
CLINICAL LEGAL EDUCATION ASSOCIATION Newsletter

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March, 1995

* MESSAGE FROM THE PRESIDENT *

A man is sent to prison for bank robbery. The money was never recovered. Shortly after arriving in prison, the man received a letter from his wife. She says that she doesn't know how to survive on the farm without him. She asks when should she plant and how does she plow the fields with no money to hire help? He writes back to her that under no condition is she to plow the fields. The letter is intercepted by the FBI and they send a team of agents to go through the fields and look for the money. They dig up all the fields looking desperately for the money. The wife writes about their unproductive search and complains that she is still at a loss about what to do about the farm. He writes back: "Plant now!"

One way to look at what is happening in the political world right now is to see the "planting" opportunities: draconian welfare reform and increased incarceration mandates create a larger client base in need of lawyers trained to assist them, more opportunities for creative lawyering and impact litigation, and more potential to enlighten our students about the stark injustice of our legal system for the poor. (How is that for Pollyanna in Hell?)

The possibility of Title IX cuts forces law schools to confront the need to find hard money to fund clinical programs. Unfortunately many states are also cutting their higher education budgets making replacement funds more difficult. Nevertheless these potential cuts are occurring during a time in which we may have more leverage than we have had in the past. Clinical education has been extolled by the MacCrate Report. The accreditation process is under serious scrutiny to ensure that law schools are teaching

the necessary skills and values needed for effective lawyering. ABA Standard 302 mandates schools to require professional skills training as a condition of accreditation. That standard is under review by the Standards and Review Committee this May. The ABA House of Delegates is urging more skills training within law schools. These forces create opportunities for us to come together, despite our differences, to urge our deans, our legislatures, our professional organizations, and our local bars to recognize the importance of the training that clinical education provides future lawyers.

At the time I am writing this, the battle over Title IX is not over. I urge you to contact your deans, your representatives and senators and any legislators on the committees who are considering the rescission of Title IX funds. Their names are on the Lawclinic internet. Big thanks to David Chavkin for his consistent clarifications of this complex process and his strategic insights. Thanks are also due to Minna Kotkin, Vanness Merton, and Bob Dinerstein for all the work that they are doing to organize a response.

CREATIVE

LAUGHTER

ENRICHES

ALL OF US

*IN THIS ISSUE WE INCLUDE SOME HUMOR
TO HELP OFFSET SOME TROUBLING TIMES*

We must also begin the process of thinking about what we do if Title IX no longer exists. What job protection might be available for clinicians who may be affected? How can we get the ABA, the AAUP, and the AALS more involved in protecting the jobs of clinicians? What about the clients? What role can local bars play in ensuring that these programs continue and finding other sources of funds for these programs? How can

CLEA act-up to ensure that adequate attention is given to the continued funding of clinical programs? I look forward to your thoughts.

(continued...)

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

(president contd.)

We need to "fertilize" our committees. Currently CLEA has the following committees:

The Joint Committee on MacCrate Implementation, chaired by Mark Heyrman and Minna Kotkin;

The Committee on Lawyering for Social Change, chaired by Shanara Gilbert;

The Clinical Journal Committee, chaired by Jeff Hartje;

The Nominations and Elections Committee, chaired by Nancy Cook; and

The Conference Committee, chaired by Liz Ryan Cole and Bob Seibel.

We also have three new committees:

The Clinical Facilities Committee, chaired by Vanessa Merton;

The Committee on Diversity, chaired by Nina Tarr and Karen Tokarz; and

The Committee on Clinic Funding, chaired by David Chavkin.

In the next few months, I will be contacting those of you who have expressed an interest in these committees to try to establish on-going projects for the Committees. If you have not expressed a preference or your preference has changed, please contact me or the committee chair so that we can include you in the appropriate mailing. There is a great deal going on that will have substantial impact on clinical education. One of the primary reasons for CLEA was to allow clinicians to speak with a unified voice and affect the political process. Now, more than ever, is our time.

Jane Aiken

So we're in a Social Security disability hearing, in front of the worst and most unsympathetic and out-and-out meanest ALJ on an alcoholism claim and the client has testified about his average day and the ALJ is making no effort to hide his disgust and is making faces and shaking his head and finally the ALJ interrupts and says, with a maximum of disdain and sarcasm, "Do you mean to tell me that you start every day with a quart of muscatel?" The client looks at him, looks at the ceiling in deep thought, and says, "Well, I guess I could switch to a lighter wine."

(from Bob Solomon, Yale)



**CLEA ANNUAL MEETING
HELD IN NEW ORLEANS**

CLEA held its annual meeting on Friday, January 6, 1995 in New Orleans. Chaired by our new president Jane Aiken, the meeting was primarily devoted to a discussion of the proposals from the Clinicians Working Group on MacCrate for implementing the MacCrate Report. After extended discussion, the six goals for MacCrate implementation which are reported elsewhere in this newsletter were adopted. The principle concerns raised during the discussion were: (1) how to insure

continued support for and expansion of both inhouse clinics and externships and (2) how to speak forcefully for the role of clinical education in the implementation of the MacCrate Report without appearing too unrealistic or unmindful of questions related to cost.

President Aiken also reported the election of Karen Tokarz as Vice-President and of Conrad Johnson and Peter Joy as new board members and the reelection of Isabelle Gunning to the board (see story below). Secretary-Treasurer Mark Heyrman reported that CLEA has \$9,100.19 in its account at the end of the calendar year, but that we had several thousand dollars in outstanding liabilities for the cost of publishing the journal and the newsletter. He also reported that CLEA had approximately 375 members.

**REPORT OF NOMINA-
TIONS/ELECTIONS
COMMITTEE**

The results of the November elections have been in for a while, but for those of you who did not go to the annual meeting, the following people were elected to board positions:

Officers:

Vice-President
Karen Tokarz

Secretary-Treasurer
Mark Heyrman

**Board Members
(three year terms)**

Isabelle Gunning
Conrad Johnson
Peter Joy

(continued...)

(elections contd.)

Karen Tokarz

Washington University's clinical director, **Karen Tokarz**, is CLEA's new vice president. Karen replaces Jane Aiken, who has taken over the duties of president from Richard Boswell. Karen comes to the CLEA vice presidency with almost two decades of clinical teaching experience to her credit. Most of us are well acquainted with her activism in national clinical affairs; among other things, she has served on the AALS Executive Committee, chaired the AALS Section on Clinical Legal Education, and been a part of the ABA's Skills Training Committee. Karen is looking forward to being a part of the CLEA leadership, where she can exercise some rabble-rousing tendencies.

Reelected to the post of secretary-treasurer is **Mark Heyrman**. Mark has held this position since the founding of CLEA in 1992. He is, perhaps to his chagrin, the main repository of the CLEA archives. Mark also brings an extraordinary amount of experience to the Board, having begun his clinical teaching at the University of Chicago in 1978.

In addition to Karen Tokarz, the Board of Directors welcomes new and returning members Isabelle Gunning, Conrad Johnson and Peter Joy. Board members were selected from a highly qualified slate of fourteen candidates nominated by CLEA members. Together, these board members represent something like fifty-three years of clinical teaching experience.

Isabelle Gunning, from Southwestern University, is a second-term member of the Board. During her last tenure, Isabelle was part of the movement to get the new Clinical Law Review off the ground, and she has served as one of the journals three editors-in-

chief. Isabelle is also a member of the ABA's Skills Training Committee. She hopes to continue to be active in the journal's development and to help give clinicians more of a voice in legal education in other ways as well.

After twelve years of doing legal aid work in Harlem, **Conrad Johnson** joined the ranks of clinical teachers, first at CUNY Law School, and then at Columbia. Conrad is part of a team of New Yorkers involved in the evaluation of the MacCrate Report's recommendations. He is pleased to be part of CLEA because he believes it is important to "coordinate nationally...so that we can be more effective locally."

