matter.

(continued...)

(Midwest contd...)

Tentative and very incomplete list of facilitators for the Midwest Conf:

Stephen Befort (Minn), Liz Ryan Cole (Vt.), Melody Daily (Mo.), Kenneth Gaines (So. Car.), Dean Michael Hoefflich (Kansas), John Irvine (Ind.), Peter Joy (Case Western), Michael Kaye (Washburn), Gary Laser (Chicago-Kent), Marla Mitchell (Dayton), Lynette Petty (Washburn), and Artis Reis (Drake).

Special surprise events are being planned by Nina Tarr (Washburn) and David Gottlieb (Kansas) and will be included in the registration fee.

Brochures will be in the mail soon, but for more information contact:

DAVID GOTTLIEB
(913) 864 4550

**T-SHIRTS
ARE STILL
AVAILABLE**

Contact Liz Ryan Cole
Vermont Law School
(803) 763 8303

Only \$15

ABA NEWS

by ROY STUCKEY

ABA SKILLS TRAINING COMMITTEE

APPOINTED: The following people have been appointed to the Skills Training Committee of the ABA Section of Legal Education and Admissions to the Bar by the Section's Chairperson, the Honorable Joseph Bellacosa, Court of Appeals for New York. Roy Stuckey, South Carolina, Chair; Martin Burke, Montana, Vice-chair; Frank Bloch, Vanderbilt; Richard Boswell, Hastings; John Elson, Northwestern; Isabelle Gunning, Southwestern; Randy Hertz, NYU; Ann Shalleck, American; and Karen Tokarz, Washington-St. Louis. The Committee plans to meet in October.

GREENHALGH HONORED: The Criminal Justice Section of the ABA will establish a writing competition named in memory of William W. Greenhalgh who was a clinical teacher at Georgetown. Bill was a former chair of the Criminal Justice Section. He also chaired the AALS Section on Clinical Legal Education and was a recipient of the Section's William Pincus Award for outstanding contributions to clinical legal education.

TRANSITIONS: Gary Palm, Chicago, has been elected to a three year term on Council of the ABA Section on Legal Education and Admissions to the Bar. Roy Stuckey, South Carolina, left the Council after serving six years, the maximum allowed under the Section's bylaws. Gary Palm has resigned from the Section's Accreditation Committee, but John Elson, Northwestern, has been appointed to it. Dean Robert Stein, Minnesota (immediate past chair of the ABA Section of Legal Education and Admissions to the Bar) will become the new executive director of the American Bar Association on October 1, 1994.

AWARDS: The Kutak award for outstanding contributions to legal education was awarded to the Honorable Rosalie Wahl during the ABA Annual Meeting. Justice Wahl is a former clinical teacher at William Mitchell and she conceived, appointed and served on the MacCrate Task Force while she was Chairperson of the Legal Education Section. Justice Wahl was the first woman appointed to the Minnesota Supreme Court. She will retire this year.

ELECTIONS: The ABA has elected its first female president-elect, Roberta Ramo, Esq., of New Mexico (she will assume the presidency in August, 1995) and its first female chairperson of the House of Delegates, Martha Barnett, Esq., of Florida.

PERFORMANCE TEST INTEREST BEING MEASURED:

The National Conference of Bar Examiners is organizing a series of regional meetings to be held this Fall. The purpose is to determine whether enough states are interested in adding a performance test component to the bar exam. A pilot project of the NCBE concluded that a valid and reliable performance test can be developed. If there is sufficient interest among state bar admitting authorities to justify developing a performance test for the national market, the NCBE will develop one. If there is not sufficient interest to make it economically viable, the NCBE will probably not go forward. California, Alaska, and Colorado currently include a performance test component on their exams.

ABA ACCREDITATION STANDARDS AND PROCESS UNDER REVIEW:

A special Commission to Review the Substance and Process of the ABA's Accreditation of Law Schools has

(continued...)

(ABA report contd...)

been established by the ABA Section of Legal Education and Admissions to the Bar. The Commission is expected to complete its work in one year and make a report to the Council of the Section at the ABA's annual meeting in Chicago in August, 1995. Justice Rosalie Wahl of the Minnesota

Supreme Court will chair the Commission.

The Standards Review Committee of the Legal Education Section has completed a formal revision of all of the accreditation standards and interpretations, and it is circulating a preliminary draft of proposed substantive changes to the law

library section of the standards. The committee, which is chaired by Dean Robert Walsh of Wake Forest, will also begin this year to review all accreditation standards and interpretations for possible substantive changes, as directed by the Council of the Legal Education section at its August meeting.

SUPERVISION SKILLS TRAINING

CLEA is happy to announce the following conference:

"Training for Experienced Supervisors: Supervision Skills I", co-sponsored by the University of Maryland School of Law. The conference will be held on October 14-16, 1994 at the Aspen Institute on the Eastern Shore of Maryland.

Designed for experienced supervisors, including clinical faculty, field placement supervisors, and regular faculty, the primary focus is on performance technique--how to effectively give feedback on work done in the context of practice.

Registration is \$165 for CLEA members and \$225 for non-members (subject to late fee after October 1, 1994). Room and board is \$225-300 (depending on whether you select single or double room.) The site is on 1200 acres on the shore. Registration is limited to 50 participants.

For more information or to receive a brochure, contact:

Mary Helen McNeal, Clinical Law Office, University of Maryland School of Law, 510 W. Baltimore Street, Baltimore, Maryland 21201, PHONE: (410) 706-1878, FAX: (410) 706-5856.

Many potential participants have limited budgets for travel and professional development. CLEA addresses this concern by offering this training at various sites around the country. This helps keep travel costs down but permits us to have programs at comfortable locations. If you are interested in helping host a session of Supervision Skills I, please get in touch with Liz Ryan Cole (Vermont) or Bob Seibel (Cornell).

SPECIAL SECTION ON MACCRATE REPORT DEVELOPMENTS

ABA COUNCIL TAKES POSITIONS ON MACCRATE REPORT by Roy Stuckey

At its June meeting in Minneapolis, the Council of the ABA Section of Legal Education and Admissions to the Bar considered the recommendations of the MacCrate Report which relate to law schools. It reported its positions to the ABA House of Delegates during the ABA Annual Meeting in New Orleans in August (a copy of which was sent to all law school deans).

There are 25 recommendations in the MacCrate Report under the heading "C. Enhancing Professional Development During the Law School Years." The Council noted that C(2) and C(23) have already been completed. The Council readily determined that, of the remaining recommendations, it was in concurrence with 15: nos. 1, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 25.

With respect to C(3), the Council viewed it as "a laudatory goal" and noted the "historic and continuing work of the Section to introduce and encourage clinical training opportunities for law students through the Standards and through the administration of the accreditation process in furtherance of the Standards."

It noted that the Standards Review Committee and the newly created Wahl Commission will test all the standards during the coming year.

With respect to C(4), the Council "as a whole found consideration of the relationship between core subjects and professional skills to be a worthy project." Again, it noted that the Standards Review Committee and the Wahl Commission will be looking at this during the coming year.