From Case Western Reserve's Kramer Law Clinic comes **Peter Joy**, an active participant in CLEA committee work since CLEA's founding. Peter has most recently been involved in the clinical network that is monitoring the implementation and effectiveness of the MacCrate Report recommendations. He expects his energies as a CLEA Board member to be in large part directed toward increasing and improving training opportunities for clinicians.

The Nominations/Elections Committee (Beryl Blaustone, Doug Blaze, Nancy Cook, Cheryl MacDonald, Paul Reingold, and Jane Shukoske) wants to thank all involved in the elections, and particularly all the candidates who so graciously accepted the call to run for office.

A UNIVERSAL LAW SCHOOL SONG

Lyrics by Elizabeth Goldberg, Cornell Law Student; sing to the tune of "Closer to Fine" by the Indigo Girls

I'm trying to tell you somethin' 'bout this school

*Where the pressure we heap on ourselves is cruel
And the best thing you've ever done for me
Is to help me take this place less seriously
This isn't Harvard after all, yeah..*

*Well, Shepard's has a hunger that's insatiable
And reason has a call that's hard to hear
I wrap those briefs around me like a blanket
I sailed the Socratic Ship til I sank it
And crawled on out that door*

chorus:

*And I went to con law
I went to contracts
I wrote an outline
I took a comtrex
There's never any answer to these questions
But still I must come up with one
And the more I search on line for some definitive
Closer I am to flunk, yeah..*

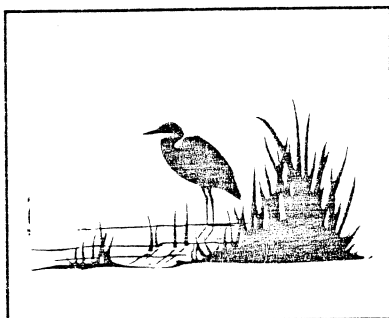
*I went to a professor who I shall not name
But he's a hot shot lawyer and he's gained lots of fame
But still he could not tell me why that old hearse horse snickers
He said "What does it matter, as long as the lawyer's richer?"
Just spend three years prostrate to my higher mind
Pass the bar and be like me
repeat chorus*

*I stopped by the Haunt at 3 am
For a study break from a memo that was due at ten
I woke again at seven and could not get out of bed
Like somebody threw a property hornbook at my head
But I wrote that memo anyway*

(continued...)

(song contd.)

And I went to con law
 I went to contracts
 I wrote an outline
 I took a comtrex
 Yeah, we go to Emmanuel's
 We go to Gilbert's
 We read that Erie doctrine
 And we memorize the Miller test
 There's never any answer to these
 questions
 But we keep trying anyway
 Just hoping we'll be the lucky 10%
 Ending up with an A, yeah...



WAHL COMMISSION HOLDS HEARINGS ON ACCREDITATION

Recently the American Bar Association created a Commission to Review the Substance and Process of the American Bar Association's Accreditation of American Law Schools. This Commission, chaired by former clinical teacher and Minnesota Supreme Court Justice Rosalie Wahl, held hearings in January in New Orleans in conjunction with the AALS annual meeting and in February in Florida in conjunction with the ABA meetings. CLEA submitted written testimony (which is reproduced below and Mark Heyrman also presented oral testimony on behalf of CLEA in New Orleans.

Minna Kotkin, chair of the Clinical section and co-chair of the Clinicians Working Group on MacCrate (comprised of members of the Clinical section and CLEA), submitted written testimony on behalf of that group and testified in person in Florida in February. Mark and Minna were the only clinical teachers presenting testimony and many deans testified that accreditation was too burdensome and was restricting the ability of law schools to act in innovative ways.

Written testimony may still be submitted to the Wahl Commission at least through mid April. Clinicians may wish to take advantage of this opportunity to insure that our voices are heard. Testimony should be sent to the attention of James P. White, ABA Consultant on Legal Education and Admissions to the Bar, 550 West North Street, Suite 350, Indianapolis, Indiana 46202

COMMENTS OF THE CLINICAL LEGAL EDUCATION ASSOCIATION ON THE SUBSTANCE AND PROCESS OF LAW SCHOOL ACCREDITATION

The Clinical Legal Education Association (CLEA) is an organization of more than 375 clinical teachers affiliated with more than 125 law schools. It is the only independent organization of clinical teachers. Because clinical teachers have a dual identity as law teachers and practicing lawyers, we believe that we are in a unique position to address issues concerning the relationship between law schools and the bar and to evaluate the competing demands upon law schools which make the accreditation process so difficult. The comments which follow flow from that perspective.

1. Law Schools have two major purposes: (1) to prepare students for the competent, ethical and effective practice of law; and (2) to conduct research, including applied research involving the reform efforts of law school clinics, designed to increase our understanding of law and legal institutions with the ultimate aim of improving our system of justice. Any system of accreditation must be designed to increase the likelihood of achieving these purposes. It must also recognize that law is a diverse and complex field and that a sound legal education system will include law schools that are diverse in their methods and practices and in the balance they chose to strike between these sometimes competing goals.

2. Because of law's complexity, few non-lawyers are able to adequately assess the ability of lawyers to perform on their behalf. Additionally, few prospective law students are able to competently assess the skills and qualities of mind that they will need to practice law effectively. Thus, the ordinary market mechanisms are insufficient to insure either that law students demand an appropriate legal education or that clients, the ultimate consumers of legal education, can with confidence locate lawyers who are capable of competently assisting them. The accreditation process must be designed to protect these two groups of consumers. On the other hand, most law faculty derive the largest share of their prestige within the legal education community from their scholarly output. Thus, while the accreditation process should enhance the ability of law schools to produce scholarship, there is less need for outside pressure to insure that this important goal will be met.

(continued...)

(Wahl Comm. Comments contd.)

3. CLEA supports the continued role of the American Bar Association in accreditation. The ABA has repeatedly demonstrated its commitment to improving the quality of lawyering in America and to improving the quality of law schools. The ABA has in place a competent and effective staff and a process for performing this important and difficult task. While the individual state supreme courts are likely to continue to serve as the ultimate guardians of admission to the profession, given the nationwide nature of the practice of law, a fifty-state accreditation process is likely to prove unworkable. Nor is there another organization equipped to take on the task of accrediting law schools.

4. The accreditation process should focus primarily on the content of the curriculum and less on the details of law school administration. The accreditation process should not dictate specific methods of instruction, but it should demand that a law school demonstrate the appropriateness of the content of its curriculum to the goal of preparing students to practice law in all its varied complexity. Law schools have disproportionately focused their efforts on teaching legal analysis and doctrine to the detriment of other skills needed by lawyers. They have also placed disproportionate emphasis on classroom instruction to the detriment of other methodologies, including clinic education. CLEA believes that many important aspects of lawyering can most effectively be taught through a supervised clinical experience which permits students to perform in the role of a lawyer.

5. The Statement of Skills and Values (SSV) contained in the MacCrate Report constitutes a useful, albeit imperfect, compendium of skills and values needed for the competent

practice of law. The accreditation process should require law schools to consider these skills and values and assess the extent to which they should be addressed in the curriculum. One mechanism which could be used for this assessment is the self-study, currently required as part of the sabbatical accreditation review.

6. Virtually every institution can benefit from a periodic review of its goals and methods. Law schools and the current ABA accreditation process have made insufficient use of the self-study as a mechanism for improving legal education. Whether or not the self-study is used as a mechanism for focusing greater attention on the SSV, the ABA should reinvigorate the use of the self-study. The self-study process should be employed to require law schools to determine whether the teaching methods which are currently being employed are appropriate to the goal of preparing lawyers to practice.

7. The accreditation process should require law schools to provide information to applications to improve their ability to make informed choices among schools. Proposed Accreditation Standard 215, currently under consideration by the Section on Legal Education and Admissions to the Bar, is apparently intended to do so. However, it fails to require law schools to disclose the actual availability of courses and programs. More importantly, students need to be informed about the extent to which each school is able to prepare students for the practice of law. CLEA supports the recommendation of the MacCrate Commission that all applicants be provided with a copy of the SSV and advised of the nature and availability of clinical programs and other courses for instructing students in the values and skills reflected in the SSV.

8. Law schools should be required to educate students about the role of the legal system in providing equal justice to all and their ethical obligation to provide legal services to those who are unable to afford such services. Whatever career path they chose, all lawyers must fulfill the ethical obligations of the profession. Both the ABA Model Code of Professional Responsibility and the Model Rules of Professional Conduct require lawyers to work to improve the capacity of the legal system to promote justice and to provide legal services to the indigent. Despite the mandated existence of courses in professional responsibility, little attention is devoted to these issues in law school curricula or to whether law schools are effective in insuring that their graduates discharge these ethical obligations once they have begun the practice of law.

Law schools can address this problem by: (a) educating students concerning the legal issues facing the poor; (b) preparing students for direct representation of the indigent upon graduation and to serve on boards and committees or organizations devoted to providing legal services to the poor; (c) helping students to understand the effect of laws and legal institutions on the poor so that in their work on public policy issues after graduation they will take these interests into account; (d) demonstrating the importance of this ethical obligation by providing an opportunity for students to begin to provide legal services to the poor while still in law school; (e) making public interest job information more readily available to student; and (f) actively encouraging students to engage in pro bono activities while in law school and upon graduation.

RAVEN REDUX

Once upon a Midnight dreary
 While I pondered weak and weary
 Over law books filled with cases
 Cases of forgotten lore
 Wondering why we tried to teach
 these
 Cases that were such a bore
 Quoth the Raven, "That's for sure."

But wait, I said, these books are
 made
 Of things important, Roe vs. Wade,
 The Commerce cases and some
 others
 That we know the courts adore
 Surely Lochner teaches something
 Something deep within our core
 Quoth the Raven, "Don't be sure"

But without these cases, how then
 Will we have our students put pen
 To those legal papers that
 They always think are such a chore
 Papers that will serve to teach them
 Teach then now and evermore
 Quoth the Raven, "Serve the poor"

"Serve the poor?" I asked in wonder
 Would this pull the plan asunder
 Pull asunder studies of the
 Casebook from the law school store
 Casebooks of appellate musings
 Even though the writing's poor
 Quoth the Raven, "Nevermore."

But a change, I cried, might hex us
 Bad enough we must learn LEXIS
 Now you want to let the poor in
 To our learned hallowed halls
 How would that help teach our
 students
 Learn the law both Spring and Fall
 Quoth the Raven, "Teach them all."

Teach them all? But by what
 gimmick
 Do you mean to start a clinic
 Where the students work for clients,
 Live ones, too, and by the score
 Clients with their jobs and families,
 Facts all different to the core
 Quoth the Raven, "And there's more"

"And there's more?" I asked in worry
 Do you mean that gem, Marbury
 Or are you the devil with a
 Pedagogy to deplore
 Don't you know of economics
 Do you want to sell the store?
 Quoth the Raven, "That's the score."

Now I thought of student lawyers
 Serving clients in the foyers
 Clients in the foyers of the
 Great and mighty Landgell's door
 Besides I asked, for how much credit
 How much credit, I implore
 Quoth the Raven, "Try for four."

Robert A. Solomon
 (With apologies to Edgar Alan Poe)
 Clinical Professor of Law,
 Yale Law School



This is one of those Reader's Digest clinical stories:

Two of our students conducted an evidentiary hearing in a judge's courtroom from about 10am to noon recently. They put their client on the stand and conducted themselves well in the courtroom. They broke for settlement negotiations and lunch and returned to the judge's office after lunch. One of the 2 students walked into the judge's outer office and said to the judge, who was standing in the doorway to his chambers: "Is the judge back from lunch yet?"

He simply had not recognized the judge outside of the courtroom. One of life's most embarrassing moments and rest assured that his partner informed the whole class of this incident the next day during seminar!

Suellyn Scarnecchia, Michigan

Here's some words of humor for troubled times:

Take a non-English language phrase, change one letter, then redefine it.....

HARLEZ-VOUS FRANCAIS? - Can you drive a French motorcycle?

EX POST FUCTO - Lost in the mail

IDIOS AMIGOS - We're wild and crazy guys!

VENI, VIPI, VICI - I came; I'm a very important person; I conquered

J'Y SUIS, J'Y PESTES - I can stay for the weekend

COGITO EGGO SUM - I think; therefore, I am a waffle

RIGOR MORRIS - The cat is dead

RESPONDEZ S'IL VOUS PLAID - Honk if you're Scots dead. No

QUIP PRO QUO - A fast retort

(forwarded by Harriet Katz, from Dave Lieberman)

MacCrate Bar Association Network

by Peter Joy

There is now in place a network of contacts from over 42 states or regions monitoring responses to the MacCrate Report by courts and bar associations. This brief report summarizes the work to date by this coordinated effort of the Clinical Section of the AALS and the Clinical Legal Education Association (CLEA).

While many state and local bar associations and high courts have had, or are planning, conclaves to respond to the MacCrate Report, there is no clear pattern of activity beyond these initial meetings. The conclaves are usually day long or weekend meetings involving members of the bar, the judiciary, and law schools. In some states and cities, special committees focusing on skills and values issues have been created as a result of conclaves. Some states are exploring special CLE "bridge the gap" programs for new lawyers, and a few states have been talking about instituting mentoring or apprentice programs. In other states, the conclaves have not produced any other coordinated responses to MacCrate.

Through contacts with courts and/or state or regional bar associations, we hope to effectively monitor and, perhaps, influence the directions bar associations and courts may take in response to the MacCrate Report. 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 or the skills and values committees that are forming in some states and regions.

Where there is information on the activity in a state, there is a short summary of that activity along with the attached list of contacts. If your state does not have a contact, please become involved in your state or to recruit someone else. If you are interested, or if you are already working with a bar association or court on the MacCrate Report, please contact the Network chair:

Peter Joy
 (216) 368-2766 (phone);
 (216) 368-5137 (FAX);
 e-mail: paj2@po.ins.cwru.edu.

Thank you.

MacCrate Clinician Network

The following is the current list of contacts and brief status reports where there is information:

<u>State</u>	<u>Contact(s)</u>
Alabama	
Alaska	
Arizona	Gary Lowenthal (Arizona State)
Arkansas	Marcia McIvor (U. of Arkansas)
California	Richard Boswell (Hastings)
	[No activity reported.]
Colorado	Howard Rosenberg (U. of Denver)
	[A conclave was held on June 17, 1994. No news on any other activity]
Connecticut	Jean Koh Peters (Yale)
	James Stark (U. of Connecticut)
Delaware	John Landis (Widener)
District of Columbia	Louise Howells (D.C. School of Law)
	Sharon Styles (Howard)
	[No activity reported.]

Florida	Lisa Bliss (U. of Florida)
	Peter Margulies (St. Thomas)
	[A committee called the Bench and Bar Commission has recently sent suggestions to the State Bar's Board of Governors. The most relevant suggestion is that there be a 90 hour "bridge the gap" skills program for first year lawyers.]
Georgia	
Hawaii	John Barkai (U. of Hawaii)
	[Nothing by the bench or bar.]
Idaho	Ken Gallant (U. of Idaho)
	[No activity reported.]
Illinois	Hank Rose (Loyola-Chicago)
	Gary Palm (U. of Chicago)
	Gary Laser (Chicago-Kent)
	[A conclave is planned for October of 1995. At least one clinician is on the planning committee.]
Indiana	Edwin Greenebaum (U. of I.-Bloomington)
	Mary Wolf (U. of I.-Indianapolis.)
	[A conclave is being planned. No firm date yet.]
Iowa	Barbara Schwartz (Iowa)
	[There was an initial proposal for a one-year internship after law school as an additional requirement for admission to the bar. The internships would be with "senior counsel" (members of the bar with 15 years of experience or more) and the interns would not be compensated. That proposal is no longer viable, but some post graduation requirement is still being discussed.]
	(continued....)

(MacC. Clinic Net. contd.)