A summary of the Council's responses to the remaining recommendations is set forth below:

C(7) The Standards Review Committee has already produced a working redraft of Standard 201, which does not specifically reference SSV or any other document.

C(8) The Council is of the view that "this is not a matter into which the accreditation process should intrude, but a practice that law schools might find beneficial."

C(9) The Council "supports efforts to assist law students in making informed decisions about course content," and it "encourages law schools to maximize information that can realistically be communicated to students as they make curriculum decisions." The Council, however, noted that catalog content is not presently an accreditation matter. (note: it may become one soon due to new regulations issued by the Department of Education which apply to all accrediting agencies which are recognized by the DOE.)

C(21) "The Council endorses the concept embodied in the recommendation while recognizing that the proposal is principally addressed to groups other than the Council."

C(22) "The Council endorses the concept expressed while recognizing that the vitality of the proposal and the responsibility for its implementation depends upon the willingness of legal employers to effectuate it."

C(23) The Council has made the recommended communication to National Association of Law Placement.

C(24) The Council took no position as to this recommendation.

The Council concluded its report with a reminder that "as the council continues its work it will undoubtedly revisit these and other Task Force Recommendations."

Bar Association Network on MacCrate by Peter Joy, Chair

The Clinical Section of the AALS and the Clinical Legal Education Association (CLEA) continue their joint study and debate of MacCrate Task Force Report. One aspect of this work is a coordinated effort to link-up with state bar associations by having at least one clinician contact in every state and the District of Columbia. This article outlines the work in that area.

Many state bar associations have had, or are planning, conclaves to respond to the MacCrate Report. These conclaves are intensive meetings involving members of the bar, the judiciary, and legal educators. In some states, the conclaves are recommending changes in the training law students and new lawyers receive and/or changes in the bar examine. Through (continued...)

SPECIAL SECTION ON MACCRATE REPORT DEVELOPMENTS (continued)

(report of Peter Joy contd...)

contacts with all state or regional bar associations, we hope to effectively monitor and, perhaps, to influence the work of the state bar associations or state supreme courts.

As you will note from the following list, we are still seeking contacts for a majority of states. We have contacts in 27 out of 52 states or regions. The work of the contacts ranges from a minimum of reporting on what is occurring in their states or regions, to becoming members of, or consultants to, the planning bodies for the conclaves. If a state has held a conclave, the contact will report on the results of the conclave, plans for the future, and perhaps become involved in any follow-up work or committee.

We hope to have the network fully established in every state or region before the end of this year. This cannot happen without your help. Please do whatever you can do to become involved in your state or to recruit someone else.

If your state still needs a contact and you are interested, or if you are already working with your state bar association on the MacCrate Report, please contact Peter Joy immediately at: 216-368-2766 (phone); 216-368-5137 (FAX); e-mail: paj@po.ins.cwru.edu. Also, please recommend contacts for states that need contacts.

The following is the initial list of contacts and reports on some of the state activities (Puerto Rico is also specifically included since there are law schools in Puerto Rico. American Samoa, Guam, the Virgin Islands, etc., will be added if it is reasonably possible to locate contacts in any of the territories):

<u>State</u>	<u>Contact(s)</u>
Alabama	
Alaska	
Arizona	
Arkansas	
California	Richard Boswell (Hastings)
Colorado	Howard Rosenberg (U. of Denver) [A conclave took place on June 17, 1994. A report will follow.]
Connecticut	
Delaware	
District of Columbia	Louise Howells (D.C. School of Law) Sharon Styles (Howard)

Florida	Peter Margulies (St. Thomas) Lisa Bliss (St. Thomas)
Georgia	
Hawaii	
Idaho	Ken Gallant (U. of Idaho)
Illinois	Hank Rose (Loyola-Chicago) Gary Palm (U. of Chicago) Gary Laser (Chicago-Kent_
	[A conclave is being planned.]
Indiana	Mary Wolfe (U. of Indiana-Indy)
Iowa	Barbara Schwartz (Iowa) [There was a proposal for a one-year internship after law school as an additional requirement for admission to the bar. The internships were to be with "senior counsel" (members of the bar with at least 15 years experience) and the interns were not to be paid. This proposal is no longer viable, but some post graduation requirement is still being explored.]
Kansas	
Kentucky	
Louisiana	
Maine	
Maryland	Marla Hollandsworth (U. of Baltimore) [The state bar is in the initial stage of talking about MacCrate.]
Massachusetts	Gerald Clark (Suffolk)
Michigan	Judy Frank (Cooley)
Minnesota	Bev Balos (Minnesota)
Mississippi	
Missouri	Mary Beck (U. of Missouri) Jean Scott (Washington University) [On November 6, 1993, the Missouri State Bar Association hosted a "Conference on Legal Education at the University of Missouri School of Law." Members of the bar, bench, and legal educators attended. The meeting focused on the status and development of legal education. The Bar also hosted a "Conference on Professionalism," and focused on defining professionalism, how to teach it, and how to inspire it. The Chief Justice of the Missouri Supreme Court is reviewing the progress of the Performance Test developed in California.]
Montana	
Nebraska	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
	(continued...)

SPECIAL SECTION ON MACCRATE REPORT DEVELOPMENTS (continued)

(report of Peter Joy contd...)

<u>State</u>	<u>Contact(s)</u>
New York	Jackie Nolan-Haley (Fordham); JoAnne Simon (Hofstra)
	[In April 1994, the "Professional Education Project" was formed by the court to consider implementation of MacCrate throughout the state. A conclave may result. The Assoc. of the Bar in the City of New York has formed a committee on lawyer training, and the committee has developed a proposal to establish a training program in lawyering skills for entry-level lawyers who lack access to on-the-job training programs.]
North Carolina North Dakota	
Ohio	Peter Joy (Case Western Reserve)
	[Ohio has a conclave planned for September 29-30.]
Oklahoma	Keith Bystrom (U. of Oklahoma)
	[State bar is discussing plans for a conclave.]
Oregon	Sandy Hansberger (Lewis and Clark) Terry Wright (Lewis and Clark)
Pennsylvania	Nathaniel Nichols (Widener)
Puerto Rico	Emmalind Garcia (Inter-American U. of P.R.)
Rhode Island	Bruce Kogan (Roger Williams U.)
South Carolina	Roy Stuckey (U. of South Carolina)
South Dakota	
Tennessee	
Texas	Sue Bentsch (St. Mary's)
Utah	Linda Smith (U. of Utah)
Vermont	Liz Ryan Cole (Vermont)
Virginia	
Washington	Speedy Rice/Mary Wilson (Gonzaga)
West Virginia	Marjorie McDiarmid (West Virginia)
Wisconsin	Louise Trubek (U. of Wisconsin)
	[The bar has created a blue ribbon commission to consider MacCrate.]
Wyoming	

MACCRATE IMPLEMENTATION

by Mark Heyrman

The Clinician's Working Group on MacCrate Implementation (which is comprised of members of CLEA and the AALS Clinical Section) has been attempting to create a set of goals and tactics to implement the recommendations contained in the MacCrate Report. A preliminary draft was distributed at the AALS Conference in Newport Beach in June,

1994, and has been circulated to clinicians widely since then. A revised version, which responds to many useful comments made by clinicians, is now available. It should be emphasized that neither the preliminary draft nor this revision has been approved by the Clinicians Working Group or any other entity and it is being circulated for discussion purposes only. Copies of the revised version are available from:

Mark J. Heyrman
University of Chicago Law School
1111 East 60th Street
Chicago, Illinois 60637
(312) 702-9611
FAX: (312) 702-2063

Internet: Mark_Heyrman@LAW.UCHICAGO.EDU

**National Institute For Trial Advocacy
Presents
The Expanded Teacher Training Program
University of California at Berkeley
Boalt Hall
December 1 - 4, 1994**

This program is designed specifically for law professors interested in learning and applying the NITA teaching method. Experienced faculty will share with you their expertise in utilizing the NITA learning-by-doing methodology.