<u>state</u>	<u>contact(s)</u>				
Kansas	Nina Tarr (Washburn)	Montana	Margaret Tonon (U. of Montana)	Oregon	Sandy Hansberger Terry Wright (Lewis and Clark)
[No activity has taken place, and nothing is planned.]		Nebraska	Catherine Mahern (Creighton)	Pennsylvania	Nathaniel Nichols (Widener)
Kentucky		Nevada		Puerto Rico	Emmalind Garcia (Inter-American U.)
Louisiana		New Hampshire	Bruce Friedman (Franklin Pierce)	Rhode Island	Bruce Kogan (Roger Williams U.)
Maine		New Jersey	Jonathan Hyman (Rutgers, Newark)	South Carolina	Roy Stuckey (U. of South Carolina)
Maryland	Marla Hollandsworth (U. of Baltimore)	New Mex.	Antoinette Sedillo Lopez (U. of New Mexico)	[No official response is expected by the Bar or the South Carolina Supreme Court. There is currently a week long "bridge the gap" course for new attorneys, and that may be modified. In addition there may be other CLE changes as a result of MacCrate.]	
[The state bar is in the initial stage of talking about MacCrate.]		New York	Jackie Nolan-Haley (Fordham)	South Dakota	
Massachusetts	Gerald Clark (Suffolk)		JoAnne Simon (Hofstra)	Tennessee	Kate Bunker (U of Tennessee)
[No activity reported.]			JoAnne Miner (Cornell)	Texas	Sue Bentsch (St. Mary's)
Michigan	Judy Frank (Cooley)	[In April 1994, a "Professional Education Project" was formed by the court to consider implementation of MacCrate throughout the state. A conclave may result.		Utah	Linda Smith (U. of Utah)
[The state bar committee on legal education considered performance testing as it is presently be tested in California.]		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. Several clinicians are involved.]		Vermont	Liz Ryan Cole (Vermont)
Minnesota	Bev Balos (Minnesota)			Virginia	Sara Finley (U. of Richmond)
[No activity reported.]		No. Carolina	Katherine Mewhinney (Wake Forest)	Washington	Speedy Rice Mary Wilson (Gonzaga)
Mississippi		North Dakota	Larry Spain (U. of North Dakota)	West Virginia	Marjorie McDiarmid (West Virginia)
Missouri	Mary Beck (U. of Missouri)	Ohio	Peter Joy (Case Western Reserve)	Wisconsin	Louise Trubek (U. of Wisconsin)
Jean Scott (Wash U.)		[Ohio held a conclave on September 29-30, 1994. A report of the proceedings was published in February of 1995. No other activities are planned at this time.]		[The Commission on Legal Education was appointed by the State Bar President. There are the following committees: skills and values; legal education; CLE; and transitional lawyers (3-5 years experience). A report is due by June, 1996. At least one clinician is involved.]	
[On November 6, 1993, the Missouri State Bar Association hosted the "Conference on Legal Education" at the University of Missouri School of Law. The meeting focused on the status and development of legal education. The Bar also hosed 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.]		Oklahoma	Keith Bystrom (U. of Oklahoma)	Wyoming	
		[State bar is discussing plans for a conclave.]			

PROPOSALS TO IMPLEMENT MACCRATE COMMISSION REPORT

prepared by The Clinicians' Working Group on MacCrate Implementation

Mark J. Heyrman
Minna J. Kotkin
Co-Chairs

IMPLEMENTATION GOALS

1. Law Schools shall provide every student with appropriate instruction in the values and skills reflected in the SSV through a combination of direct client representation clinical programs, simulation courses and classroom instruction.

2. Law schools shall provide every student with a faculty supervised, direct client representation clinical experience designed to provide instruction in those values and skills reflected in the SSV which are best taught through such experience.

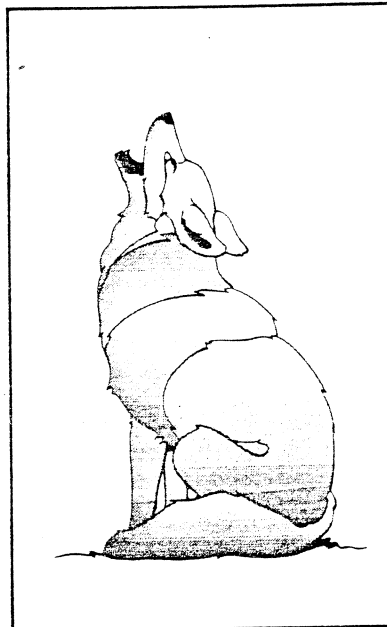
3. Law schools shall make available to those students who want this experience an in-house, faculty supervised, direct client representation clinical program designed to provide instruction in the values and skills reflected in the SSV which are best taught through such experience.

4. Law schools shall provide applicants with a copy of the SSV and advise them of the nature and availability of clinical programs and other programs for instructing students in the values and skills reflected in the SSV.

5. Law schools shall devote adequate resources toward ensuring that students fulfill their obligation to work towards enhancing the capacity

of law and legal institutions to do justice.

6. Law schools shall provide every student with instruction in the skills and values necessary for the student to fulfill her obligation to provide legal services to those who cannot afford to pay for them.



TOWARD A NEW THEORY FOR TITLE IX

Mark Heyrman

I. Title IX should provide live client clinical training in law school to prepare lawyers to perform volunteer legal aid for the poor throughout their careers.

A. This is consistent with President Clinton's ideas about encouraging public service by the young.

B. It furthers the Republican's notions of relying on the private sector to meet the legal needs of the poor in light of cuts in the Legal Services Corporation's budget.

II. Title IX should be revised to be a clear Research and Development Program requiring: (1) new clinical and pro bono preparation projects, (2) publication of the results of these projects (as in the Consortium's successful model); and (3) a buy out of the project by The Law School over the next ten years including a required payback of grant funds should the law school reduce its funding efforts for the Clinic.

A. This should permit funding of schools which, because of budgetary concerns, will not take the risk to expand clinical programs.

B. This proposal will allow the federal government to provide research and development funds to try out new ideas that would not otherwise be tried by the established, complacent and "stuck in the mud" clinical/skills training faculty in American legal education. There should be some direct relationship between each program and identifiable pro bono opportunities for alumni throughout their careers.

III. Only schools with mandatory 50 hours per year pro bono requirements for students and faculty (which can be performed in law school based legal services programs as well as other locations) will be funded.

IV. (Any other ideas for Title IX?)

CLEA CARTOON CONTEST!



Your law student just said something that sent the judge and jury into hysterical laughter. Supply the caption and win a prize. Send your suggestions to the editor of the newsletter.

Cartoon drawn by Anissa Parekh, Cornell Law '95

CONFERENCES AND WORKSHOPS

1995 AALS Workshop On Clinical Legal Education: "Evaluating our Students, our Programs and Ourselves"

The AALS Clinical Workshop will be held in St. Louis, May 3 through May 6 at the Hyatt Regency in the downtown historic Union Station in St. Louis.

We would like to give clinicians an opportunity to provide tapes before the conference so that they can be reviewed prior to conference. This will give an opportunity for the reviewer and the reviewee to discuss whether it should be shown during the small group meetings and to give the reviewee feedback about the

tape. Please mail tapes to the AALS office, 1201 Connecticut Avenue NW, Suite 800, Washington D.C. 20036-2605.

Also, we will have a table available for clinicians to display any materials they may be interested in sharing with other clinicians. Please bring clinic manuals, materials, problems, exercises, videotapes, etc. and they will be displayed. The AALS is making arrangements for copying services so that they be copied.

AALS Planning Committee:

- Antoinette Sedillo Lopez (New Mexico), Chair
- Robert D. Dinerstein (American)
- Thomas Geraghty (Northwestern)
- Leah Wortham (Catholic)

SCHEDULE

Wednesday

- 5:00-8:00 PM Registration
- 6:00-8:00 PM AALS Reception

Thursday

- 8:45 - 9:00 A.M. Welcome & Introduction
- 9:00 - 10:30 A.M. This will be an opportunity for Clinicians to gather together to discuss topics and issues of mutual concern. Space will be provided. So far, the following groups will be meeting in concurrent sessions.
 - Alternative Dispute Resolution
 - Clinicians of Color
 - Clinical Directors
 - In-house Clinics
 - Externships
 - Criminal & Juvenile
 - Family/Domestic Violence
 - Economic Development/Transactions
 - Immigration/Human Rights
 - Disability/Education
 - Discrimination

10:30 - 10:45 AM Refreshments

10:45 am to 12:00 noon

Concurrent Sessions (Repeat of Morning session)

12:00 - 1:45 PM AALS Sponsored Luncheons--Tables organized by Concurrent Sessions

2:00 -3:00 PM Plenary I Evaluating our Supervision

3:00-3:15 PM Break

3:00-3:15 PM Small group discussions

5:30-6:30 PM AALS Reception

Informal Evening Sessions:

Scholarship

Continuation of Any Morning Session that would like another opportunity to meet

Friday

9:00- 10:30 AM Plenary II Evaluating Our Students: How do We Know Students Get What We are Teaching?

10:45-12:00 noon Small Group Discussions-articulating Criteria for Evaluation

12:00 to 1:45 PM Lunch

1:45-3:30 PM Plenary III Evaluating Clinicians for Renewal and Tenure

3:45-5:00 PM Small Group Discussions-Developing Criteria for Evaluating Clinicians for Tenure and Renewal

5:00- 6:00 PM AALS Reception

Saturday

9:00 - 10:30 AM Plenary IV Evaluating by Comparing: A View from other Disciplines and an International View

10:45-12:00 Small Group Sessions

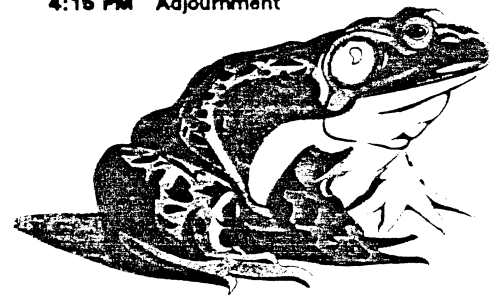
12:00- 1:45 PM Lunch

2:00 - 2:45 PM Plenary V Evaluating Our Impact

2:30- 3:30 PM Small groups

3:30-4:15 PM Small group report and wrap up

4:15 PM Adjournment



MORE CONFERENCES AND WORKSHOPS

CLEA CONFERENCE ON ADR AND MEDIATION

MAY 6 & 7, 1995 immediately following the AALS Meeting

TENTATIVE AGENDA

SATURDAY May 6

4:30 to 6:00 PM

Competing Models and Philosophical Frameworks for Mediators and Mediation Programs

6:30 to 9:00 PM Dinner

Includes interactive program: Training Tricks--presentation of favorite games, exercises and techniques for imparting skills and teaching goals of mediation

SUNDAY May 7

8:30 to 10:00 AM

The skill set needed for mediators and evaluating mediator performance

10:15 to 11:15 AM

Supervisory Skills and Techniques in the mediation session

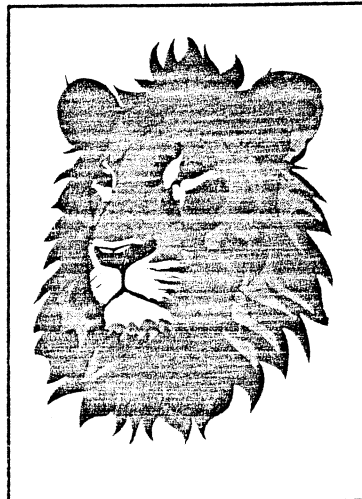
11:30 AM to 1:00 PM

How to create and direct an ADR Clinic

Anyone interested in participating in the refinement or presentation of these programs, please contact:

LELA LOVE AT CARDOZO SCHOOL OF LAW; phone (212) 790 0365

Registration packets will be mailed soon.



CLINICAL PROGRAM DIRECTORS CONFERENCE

On May 2-3, a Clinical Program Directors Conference will be held at the Hyatt Regency in historic downtown Union Station in St. Louis, MO.

This program is designed for persons who are currently the directors of the clinical programs at their law schools. The program will be geared to the one person with overall or final responsibility for law office management, community and client relationships, personnel, fund raising and budgeting matters. If your clinical program has more than one person with the title "clinic director" or "clinical program director", we ask that you send one person as the representative of your school.

Preliminary thinking about themes for the program have been in three general areas: (a) planning-long and short range; (b) survival in the face of shrinking resources; and (c) the role of the clinical program in the development of experiential learning opportunities beyond the live-client clinic. We invite ideas about content

for any of these potential themes as well as any ideas that do not fit within these three areas. If you want a particular contact person to talk with, they are listed below. Do not feel compelled to speak only to the designated person if contact with someone else would be more convenient.

Contact persons: (a) planning - Homer La Rue (Howard), 202-806-8259 e-mail: hclarue@igc.apc.org

(b) survival in the face of shrinking resources - Peter Joy (Case Western) 617-216-368-2769 e-mail: paj2@po.cwru.edu

(c) the role of the clinical program in the development of experiential learning opportunities beyond the live-client clinic - Karen Tokarz (Washington) 314-935-6414.

Tentative Schedule

Tuesday - May 2 6:30 p.m. Registration, Cocktails

7:00-9:30 p.m. Dinner and Evening Program

Wednesday - May 3

8:30-9:00 a.m. Continental Breakfast

9:00-10:15 a.m. Plenary I

10:15-10:30 a.m. Coffee Break

10:30-12:00 a.m. Small Group Meetings

12:00-1:15 p.m. Lunch & Presentation

1:30-2:30 p.m. Panel Presentation

2:30-2:45 p.m. Coffee Break

2:45-4:15 p.m. Small Group Meetings

4:15-5:15 p.m. Wrap-up

CORNELL LAW SCHOOL CONFERENCE ANNOUNCEMENT

"HUMOR SAVES A FEW STEPS': WOMEN, HUMOR, AND THE PRACTICE OF LAW"

April 7-8, 1995

"Humor Saves a Few Steps': Women, Humor, and the Practice of Law" will explore issues in women's relationship to humor and its role in the legal profession. The keynote speaker will be Mona Harrington, 1960 graduate of Harvard Law School and author of Women Lawyers (Plume/Penguin, 1993). The symposium is free and open to the public. Also, there is the possibility of free housing (hosting) both Friday and Saturday nights for law students coming from out-of-town; one week's notice is required.

Schedule of Events

Friday, April 7:

8 pm Keynote address by Mona Harrington

Reception following keynote

Saturday, April 8:

9-10:15 "Humor, Gender, and How the Law School Curriculum Shapes Young Professionals"

10:30-11:45 "The Legal Ethics of Positive and Negative Uses of Humor in Professional Relations"

11:45-1:15 Catered Lunch--all are welcome

1:15-2:15 Workshop Session

2:30-3:45 "Women's racial, Ethnic, and Religious Perspectives on Humor in the Legal Profession"

4-5 Round Table Discussion: "Women and Ways of Using Humor in Law Practice"

6:00 (Break for Dinner)

9:00 pm "Coffeehouse" at the Big Red Barn--all are welcome

For more information please contact:

Susan Palmer Kim Miller
(607) 277-9523 or (607) 277-5973

* "Humor saves a few steps, it saves years." --Marianne Moore

10th ANNUAL MIDWEST CLINICAL TEACHERS' CONFERENCE

October 13-15, 1995
St. Paul, Minnesota

The 10th Annual Midwest Clinical Teachers' Conference will be held in St. Paul, Minnesota from Friday, October 13th through Saturday night or Sunday morning, October 14th or 15th, 1995.

We are organizing the conference by first asking: "Where were our clinics 10 years ago, where are they now, where do we think they will be 10 years from now, and how can we plan for that?"

We plan to revisit some of the topics from the conference schedule of 10 years ago, ranging from use of computers in clinical teaching, to funding (still a current topic!), to teaching collaborations with "regular" faculty. Sessions on teaching as clinicians of color and on using translators are also planned.