Program highlights include:

- o giving effective feedback in the classroom--connecting with the student and with the group through "playback" and "Prescription"
- o "Modeling" and "Rationale": showing students WHAT they can improve and WHY
- o communicating expectations and what to do when students meet, miss, and exceed them

For more information contact NITA's Admissions Office at (800) 225-6482 or Fax: (219) 282-1263.

JOB ANNOUNCEMENTS

Syracuse University College of Law invites applications for a full-time, nontenure track position for its Public Interest Law Firm (PILF). PILF handles public interest cases in both federal and state court. Recent funding by the Department of Education made this position possible, but has also meant that we need to fill the position on very short notice. Classes start August 25th! We seek to fill the position as soon as possible. The position ends on June 30th, 1995.

Please fax or mail resumes to:

Sarah H. Ramsey
Associate Dean and Professor
Syracuse University College of Law
E.I. White Hall
Syracuse, New York 13244-1030
Fax #: (315) 443-4213
Phone #: (315) 443-2524

CHICAGO-KENT COLLEGE OF LAW: HEALTH and FAMILY LAW CLINIC

The Law Offices of Chicago-Kent College of Law, Illinois Institute of Technology, has been granted a new three-year grant from the United States Department of Education to expand its clinical education program by employing a practicing attorney/clinical educator in its newly created health law clinic.

The applicant should have strong academic credentials and a minimum of five years of lawyering experience with a specialty in health/family law. The ideal applicant will have an interest in providing representation mostly to low income clients with health law problems; such as, clients who are denied access to their own medical records, clients who need or desire access to alternative practitioners such as midwives, or clients who are denied access to treatment or provided unequal treatment due to being on Medicaid, in particular, poor children who have been denied clinic care.

The attorney who is hired for the position will supervise students working on cases that the attorney generates and will teach lawyering skills in a classroom setting. A substantial salary is negotiable, depending upon background and experience. We offer an

excellent opportunity for a talented attorney wishing to teach and practice in a unique setting.

The Illinois Institute of Technology is an affirmative action, equal opportunity employer and encourages minorities and women to apply. Open Date: August, 1994.

Please contact and send resumes to:

Professor Gary S. Laser
Director of Clinical Education
Chicago-Kent College of Law
Illinois Institute of Technology
565 W. Adams Street, Suite 600
Chicago, IL 60661-3691

UNIVERSITY OF PENNSYLVANIA LAW SCHOOL seeks to expand its new Practice Professor track. Applications are sought from candidates with a teaching/practice background in litigation and from those whose interests and qualifications are in the area of business/transactional (non-litigation/planning) lawyering. Individuals appointed will be eligible for appointment to renewable multi-year contracts, with the potential for future promotion in rank, but will not be tenure-eligible. Standards for retention and promotion will be based on performance in clinical teaching. Women and minority candidates are especially encouraged to apply. Applications should be directed to:

Prof. Heidi Hurd, Chair, Faculty Appointments Comm.,
University of Pennsylvania Law School
3400 Chestnut Street
Philadelphia, PA 19104-6204.

Penn also seeks to make appointments to shorter-term Clinical Supervisor positions (one-year contract with three-year cap). One position will commence mid-Fall, 1994. We will have additional position(s) as of July 1, 1995. Please specify which position you seek. For these positions, write to:

Assistant to the Director of Clinical Programs at the above address.

The University is an EOE/AA employer.

MORE JOB ANNOUNCEMENTS

UNIVERSITY OF OREGON:

HEALTH LAW CLINIC DIRECTOR

Train and supervise law students in the field of health law and provide services to a client community in Lane County, Oregon. Develop health law curriculum and teach professional skills. Requires experience in health law and in litigation. Teaching experience, particularly clinical teaching experience preferred, but not required. A full time, 12 month appointment.

Starting 9/15/94. \$32,000 plus benefits. Send resume by 8/31/94 to: Michael Axline, Director of Clinical Programs, University of Oregon, School of Law, Eugene, OR 97403-1221, or fax to (503) 346-3985. AA/EO/ADA institution committed to cultural diversity.

MEDIATION CLINIC DIRECTOR

Train and supervise law student mediators and operate mediation clinic office. Substantial mediation (five-year minimum) and training experience. Teaching experience, in particular clinical teaching, and a legal degree are preferred, but not required. Full time, 12 months.

Starts 9/15/94. \$30,000 plus benefits to start. Send resume by 8/31/94 to: Michael Axline, Director of Clinical Programs, University of Oregon, School of Law, Eugene, OR 97403-1221. AA/EO/ADA institution committed to cultural diversity.

If questions, call Penny Remington at (503) 346-3876.

THE UNIVERSITY OF TOLEDO COLLEGE OF LAW, a pioneer in clinical education, anticipates a faculty opening beginning August, 1995 for a full-time, tenure track position teaching clinical and non-clinical courses. The clinical teaching duties include co-directing the College of Law Legal Clinic, an in-house, general practice clinic. Excellent academic credentials, promise for legal scholarship, and experience in legal practice are desired. Compensation is negotiable and salaries and fringes competitive.

The College values diversity in its faculty and encourages minority and women. Send resume to:

Chairperson, Faculty Appointments Committee
The University of Toledo College of Law

2801 West Bancroft
Toledo, Ohio 43606-3390.

An Affirmative Action/Equal Opportunity Employer
M/F/D/V.

The University of Chicago Law School seeks applicants for a clinical teaching position. Applicants must be capable of teaching advocacy skills and methods to law students and supervising those students in complex civil litigation and other advocacy on behalf of indigent clients of the Law School's Mandel Legal Aid Clinic. Depending on qualifications and experience, an appointment may be made as either a Clinical Lecturer in Law for two-year terms up to a maximum of four years or in the Clinical Professor of Law track with indefinitely renewable terms of either three or five years. An effort will be made to fill this position no later than October 1, 1994. Please send resumes to:

Mark J. Heyrman
University of Chicago Law School
1111 East 60th Street
Chicago, Illinois 60637
FAX: (312) 702-2063.