The tradition of sumptuous feasts and dancing into the night will be honored.

We want your answers to our question (above), your input and ideas! Please contact any member of the planning group with ideas and offers to volunteer to give a presentation. We are:

Ann Juergens
William Mitchell College of Law
875 Summit Ave.
St. Paul, MN 55105
Tel: 612\290-6391
FAX: 612\290-6407
INET: ajuergens@wmitchell.edu

Beverly Balos & Maury Landsman
University of Minnesota Law School
Clinic
190 Law Center
229-19th Ave. So.
Minneapolis, MN 55455
Tel: 612\625-5515
FAX: 612\624-5771
INET: balos001@maroon.tc.umn.edu
[Beverly]

lands001@maroon.tc.umn.edu
[Maury]

Angie McCaffrey
Hamline University Law School Clinic
1536 Hewitt Ave.
St. Paul, MN 55104
Tel: 612\641-2889
FAX: 612\641-2435
INET: amccaffr@seq.hamline.edu



**TEACHING ABOUT PHYSICAL,
DOCUMENTARY, AND
DEMONSTRATIVE EVIDENCE
BY USING FUNNY HATS**

Seattle University School of Law
Betsy Hollingsworth, Raven Lidman,
and John Mitchell

On the second weekend of the semester, students in our free-standing live-client clinic attend a weekend workshop where they are taken through a set of basic trial skills (direct, cross-x, handling exhibits, impeachment) taught in the context of case theory. Some students have already taken a simulation advocacy course, many have not. The workshop reinforces the skills of the former, while bringing the latter up to speed regarding basic vocabulary, concepts, and approach.

The structural format is a basic one: faculty demonstrations, followed by videotaped student performances. When demonstrating how to handle physical and demonstrative evidence, we provide welcome entertainment and comic relief--the clinic instructors take turns playing witnesses with ridiculous personas and, most importantly, funny hats. Thus, Florine La Fleur, President of the First Righteous-Leftist-Feminist Bank, appears wearing a tasteful, mid-40s pillbox hat as she lays the foundation for a business record, while Trooper Jones dons a mountie hat as he explains how he marked a beer bottle with his initials, "T.J.".

The full sense and staging of this concept can only be appreciated, however, via an accurate court transcript of testimony laying the foundation for the authentication of a unique item of physical evidence, i.e., the torch of Ms. Liberty Statoot:

COURT: Counsel. Are you prepared to call your first witness?

PROSECUTOR: Yes, your honor. The State would call Ms. Liberty Statoot.

[Stage Directions: Witness reaches in grocery bag resting by chair on witness stand and removes and puts on tacky American flag sun glasses and Statoote of Liberty head piece made out of real flimsy and cheapo looking foam stuff.]

COURT: Ms. Statoot. Will you please raise your right hand. Do you swear to tell the truth and nothing but the truth?

WITNESS: Yes, I always tell the truth. I'm Liberty Statoot.

PROSECUTOR: Ms. Statoot, could you state your name for the jury, spelling your last name.

WITNESS: Liberty Statoot. S-T-A-T-O-O-T

PROSECUTOR: And where do you live?

WITNESS: New York City.

PROSECUTOR: What is your address?

WITNESS: One Liberty Island.

PROSECUTOR: Focusing your attention to the evening of July 22, 1994, do you recall whether anything unusual happened?

WITNESS: Yes. *[sob]*

PROSECUTOR: What?

WITNESS: I came home *[sniffle]* and my...*[gasp]* torch was gone...

PROSECUTOR: Did you lend it to anyone, or give anyone permission to take it?

WITNESS: No. Not my torch. Never...

PROSECUTOR: Could you describe your torch for the jury?

WITNESS: Certainly. It has this lovely green patina, an inscription with my name on it, and the most beautiful orange flame.

[Stage Directions: Prosecutor takes envelope containing torch (which, though being made out of the same flimsy, cheapo foam stuff as the headpiece, is really a great, great torch...I mean a dramatic orange flame and everything) has exhibit marked by clerk, shows to opposing counsel, and asks to approach witness]

COURT: You may approach, counsel.

PROSECUTOR: Thank you your honor. Now, Ms. Statoot, I'm showing you what's been marked as State's #1 for identification. Look in the envelope and tell the jury if you recognize it.

WITNESS: Yes *[in a quivering whisper]*.

PROSECUTOR: And what is it?

WITNESS: My *[sob]* torch. Can I take it out and hold it?

PROSECUTOR: No. Not just yet...

WITNESS: But...

PROSECUTOR: Soon...

WITNESS: OK.

PROSECUTOR: How do you recognize it?

(continued...)

(evidence hats contd.)

WITNESS: Well, everything. The patina. There's the inscription. And that gorgeous orange flame.

PROSECUTOR: Your honor, I'd move State's #1 for identification into evidence.

COURT: Counsel, any objection?

DEFENSE COUNSEL: Yes, your honor. No showing of relevance. There's nothing tying this exhibit to my client.

COURT: Sustained.

[The prosecutor now calls another "witness". Ms. Statoot changes both hat and character to become the arresting officer who found State's #1 in defendant's backpack during a protective search. ("There was smoke coming out of the backpack... once I removed it, I knew I was dealing with hot merchandise"). The proper foundation is laid, and the exhibit then is moved into evidence without objection.]

PROSECUTOR: Your honor, we'd move to publish State's #1 in evidence and ask this court to allow us to do something a bit unusual. We ask to recall Ms. Statoot to publish the exhibit.

COURT: You may.

[Stage Directions: Witness puts Ms. Statoot's garb back on, takes torch in right hand, stands facing jury, and does best give-me-your-poor-and-hungry pose...finis]

The students have fun, forgive us somewhat for making them stay indoors on a rare sunny Northwest weekend, and learn how to enter

exhibits, as well as one other important lesson: As a trial attorney...and for that matter, as a teacher...you have to be able to laugh at yourself.



U-M Law School awarded \$1.5 million from W. K. Kellogg Foundation

A more effective legal system for foster children is the goal of a new Child Welfare Law Program that the University of Michigan Law School will create with a \$1.5 million grant from the W. K. Kellogg Foundation.

The grant is part of the Kellogg Foundation's \$22 million Families for Kids Initiative to reform foster care in the belief that too many children spend too long in such care. The foundation is targeting nine states and communities throughout the nation in a multi-year effort to facilitate dramatic changes in the child welfare system. The purpose of the U-M Law School's program is to

enhance the quality and availability of child-centered legal services in the nine target communities.

The U-M Child Welfare Law Program will be connected with the school's Child Advocacy Clinic, headed by clinical professors Donald N. Duquette and Suellyn Scarnecchia.

The three-year grant will fund six major activities. These activities were carefully designed to refocus the legal aspects of the child welfare system on the needs of individual children and to promote legal advocacy for children.

The new U-M program will:

- Create Kellogg Child Law Fellows. Each summer 20 law students with ability and interest in child welfare law will receive training at the Law School, then be placed for ten weeks in child welfare law offices. At least five of the fellows each year will be U-M Law School students.
- Identify and network existing child welfare law offices in the target areas throughout the United States, disseminate information on model child welfare programs and practices, and help establish new ones.
- Develop an active network of child law teachers and scholars who will share materials to encourage and improve the teaching of child welfare law and to pursue national standards for lawyer performance in this field.

(continued....)

(Child welfare contd.)

- Select four advanced Child Welfare Law and Policy Fellows each year from attorneys, judges or law professors in the target communities. These advanced fellows will spend a semester at the University of Michigan and eight months in their home communities. The educational goal for the advanced fellows is exposure to an interdisciplinary approach to child welfare law and an in-depth knowledge of current law and public policy in the field.
- Direct legal reform in Kellogg target communities. The program will offer direct legal consultation to target communities on child welfare law, legal policy and child welfare law training. The program will also lead legal reform focus groups and follow-up legal reform progress meetings, involving lawyers, judges, members of key legislative committees, social workers, state child welfare agency officials, advocacy group representatives and foster parents. The focus groups and progress meetings will allow communities to compare their experiences, discuss areas of mutual concern and share strategies for improvements.
- Establish a Child Welfare Law Resource Center for Michigan. The center will have four major objectives: organizing a network of lawyers practicing child welfare law in the state;

providing high-quality training sessions for 50 to 100 such lawyers and judges annually; developing practice manuals for each attorney role (the agency, child's and parents' attorneys); and providing technical assistance to member lawyers, including phone consultation, research assistance, a computer network and a quarterly newsletter. The Michigan resource center will be a prototype for the development of similar centers in the other target communities.