VISITOR POSITION

The University of South Carolina School of Law has an opening for a one semester visitor to teach Lawyering Skills & Advocacy (3 credits) and Trial advocacy (2 credits) during the Spring 1995. The Lawyering Skills course coverage includes a half semester of interviewing, counseling, and negotiation and a half semester of trial advocacy. The course as designed includes a substantial out of class simulation component. The visitor will have no responsibility for case supervision in the clinical program.

For more information or to apply, contact:

Professor Vance L. Cowden
University of South Carolina
School of Law
Columbia, South Carolina 29208
Phone: (803) 777-2278
Fax: (803) 777-2368

The University of South Carolina is an equal opportunity/affirmative action employer.

MORE JOB ANNOUNCEMENTS

THE COLUMBUS SCHOOL OF LAW, THE CATHOLIC UNIVERSITY OF AMERICA invites applications for the newly created position of Director of the Clinical Program on Gun Violence.

Responsibilities: The Director, in cooperation with the faculty of the law school will design and implement a clinical program focusing on a full range of activities on behalf of victims of gun violence. The Director will be responsible for designing and conducting a combination of seminar and clinical classes, including the direct supervision of clinic students, in conjunction with the program. The Director will be responsible for conducting outreach to affected individuals, community groups, and other organizations involved in the work of reducing the incidence and consequences of gun violence. The Director may be responsible for the direct provision of legal services in support of the goals of the program. The Director may be responsible for directing fund raising activities in support of the activities of the program.

Qualifications: The Director must possess a LLB or JD from an ABA-accredited law school, have significant and relevant practice experience, and demonstrated skills in oral and written communication. Experience in adjudicative and legislative advocacy as part of the practice experience is highly recommended. Experience in community outreach and in working with individuals and groups of diverse backgrounds and points of view is also highly sought. Demonstrated ability to devise creative solutions to intransigent social and legal problems is also a desired qualification.

Background: This position is made possible through a four-year grant to the law school from The Dehere Foundation to form the Law School Coalition to Combat Gun Violence with Seton Hall University Law School. It is contingent from year-to-year upon the availability of funding and satisfactory job performance.

Compensation: Compensation is based upon experience within the range set for assistant and associate professors at this law school.

Applications will be accepted until the position is filled. The position should commence November 1, 1994.

Persons wishing to apply for the position should send a letter of interest and current resume, together with a list of references, to Professor Harold McDougall, Secretary, Committee on Appointments and

Promotions, Columbus School of Law, The Catholic University of America, Cardinal Station, Washington, DC 20064, with a copy to Professor Sandy Ogilvy, Clinical Coordinator, at the same address.

All qualified applicants will receive consideration for employment without regard to race, color, sex, age, national origin, religion, or handicap. The University offers equality of opportunity and treatment to all employees and qualified applicants for employment. This school values diversity and particularly welcomes women and minority applicants.

Sandy Ogilvy
Associate Professor & Clinical Coordinator
Columbus School of Law
The Catholic University of America
Washington, DC 20064
(202) 319-6195
FAX: (202) 319-4459
ogilvy@law.cua.edu

THE RUTGERS-CAMDEN ELDERLAW CLINIC is seeking a full-time staff attorney for a new position funded by a renewable U.S. Department of Education Title IX grant. The staff attorney, working under the supervision of the Clinic director, will teach a weekly clinic seminar and supervise law students representing senior citizens with legal problems. Presently the Clinic accepts landlord-tenant, consumer, Social Security disability and other public benefits matters, and drafts wills and advance directives.

In the future, family and domestic violence cases will also be accepted. Candidates should have two to three years of law practice experience including experience in at least some of the substantive areas mentioned above, particularly family and domestic violence law. Candidates should have experience supervising law students and/or other lawyers. Prior teaching experience and experience in a law school clinic is preferred. Fluency in Spanish is a plus.

Interested candidates should send a letter of interest and a resume to:

Alice K. Dueker
Rutgers Elderlaw Clinic
Rutgers University School of Law - Camden
5th and Penn Streets
Camden, NJ 08102

LEGAL SERVICES CORPORATION
AWARDS LAW SCHOOL CIVIL
CLINICAL PROGRAM GRANTS FOR
1994-95 ACADEMIC YEAR

by MARY WOLF

In July 1994, LSC funded seventeen grant applications under the Law School Civil Clinical Program. The awards included six law school proposals, six legal services program proposals, three joint legal services/law school proposals, one proposal from a state bar association, and a proposal from the National Association for Public Interest Law (NAPIL). The proposals fall into three basic categories: sabbaticals for legal services attorneys to work with clinical programs (4 proposals); student public interest fellowships (4 proposals); and creation of new programs involving students in the delivery of legal services to the poor (9 proposals). Brief summaries of the funded proposals are set forth below.

During the coming year Legal Services Corporation will be considering whether to continue funding projects to involve law students and/or law schools in the delivery of legal services to the poor. Anyone with ideas about LSC funding should contact Mark Hyermann, Liz Cole or Mary Wolf.

I. Sabbaticals

Four of the law school proposals create sabbaticals for legal services attorneys to work within law school programs. Each of these proposals increase the number of students involved in clinical programs.

- University of Arkansas Law School's proposal will fund a teaching sabbatical for a Legal service expert in administrative and farm law to teach at the law school which has a specialized program in agricultural law. This person will

develop a new clinic program to train law students in handling FmHA proceedings, bankruptcies, and other problems of farm families and rural poor.

- University of Connecticut School of Law plans to employ a Legal Services staff attorney in its Poverty Law Clinic. This will allow for the expansion of its Civil Rights and Disability Clinics.

- University of Michigan Law School grant provides funding for two or three full time teaching sabbaticals to be awarded to Legal Services attorneys. The attorneys will be selected from two different legal services programs. These attorneys will work with students in the Women and the Law Clinic and Legal Assistance to Urban Communities.

- University of Nebraska - Lincoln College of Law will use its funds to enable a supervising attorney from the local legal services program to take a teaching sabbatical during the 94-94 academic year. This attorney will set up an administrative law clinic and develop an Administrative Law manual.

II. Fellowships

Four proposals fund fellowship programs for law students to work in legal services programs.

- Southern New Mexico Legal Services, Inc. will create five summer externships for students to work in its Farm worker unit from June 1 through August 15, 1995. This will be done in cooperation with the University of New Mexico School of Law. Students will work on legal issues and employment problems of farm workers. Students will receive 3 credits and a monthly stipend for housing and travel.

- The joint proposal from Southern New England School of Law, Legal Services for Cape Cod and the Islands, and Southeastern Massachusetts Legal Assistance Corporation will develop fellowship programs for second, third, and fourth year students in the Law School's part-time program. The Spring semester clerkship course will be for course credit, and the summer internship will compensate students for their work. Students will work in either the Social Security Disability or Unemployment clinic.

- The NAPIL project will place 50 students in summer fellowships in rural programs. The project includes a 3-5 day intensive training program.