"It is terrific to receive this grant," said Duquette, who was instrumental in crafting the program proposal. "Child welfare law is an important field, and combining our talents and experience with the foundation's resources should improve the lives of children who are in foster care or facing foster care. Ours will be an important partnership with the Kellogg Families for Kids Initiative and the target communities."

"The goal of achieving permanent families for children will be frustrated without a child-sensitive legal system. In turn, a child-sensitive legal system depends upon a bench and bar of considerable sophistication and competence," Duquette added.

Law School Dean Jeffrey Lehman noted, "This grant will greatly strengthen the position of the U-M Law School as a leader in this important field and, more important, will strengthen the focus of law schools and the legal profession generally on the serious unmet legal needs of children."

The Kellogg Foundation has five specific outcomes it hopes to promote through the Families for Kids Initiative. They are: that any family in contact with the child welfare system will have ready access to

services which help them solve or cope with everyday problems; that within one year, each child who enters the child welfare system will be found a permanent home; that to ensure consistency, a family and a child will work with the same caseworker or casework team until the child finds a permanent home; that a family's needs will be evaluated by a single, coordinated assessment process that includes all family members; and that children will not be shuttled between foster homes but will remain in a single, stable foster home in their own neighborhood.

The W. K. Kellogg Foundation was established in 1930 to "help people help themselves." As a private grantmaking organization, it provides seed money to organizations and institutions that have identified problems and designed constructive action programs aimed at solutions.

Most foundation grants are awarded in the areas of youth, leadership, philanthropy and volunteerism, community-based health services, higher education, food systems, rural development, groundwater resources in the Great Lakes area, and economic development in Michigan.

[Ed. note: I tried to put some humor in this issue to lighten the load of bad news around us these days--this Child Welfare Law Program is truly a bit of very good news to help balance the other burdens--Congratulations to Don, Suellen, and the rest of U-M Law School community.]



**CLINICIAN'S STRESS
DIET FOR THE 90s**

Breakfast

- 1/2 Grapefruit
- 1 slice whole wheat toast
- 1 cup decaf coffee or herb tea

Lunch

- 4 oz lean broiled chicken
- 1 cup steamed veggies
- 1 oreo cookie
- 1 cup decaf coffee or herb tea

Afternoon Snack

- rest of the package of oreos
- 1 pint Haagen Dazs
- 4 tablespoons hot fudge

Dinner

- 2 loaves garlic bread
- 1 large veggie pizza
- 1 pitcher of beer
- 3 Snickers candy bars
- 1 pan fresh baked brownies

Misc. Diet Tips and Rules

1. If you gobble down your food between student appointments or court appearances, it disappears too fast for the calories to settle in.
2. If you drink diet soda with a candy bar, they cancel each other out.
3. If food is shared with other clinic teachers or students, calories don't count--also, if you fatten up everyone around you, you will look thinner.
4. Food used for medicinal purposes never counts--e.g. hot chocolate, wine, Sara Lee cheesecake.
5. Cookie pieces contain no calories--the calories escaped during the process of breaking the cookies.

**REPORT OF AALS SECTION
COMMITTEE ON
EXTERNSHIPS**

LARRY KRIEGER, CHAIR

In New Orleans, we focussed on the following projects for this year:

1. Draft and circulate a proposed response to the new AALS regulations on externships, particularly the section limiting such programs to 1/6 of a student's total credits for graduation. Negative responses from 10 member schools will require full consideration by the House of Delegates before the reg becomes effective; deadline for responses to Carl Monk is/was March 15. Contact Larry Krieger (Florida State) for information.
2. Seek input from schools inspected since the ABA interpretation on extern programs became effective, and provide feedback to interested member schools concerning ways to maintain compliance with the new interpretation. Volunteers for this group to date include Bill Patton (Whittier), Linda Morton (Cal. Western), and Lisa Lerman (American). An initial questionnaire has been drafted and initially circulated for comment. Contact Bill or Linda to join this work group.
3. Yes, draft and circulate yet another questionnaire to determine norms for externship workloads around the country. and try to set out some equivalences similar to the 8:1 rule of thumb for inhouse clinicians. Worker bees so far include Cynthia Bowman (Northwestern), me (FSU), Lisa Lerman, and Bob Seibel (Cornell). Contact me if you'd like to be involved in this.
4. Jim Backman (Brigham Young) has also proposed a great program to try to collect and organize classroom component materials, with a view to

eventually publishing some kind of standardized offerings for different kinds of externships. Please contact Jim if you'd like to help; discussion of this project is also invited on the bulletin board as it was not discussed in New Orleans.

**CLINICAL LAW REVIEW
WANTS YOU!**

(OR YOUR ARTICLE)

The Clinical Law Review is now accepting articles, essays, commentary (including letters to the editors about past articles), book reviews, and works-in-progress for the fall 1995 issue of the CLR. (The spring 1995 issue, Vol. 2, No. 1, is filled.) The working deadline for submissions is July 1, 1995.

Directions for how and where to submit manuscripts to the CLR appear at the bottom of the inside cover of the Review. Space is limited; support your peer-edited journal by submitting to the CLR first.

*** **

HUMOR????

How about my student this week who observed in her journals and discussions that the "system can be quite cold" after observing the judge and clerk of court continued to call and process cases (Miami, FL) while a woman whose son had just been placed in detention was in convulsions on the courtroom floor -- right where defendants had to stand to respond to the judge. I don't know if this is funny-sad or funny-outrageous. Wow.

Larry Krieger

JOBS

BROOKLYN LAW SCHOOL

One of Brooklyn Law School's clinical programs is a legal services office that represents senior clients on a wide range of matters including housing, benefits, family law and wills. The program is usually staffed by two senior and two junior staff attorneys and approximately 18 students enroll in the clinic each semester. Some students continue in the clinic for as many as three semesters. The program operates throughout the year and about ten students work full-time in the program over the summer.

We now have two openings that we would like to fill by June 1, but no later than September 1. First, we would like to hire someone with at least five year's experience, preferably, but not necessarily, with a legal services background. This position would entail both case supervision and co-teaching the weekly seminar. Ideally, we would like to hire someone with clinical education experience. This position is indeterminate, basically terminable only for reasons of unsatisfactory performance or serious funding cut-backs. In the past, some of our staff attorneys have worked in the program for more than five years and have left to go on to bigger and better opportunities like the bench and management positions with legal services offices.

In addition, we would like to hire a Fellow on a two-year contract. The Fellow probably would be a recent graduate, but must be admitted (or pending admission) to the NY bar in order to appear in court with the students. Depending on the Fellow's level of experience, he or she would be given increasingly more responsibility for student supervision and

would be given opportunities to teach in the seminar.

These positions are not faculty appointments, although all staff attorneys are designated Adjunct Clinical Instructors. The program receives most of its funding under a contract with NYC Department for the Aging (so far no threats to the funding either locally or nationally!). Salaries are roughly comparable to local legal aid and legal services pay scales and the law school provides medical benefits.

Interested applicants should write to me directly:

Stacy Caplow
Brooklyn Law School
250 Joralemon Street
Brooklyn, NY 11201
718-780-7944
718-780-0376 (FAX)
e:mail: scaplow@
brooklaw.mhs.compuserve.com

U. OF BALTIMORE

Visiting Professor -- Family law

The University of Baltimore School of Law may have a need for a visiting professor to teach and supervise students in the Family Law clinic and to teach one non-clinical course in the family law area. Strong preference will be given to those with prior teaching experience who are members of the Maryland Bar. Salary is commensurate with experience.