- The Florida Bar Foundation proposal is to fund 35 ten week summer fellowships for law students to work with the various Florida legal services programs. The students will have a one week seminar on poverty law and one mid summer seminar. These will be taught by clinical instructors and legal services attorneys.

III. New Programs

Nine proposals created new programs for the delivery of legal services involving legal service providers and law school students.

- University of Mississippi Housing Law Clinic's project will have students provide in-house representation to community groups under the direction of a clinic supervisor; and create a training center and networking organization for legal services and private attorneys doing affordable housing work across the state.

- Santa Clara University Law School will establish a neighborhood center where students will work on public benefits issues with a legal (continued...)

(Legal Services Grants contd...)

services attorney, employment issues with the school's Workers' Rights Clinic, and provide education and training in employment and government benefits in cooperation with the Asian Law Alliance. The goal is to improve the economic stability of the community and employment opportunities. Legal and non legal services will be provided at the center.

- Brooklyn Legal Services and CUNY School of Law are creating a Housing and Community Development Clinic. The program includes an introductory course, summer internships, and a two-semester clinical experience as co-counsel to a low-income, non-profit, community-based development project.

- San Francisco Neighborhood Legal Assistance Foundation and New College of California School of Law will establish a housing advocacy project. The project will fund a clinical professor who will supervise students at a clinic housed at the legal services program.

- Evergreen Legal Services will develop a Refugee Advocacy Project. This will be a joint project between Evergreen Legal Services and University of Washington School of Law to provide public benefits advocacy to the refugee and immigrant communities. A project attorney will supervise student work with the support of the law school faculty and legal services staff.

- Georgia Legal Services will establish an AIDS law project in cooperation with the Walter F. George School of Law of Mercer University. It will appoint one staff attorney to work exclusively in this area and jointly supervise students with the law school clinic faculty. All of the students will participate in an AIDs and the Law seminar.

- Idaho Legal Aid Services Inc. proposes to develop an Indian Justice Project to be located on one of the local reservations. Students will work in the project under the supervision of a director who will be acceptable as an adjunct professor at the law school.

- Southern Minnesota Regional Legal Services, Inc.'s project will establish an education law clinic for second and third year students. The project attorney will teach at the law school and supervise students in the program.

- Legal Services of Eastern Missouri, Inc.'s Neighborhood Legal Clinic Project is designed to help clients achieve self-sufficiency through ongoing assessment, education and a wide range of services provided in the clients' own neighborhood. The project will be located in a single neighborhood and will use a multi-disciplinary approach to resolve clients' problems. The project will involve the local field program, two law school clinical programs and other university programs.

PERFORMANCE TESTING

Mark J. Heyrman, Co-Chair
Clinician's Working Group on
MacCrate Implementation

Most clinicians share the view that law schools do not adequately prepare their graduates to practice law. The last hurdle between those graduates and a law license is typically the bar examination. However, few jurisdictions include in their bar examinations any measurement of the ability of law school graduates to actually perform as lawyers. The inclusion of such measures in bar examinations may help to encourage law schools to provide more clinical education. Some jurisdictions are

currently considering the adoption of performance testing. Clinicians may wish to encourage their state bar examiners to adopt such tests and to work with them to ensure that the tests are well designed. There is also reason to believe that the National Conference of Bar Examiners (NCBE) will create and distribute a performance test if there is sufficient interest in such a product from state bar examiners. The Clinician's Working Group on MacCrate Implementation (comprised of members of CLEA and the AALS Clinical Section) has recommended to the CLEA board that it formally recommend to the NCBE the creation of a multi-state performance test.

SALARY SURVEY FORMS STILL SOUGHT!

I am still seeking to add forms to the data collection for the 1994-95 school year. If you did not fill out a form for last year, please complete the form that is found toward the back of this newsletter and return it to me as soon as possible (address is on the form). Nearly 350 responses have been tallied, but more are needed. Remember to complete the form with information about last academic year. Another form will be circulated later for this year's data.

Thanks,

Bob Seibel
Cornell Law School
(607) 255 4196
seibel@law.mail.cornell.edu

CLINICAL LEGAL EDUCATION ASSOCIATION MEMBERS

* Indicates 1994 dues have been paid.

Indicated 1995 dues have been prepaid.

Mark Aaronson *
 Patricia Acton
 William E. Adams, Jr.
 Jane H. Aiken *
 Anthony V. Alfieri *
 John Allen
 Alicia Alvarez *
 Alexis Anderson
 Deborah Anker *
 Annette R. Appell *
 Maureen Armour
 Frank Askin
 Alan D. Avery
 Barbara A. Babb *
 Margaret I. Bacigla *
 James H. Backman *
 Brook K. Baker *
 Paris R. Baldacci *
 Richard Balnave
 Beverly Balos *
 John Barkai *
 Sharon Barnett-Carter
 Joseph A. Barrette
 Margaret M. Barry
 Bob Bartels
 Robert Bastress
 Cynthia Batt *
 David Battiab *
 Debra Bechtel *
 Donald L. Beci *
 Mary Beck *
 Stephen Befort
 Gary Bellow *
 Jonathan Ben-Asher *
 Alberto Benitez
 Paul Bennett *
 Susan Bennett *
 Sue Bentch
 Laura Berend *
 Peter Berge *
 Ellen Bernstein *
 Morris D. Bernstein
 Andrea Bierstein *
 Beryl San Blaustone *
 Douglas A. Blaze *
 Frank S. Bloch
 Kate Bloch *
 Robert M. Bloom
 Barbara C. Bolella
 James B. Boskey
 Richard A. Boswell *
 Cynthia Bowman *
 Bruce A. Boyer
 Shirley Brandman *
 Hugh Brayne *
 Lawrence Brennan
 Barbara B. Bressler *
 on. Myron H. Bright

Katherine Broderick *
 #
 Clarissa Bronson,
 Esq. *
 Hollace P. Brooks *
 Susan Brooks *
 William Brooks *
 Marilyn D. Brown *
 Sue Bryant *
 Michael Bryce *
 Charles P. Bubany *
 Carol Buckler
 Mark E. Budnitz *
 Mary Garrett Bunker
 Cheryl A. Burg *
 Iris Burke
 Lewis Burke *
 Catherine Green
 Burnett *
 Sarah Burns
 Bonnie Butler *
 Charles Calleros
 Janet Calvo
 Angela Campbell
 Deborah Barthel
 Caplan
 Stacey Caplow *
 Peter Carstenson *
 Francis Catania *
 Theresa C. Ceko
 Eugene Cerruti
 David Chavkin
 Lewis Check *
 Paul Chill
 Michael J. Churgin
 Christine Cimini *
 Patricia Hall Clark *
 Gerard J. Clark
 Charles D. Clausen *
 Bradford Colbert
 Doug Colbert *
 Elizabeth W. Cole
 Liz Ryan Cole *
 Paul Collier, Esq. *
 Nancy Cook *
 Herschella Conyers *
 Michael J. Cormier *
 Vance L. Cowden
 Lois K. Cox *
 Vivien Cross
 Dennis E. Curtis *
 Willie M.J. Curtis *
 Karen Czapanskiy
 Joseph L. Daly
 David Daniel *
 Nancy Dart
 Leary Davis
 Connie De La Vega
 Terry L. DeMeo
 David Deutscher *