Visiting Clinical Professor -- Civil

The University of Baltimore School of Law may have a need for a visiting clinical professor in its Civil Clinic for one or two semesters, 1995-96. Responsibilities will include supervising student representation in civil cases and participating

in teaching the weekly clinic seminar. The faculty member would supervise cases involving public benefits, landlord-tenant, consumer protection and other civil poverty law specialty areas. Minimum qualifications include an excellent academic record, four years experience as a lawyer, and admission to the Maryland Bar. Preference will be given to candidates with prior teaching and supervisory experience in law school clinical programs. Salary will be commensurate with experience.

For these visiting positions, applications consisting of a curriculum vitae and cover letter should be sent to Professor Robert Lande, Chair, Faculty Appointments Committee, and to Martin Geer, Director of Clinical Education, U. of Baltimore School of Law, 1420 North Charles Street, Baltimore, Maryland 21201.

U. OF PENNSYLVANIA

University of Pennsylvania Law School seeks qualified applicants(s) to teach and supervise casework in its live-client, litigation-based clinical program. Applicants must have at least 3 years of practice experience. Teaching experience desirable but not required. Position(s) will commence in late Spring or July, 1995 with an initial one-year appointment subject to a three-year maximum term of service (unless promoted to a different faculty category). To apply, send resume and references to:

Assistant to the Director of Clinical Programs, University of Pennsylvania Law School, 3400 Chestnut Street, Philadelphia, PA 19104.

No telephone inquiries please.
Women and minority candidates are especially encouraged to apply. The University is an EOE/AA employer.

MORE JOBS

U. OF IDAHO

The University of Idaho may have an opening for the 1995-96 academic year, with summer 1995 negotiable, for a clinical teacher. A tenured clinical faculty member has been approved for a sabbatical, but the availability of the position is still dependent upon funding. The clinic is a general practice clinic meeting the needs of a small town and rural area in North Central Idaho, with no other general legal services office in the county. You would be working with one other full time clinician (who concentrates on appellate practice) and two part-time clinicians whose students act as public defenders in the Coeur d'Alene and Nez Perce Indian Tribal Courts.

The University of Idaho is located in Moscow Idaho, with nearby river sports, wilderness and skiing. For more information or to apply, contact:

Dean Sheldon Vincenti
U of Idaho College of Law
Moscow, Idaho 83844-2322 USA
ph. 208-885-6422
fax 208-885-7609 AA/EOE

You can also contact Ken Gallant for information:

ph. 208-885-6541
fax 208-885-7609
e:mail: gallantk@uidaho.edu

THE UNIVERSITY OF MICHIGAN LAW SCHOOL

CHILD ADVOCACY LAW CLINIC

The UNIVERSITY OF MICHIGAN LAW SCHOOL is seeking an attorney as a full-time clinical assistant professor to teach and supervise students in its Child Advocacy Law Clinic. The Child Advocacy Law

Clinic specializes in children's legal issues, particularly child welfare law.

The attorney will supervise law students, representing children, parents and the county child protection and foster care agency in several Michigan counties. The attorney may participate in research and writing projects related to child welfare and may also assist in presenting continuing education programs for lawyers, judges and non lawyer professionals. Trial experience, a strong academic record and experience in child welfare law are desired. The appointment, with the title of Clinical Assistant Professor of Law, will be for a period of two years with the possibility of a third year at the Dean's discretion.

We are a non-discriminatory, affirmative action employer. Application deadline is March 15, 1995. Please send a letter and resume to:

Donald N. Duquette, Clinical Professor of Law and Director,
Child Advocacy Law Clinic
313 Legal Research Building
Ann Arbor, MI 48109-1215

(313) 763-5000
FAX: (313) 747-4042

COLUMBIA U. SCHOOL OF LAW

Columbia Univ. School of Law seeks a full-time Visitor for one or two years to teach in its Family Advocacy Clinic beginning in the fall, 1995 semester. The Clinic is taught for a full-year, with intensive simulation work in the fall semester. Client representation begins in the middle of the fall and continues throughout the year. The Clinic is interdisciplinary; with law and social work students working jointly under the supervision of two clinical

professors and as social worker. At present the Clinic represents parents whose children are in foster care and litigates in a variety of settings for the children's return and for monetary benefits and other services to assist the families. Caseload changes within the family law area are possible.

Applicants must have a strong background in family law and teaching. If you would like to apply, please provide a resume and cover letter describing your interests and qualifications. Applicants will be considered by appropriate Law School committees and by the Clinical Faculty. Send Application materials no later than April 7, to:

Prof. Conrad Johnson
Columbia Law School
435 West 116th Street
Box E-3
New York, NY 10027

or via internet to: Cjohnson@
lawmail.law.Columbia.edu

Columbia is an affirmative action equal opportunity employer. Salary commensurate with experience.



MORE JOBS

WASHBURN U. SCHOOL OF LAW

CLINIC DIRECTOR POSITION:

Washburn University School of Law invites applications from experienced Clinical teachers for a tenure track faculty position teaching primarily in the Washburn Law Clinic and serving as Administrative Director of the Clinic.

The Washburn Law Clinic was founded in 1969 as a live client general practice clinic in which students represent clients in a wide range of civil and criminal cases. Students also have the opportunity to engage in mediation and other forms of alternative dispute resolution through local courts and agencies. Each faculty member supervises students in cases within the faculty member's special expertise.

Students typically enroll for four or five hours of academic credit for one semester and approximately seventy students (half of each graduating class) will enroll in the clinic each year. A small number of students are permitted to take an advanced Directed Internship following completion of the basic internship. The Clinic operates year round, including summers.

Presently, five members of the faculty teach in the Law Clinic. Four are tenured or tenure track and the fifth is funded through a Title IX Grant. While the Clinical Program includes a classroom component, and facilities allow for video-taped critiques of negotiation, counselling, and trial skills, the primary emphasis of the program is on direct student representation of clients. In most instances, the teaching load of

faculty members who teach in the Law Clinic includes at least one classroom course in a substantive area sometime during the year. Clinical course offerings are recognized as an integral part of the Law School curriculum, and the program is strongly supported by the Law School Faculty.

The Clinic building, completed in 1977 is a model law office which adjoins the Law School and includes library, audio-visual, computer, dictation and word processing facilities for student use. There is an experienced support staff including two full time and two half time people.

The Law Clinic cooperates with the renowned Menninger psychiatric training center. Residents at Menninger do field placements at the Clinic each semester serving as consultants to law students on cases.

Applications will be accepted until a suitable applicant is hired. Washburn University is an affirmative action/equal opportunity employer.

Applications should be directed to Professor William Rich, Chair, Faculty Recruitment Committee, Washburn University School of Law, 1700 College, Topeka, Kansas 66621.

(FAX: 913-232-8087)

CLEVELAND MARSHALL

Cleveland State University's Cleveland-Marshall College of Law seeks to hire a staff attorney for its Title IX-funded Community Advocacy Clinic. The staff attorney will have

the primary responsibility for supervising the day-to-day affairs of the Clinic and will also assist the Clinic Director in the administration of the Clinic's affairs.

The salary for this position will be in the low \$50's and the starting date will most likely be between July 1 and August 1, 1995, subject, of course, to the continued availability of federal funds or the availability of funds from other sources.

The minimum qualifications for this position are: J.D. from an ABA accredited law school, with strong academic record; admission to the practice of law in Ohio; two to four years work experience as an attorney, including supervisory responsibility; and familiarity with legal issues pertaining to community development corporations. The preferred qualifications include the above plus: two or more years experience in clinical legal education and significant experience in formulating and writing grant applications.

Cleveland State University provides reasonable accommodation for individuals with disabilities. Candidates meeting the qualifications stated above should apply by submitting a resume or vitae and letter of application to the Clinic Director no later than March 27th.

Contact:

Professor Alan Weinstein
Community Advocacy Clinic
Cleveland State University
Cleveland-Marshall College of Law
1801 Euclid Avenue
Cleveland, OH 44115

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