Robert J. Dieter *
 Brett Dignam *
 Francis X. Dineen
 Frank Dineen *
 Robert Dinerstein *
 Eileen M. Doran *
 Laura Dorman
 Robert F. Drinan
 Jan Drye *
 Jon C. Dubin *
 Alice K. Dueker
 Stephen J. Ellmann *
 John S. Elson *
 Steve Emens *
 Karen Engro * #
 Russell Engler
 Deborah Epstein *
 Mary Jo Eyster *
 Lisa A. Farnsworth
 Katherine H. Federle
 Jay Feinman
 Julie Kunca Field
 Guillermo Figueroa *
 Robert M. Filiatraut
 Stuart Filler *
 Rosalind Fink *
 Sara Finley
 Linda E. Fisher *
 Lawrence C. Foster
 Michelle A. Fox
 Sally Frank *
 Neil Franklin
 Bernard K. Freamon
 Bruce E. Friedman *
 J. Noah Funderburg
 Glenn G. Galbreath *
 Kenneth S. Gallant
 Paula Galowitz *
 Stephen Gardner
 Michele Jones-Garling *
 Barbara S. Gasperetti
 Martin Geer *
 Wadine Gehrke
 Gay Gellhorn
 Nancy Gibson *
 Martin Gideonse, Esq. *
 Donald G. Gifford
 M. Shanara Gilbert
 Margaret Gilbert *
 Barbara J. Gilchrist
 Gerard Glynn *
 Miye Goishi *
 Neil Gold
 Pamela Goldberg
 David Goldberger
 Michelle Goldfard *
 Phyllis Goldfarb
 Jesse Goldner

Lee Goldstein, Esq. *
 Toby Golick *
 David J. Gottlieb
 Keri A. Gould *
 L. Scott Gould
 Karen Graf *
 Grayfred B. Gray *
 Daniel Greenberg *
 Edwin H.
 Greenebaum *
 Barbara N.
 Greenspahn
 John DeWitt Gregory *
 Lissa Griffin
 Richard Grimes
 Lawrence Grosberg
 Marty Guggenheim
 Richard Habiger
 Philip K. Hamilton
 Mary K. Hanna *
 Sandra A. Hansgerger *
 Frances W. Hardy *
 David Harris *
 Jeffrey Hartje *
 Edwin R. Hazen
 Stephen H. Helvin
 Alicia Henderson *
 David J. Herring *
 Randy Hertz
 Kathy Hessler *
 Mark J. Heyrman *
 Peter T. Hoffman *
 Edward L. Hogshire *
 Paula H. Holderman
 Betsy Hollingsworth
 Peter Jan Honigsberg
 Andrew Horwitz *
 Rick Howard
 Scott Howe *
 Louise Howells *
 Michael A. R. Huerta *
 Charlotte Hughart
 Alex J. Hurder *
 Sheila Hyatt
 Jonathan M. Hyman
 Lawrence W. Iannotti
 John M. Irvine *
 Bruce R. Jacob
 David Jackson *
 Eric Janus
 Wendy M. Jenkins
 Kandice J. Johnson *
 Susan Jones
 Peter Joy
 Martha Judy *
 Ann Juergens

Carolyn Wilkes Kaas *
 Marc Kadish *
 Mark J. Kadish
 Manya Kammerling
 Kenneth Kandaras
 Arlene Kanter
 Wendy Kaplan
 Judith Kasper
 David R. Katner
 Harriet Katz
 Susan L. Kay *
 Deborah Kenn *
 Lisa Kershner
 K. Kirke Kickingbird *
 Carol J. King
 Terry Kirkpatrick *
 Alan Kirtley *
 Kathe Klare *
 Catherine F. Klein
 Ilene Klein
 Peter B. Knapp
 Karen Knight
 Lois H. Knight
 Kenneth J. Kowalski *
 David Koplow
 John Kramer
 Ronald Krauss *
 Max Kravitz
 Ken Kreiling *
 Larry Krieger *
 Stefan H. Krieger *
 Madeleine Kurtz
 Victoria Laeuger
 Maureen E. Laflin *
 Maury Landsman
 Carol Langford *
 Homer C. LaRue *
 Gary S. Laser *
 Marc Lauritsen *
 Theodore Lemberis *
 Rochelle Lento
 José R. León-Sotomayor
 Lisa G. Lerman *
 Alan Lerner *
 Howard Lesnick *
 Alan Levine
 Suzanne J. Levitt *
 John Levy *
 Carol Liebman
 Nina W. Lloyd *
 J. Palmer Lockard *
 Stephen Loffredo
 Harriet J. London
 Michaelene Loughlin *
 Gary Lowenthal *
 Alice I. Lozano

Carroll L. Lucht *
 Mary Lynch
 Laura Macklin
 Leticia Magdaleno *
 Holly Maguigan *
 Catherine Mahern
 Peggy Maisel
 Randi Mandelbaum
 Charlene C. Mandell
 Leonard Mandell
 Anne Manley
 Debbie Maranville *
 Peter Margulies *
 Richard Marsico
 Sheilah Martin
 Charles M. Masner *
 Tom R. Mason
 Ana Matanzo
 Nancy M. Maurer
 James C. May *
 Connie Mayer *
 Andrea McArdle *
 Angela McCaffrey
 Marjorie McDiarmid
 Cheryl B. McDonald *
 John W. McDonald
 James C. McGillivray
 Marcia McIvor *
 Mary Helen McNeal *
 Alan L. McNeil
 Andrew W. McThenia *
 Sharon Meadows *
 Joan Meier *
 Michael Meltsner *
 Carrie Menkel-Meadow
 Marsha L. Merrill *
 Vanessa Merton
 Kate Mewhinney *
 Philip Meyer *
 Michael Millemann
 Binny Miller *
 Laura Miller *
 Jo Anne Miner *
 Alan Minuskin
 John B. Mitchell
 Roberta S. Mitchell
 Mark Mithskun
 Wally Mlyniec *
 James E. Moliterno
 James Verner Moore,
 Esq. *
 Loretta W. Moore
 Willie L. Moore
 Nancy Morawetz
 Joe C. Morrison
 Corinne Morrissey
 (continued...)

CLINICAL LEGAL EDUCATION ASSOCIATION MEMBERS (continued)

* Indicates 1994 dues have been paid. # Indicated 1995 dues have been prepaid.

Linda Morton	Felix R. Orraca *	Robert E. Rains *	Suellyn Scarnecchia	Robert A. Solomon *	Rose Voyvodic
Fred C. Moss*	Joan L. O'Sullivan *	Alice Ratliff *	Barbara Schatz	Larry Spain	Margaret E. Walker
Bea Moulton	Denise Y. Outland *	Louis Raveson	Andrew Schepard	Mary Spector *	Carol J. Wallace
Michael W. Mullane	Gary H. Palm	Cliff Rechtschaffen	Randall Schmidt	Jim Stark	Frank K. Walwer
Jane Murphy	Charles A. Palmer	Paul Reingold *	Peggy Schrieber *	Janet Stearns *	Patricia Tellis-Warren *
Sean Murray	Calvin Pang *	Artis Reis	Jane Schukoske*	Kara M. Stein *	
Karen Musalo	Paul Papak	Jeffrey T. Renz *	Gene P. Schultz	Cheryl Stephens	Sidney Watson
Ellen Musinsky*	Douglas L. Parker	Simon Rice *	Barbara Schwartz *	Marc Stickgold	Susan Waysdorf
Mary Zanolli Natkin *	Lisa B. Parsons	Speedy Rice *	Beth Schwartz	Randolph Stone	Jerry Wein
Mitzi M. Naucler *	William W. Patton	Cookie Ridolfi *	Ron Schwartz	Barry Strom *	Janet Weinstein *
Eric Neisser	Katherine Pearson *	Nicholas J. Rine	Jean Scott	Graham B. Strong *	Larry A. Weiser *
Richard Neumann	Amy Pepper	Leonard L. Riskin	Kandis Scott	Roy Stuckey *	Lynn Weissberg *
Leslie S. Newman	Rex Perschbacher *	Dean H. Rivkin	Ellen Scully	Charles Stutte *	Charles Weisselberg *
Nathaniel C. Nichols	Leonard Pertnoy	Michelle F. Robertson	Glendalee Scully	Sharon Styles *	
Georgia Niedzielko	Don Peters	Toni Robinson *	Kathryn J. Sedo	Kathleen Sullivan *	E. John Wherry, Jr.
Eva S. Nilsen *	Jean Koh Peters *	Ricardo A. Roman*	Robert Seibel *	Eleanor Swift *	Carter White *
Reta Noblett-Feld *	Marcia Peters, Esq. *	Henry Rose *	Ilene Seidman, Esq. *	William Talley, Esq. *	Paula Gordon White *
Jacqueline Nolan-Haley	Karen Peterson	Lonny Rose*	Michael P. Seng	Winona M. Tanaka *	Mary Wilder
Gerald P. Nordgren *	Mark A. Peterson *	Richard A. Rosen *	Marci Seville *	Nina W. Tarr	Matthew Wilkes
Rick North	Lynette Petty	Howard I. Rosenberg *	Douglas Shapiro	Tim Tarvin *	Bruce R. Williamson, Jr.
Ana M. Novoa *	James H. Pietsch *		Brenda S. Shavers *	Nadine Taub	
Charles Ogletree *	Stephen Pincus *	Stephen Ross *	Anne Simon *	David Taylor	Mark Wilson
J.P. "Sandy" Ogilvy *	Ascanio Piomelli *	David Rossman	Roy Simon	F. Mark Terison *	Rick Wilson *
Catherine O'Grady *	Peter Pitegoff	Pat Roth *	Stephen Simon *	David C. Thomas	Phyllis Wimberly *
Edward D. Ohlbaum *	Lawrence A. Pivnick	Jim Rowan	Elizabeth Black	Karen Tokarz	Stephen Wizner *
	Terry Player	Howard M. Rubin *	Simons *	Margaret A. Tonon *	Mary Wolf
Kimberly E. O'Leary	John D. Poley	Mary C. Rudasill *	Abbe Smith *	Mary C. Tousignant *	Leah Wortham *
Linda Olson	Sande Buhai Pond *	Susan Rutberg	Doug Smith	Louise Trubek	Tim Wynes
Paul O'Neil*	#	Keith St. John *	Linda Smith	Joseph Tulman	Linda Yanez
Rebecca O'Neill *	J.L. Pottenger, Jr. *	John Salsberg, Esq. *	Robert H. Smith *	Rod Uphoff *	Maryann Zavez *
David Oppenheimer	Janette B. Pratt *	Leslie Salzman *	Stephen E. Smith *	Lawrence A.	Steve Zeidman
*Barbara Oro *	Bill Quigley	Leonard A. Sandler	Andrew Solomon *	Vogelman	Richard A. Zitrin *
	Fran Quigley *	Cynthia Savage	Richard C. Solomon *	Amy Vorenburg *	Stephen A. Zorn *
					Mary Marsha Zulak *
					Christine Zuni *

EDITOR'S NOTES from Bob Seibel, Cornell Law School

As the new editor of the newsletter, I hate to begin with an apology, but this issue is reaching you a bit later than planned. Part of the reason for that is that we have a lot more copy than we have had recently, part of the reason is that I have been slower at learning to do graphics, columns, and the other essentials for putting the very readable text into a readable format. I hope and expect to improve the quality of the layout and the speed of production, so I hope that both readers and contributors will bear with me.

One of the great new features this issue is Jean Koh Peters's new column. Please give her your suggestions for her next column. I have a few ideas for possible additions to the newsletter, but I would also like to hear from you--please give me suggestions on improvements that could be made to this newsletter.

Some of the ideas that might fit into the newsletter:

1. A computer or word processing tip column. This could be a short but practical tip each issue. Any volunteers?
2. A good news column--weddings, babies, promotion and tenure decisions, etc. Anyone willing to coordinate it?
3. A fun or creative exercise or approach to a class or topic.
4. Clinical teacher or lawyer jokes or cartoons.
5. Brief review of a really good article you recently read.

Please give me your suggestions, or tell me what you might be interested in contributing or coordinating.

CLINICAL LEGAL EDUCATION ASSOCIATION

Membership/Renewal Form

1 9 9 4

NAME:

TELEPHONE:

LAW SCHOOL:

FAX:

INTERNET:

ADDRESS:

I wish to serve on the following committee(s):

Nominating

Status of Clinical Teachers

Conferences

Funding of Clinical Education

McCrate Implementation

Lawyering for Social Change

Please send an invitation to the following persons to join CLEA:

COMMENTS/SUGGESTIONS:

Please return this form and your check for \$15.00 made out to the Clinical Legal Education Association to:

Clinical Legal Education Association
6020 South University Avenue
Chicago, Illinois 60637-2786
(312) 702-9611
(312) 702-2063 FAX

CLEA 1993-94 CLINIC TEACHER SALARY AND DEMOGRAPHICS SURVEY
PLEASE ANSWER BASED ON INFORMATION FOR 1993-94 ACADEMIC YEAR

For this survey, clinic courses include in-house client programs, externships and simulation courses.

1. MY LAW SCHOOL IS PUBLIC PRIVATE. NAME OF SCHOOL _____
2. STUDENT BODY IS UNDER 500 500 -1000 OVER 1000
3. GEOGRAPHIC AREA N'EAST SOUTH MIDWEST ROCKIES/WEST COAST
4. MY STATUS IS TENURED TENURE TRACK NON-TENURE LONG TERM CONTRACT NON-TENURE SHORT TERM
5. MY POSITION IS FUNDED WITH HARD MONEY SOFT MONEY
6. MY BASIC CONTRACT IS TO TEACH FOR ACADEMIC YEAR (9-10 MO.) FULL YEAR (11-12 MO.)
7. MY SALARY FOR 1993-94 IS _____ MY ESTIMATED ADDITIONAL EARNINGS THIS YEAR FROM CONSULTING OR PRIVATE PRACTICE ARE _____ FROM RESEARCH GRANTS _____ FROM OTHER LEGAL WORK _____
8. I DO CLINIC WORK DURING THE SUMMER WITH NO ADDITIONAL COMPENSATION YES NO.
9. I AM DIRECTOR OR CHIEF ADMINISTRATOR OF MY CLINIC COURSES YES NO
10. I AM REQUIRED TO PRODUCE SCHOLARSHIP YES NO. 11. NUMBER OF ITEMS I PUBLISHED IN EACH OF THE FOLLOWING IN THE LAST 3 YEARS: _____ LAW REVIEWS; _____ LAW PRACTITIONER PUBS; _____ OTHER PROFESSIONAL JOURNALS; _____ GENERAL INTEREST NEWS AND MAGAZINES; _____ OTHER _____
12. THE COURSE(S) I TAUGHT THIS FALL WERE: _____
 THE COURSE(S) I TEACH THIS SPRING ARE: _____
 PLEASE INDICATE IF EACH COURSE IS MOSTLY (C) CLIENT CLIN., (E) EX/INTERNSHIP, (S) SIMULATION, (T) TRADITIONAL
13. NUMBER OF STUDENTS I SUPERVISE EACH SEMESTER THIS YEAR (Check correct boxes for the types of courses you teach):

IN HOUSE/REAL CLIENT CLINICS	Fall:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15;
	Spring:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15
SIMULATION COURSES	Fall:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15
	Spring:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15
EXTERNSHIPS	Fall:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15
	Spring:	<input type="checkbox"/> 5 OR LESS	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> OVER 15
14. _____% OF MY TOTAL TEACHING TIME IS SPENT ON CLINICAL COURSES
15. I AM WOMAN MAN 16. I AM _____ YEARS OLD.
17. I AM WHITE AFRICAN-AMERICAN HISPANIC NATIVE AMERICAN ASIAN-AMERICAN OTHER
18. THE NAME OF THE LAW SCHOOL FROM WHICH I GRADUATED IS: _____
19. MY LAST JOB BEFORE STARTING TEACHING WAS _____
20. I HAVE BEEN TEACHING FOR _____ YEARS. I TEACH FULL TIME PART TIME.
21. I HAVE BEEN OUT OF LAW SCHOOL FOR _____ YEARS.
22. I BELIEVE THE NUMBER OF FULL TIME CLINIC TEACHERS AT MY SCHOOL IS _____, OF WHICH _____ ARE TENURED, _____ ARE TENURE TRACK, _____ ARE NON-TEN. LONG TERM CONT., AND _____ ARE NON-TEN. SHORT TERM.
23. SINCE GRADUATING FROM LAW SCHOOL I HAVE HAVE NOT TAKEN TIME OFF FROM MY CAREER.
 IF YOU HAVE TAKEN TIME OFF, PLEASE SAY HOW LONG _____, AND THE REASON _____
24. I CAN VOTE ON: ALL FACULTY MATTERS; ALL MATTERS EXCEPT APPOINTMENTS; NO MATTERS

Please return form to Bob Seibel, Cornell Law School, Myron Taylor Hall, Ithaca, NY 14853

CLINICAL LEGAL EDUCATION ASSOCIATION
1994 Board of Directors

Richard A. Boswell
President

University of California
 Hastings College of Law
 200 McAllister Street
 San Francisco, CA 94102
 (415) 565-4633
 FAX: (415) 545-4865

FAX: (718) 575-4275

Isabelle R. Gunning
 Southwestern University
 School of Law
 675 South Westmoreland Avenue
 Los Angeles, CA 90005
 (213) 738-6700
 FAX: (213) 383-1688

Jane Harris Aiken
Vice President

University of South Carolina
 School of Law
 Columbia, SC 29208
 (803) 777-8295
 FAX: (803) 777-2368

Jeff Hartje
 University of Denver College of
 Law
 7039 East 18th Avenue
 Denver, CO 80220
 (303) 871-6000
 FAX: (303) 871-6411

Mark J. Heyrman

Secretary-Treasurer
 University of Chicago Law
 School
 6020 South University Avenue
 Chicago, Illinois 60637
 (312) 702-9611
 FAX: (312) 702-2063

Charlotte Hughart
 University of Oklahoma Law
 Center
 300 Timberdell Road, Room 222
 Norman, OK 73019
 (405) 325-3702
 FAX: (405) 325-6282

Liz Ryan Cole
Immediate Past President

Vermont Law School
 P.O. Box 96
 Royalton, VT 05068
 (802) 763-8303
 FAX: (802) 763-7159

John Kramer
 Tulane University School of Law
 Joseph Merrick Jones Hall
 6801 Freret Street
 New Orleans, LA 70118
 (504) 865-5938

Gary Bellow
 Harvard University Law School
 Cambridge, MA 02138
 (617) 495-4701
 FAX: (617) 495-1110

Nina W. Tarr
 Washburn University
 School of Law
 17th & MacVicar
 Topeka, KA 66621
 (913) 231-1191
 FAX: (913) 232-8087

Nancy Cook
 Cornell Law School
 Myron Taylor Hall
 Ithaca, NY 14853
 (607) 255-4196
 FAX: (607) 255-7193

Non-Board

Editor of the Newsletter

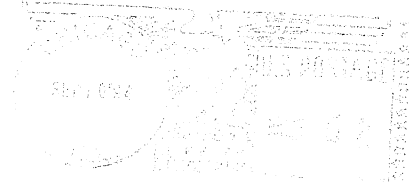
M. Shanara Gilbert
 CUNY School of Law--QUEENS
 65-21 Main Street
 Flushing, NY 11367
 (718) 575-4438

Robert F. Seibel
 Cornell Law School
 Myron Taylor Hall
 Ithaca, NY 14853
 (607) 255 4196 e-mail:
 seibel@law.mail.cornell.edu

● Message From The President	1
● Clinician's tidbits	2
● Board and Officer Nomination solicitation.4	4
● International Report	5
● Clinical Legal Education in Britain	6
● Midwest Clinical Conf.	6
● ABA News	7
● Supervision Skills Training Conference in Maryland.	8
● Board Members and Officers	19
● Special Section on MacCrate Report Developments--3 diff-erent reports.	9
● Job Announcements	12
● Legal Services Corporation Grant Award Report	15
● Performance Testing on the Bar Examination	16
● Salary Survey Forms Still Sought.	16
● Membership List	17
● Editor's Notes.	18

In this issue . . .

Clinical Legal Education Association
 6020 South University Avenue
 Chicago, IL 60637-2786



Russell Engler
 New England School of Law
 46 Church Street
 Boston, MA 02116

REC'D SEP 23 1994