

CLINICAL LEGAL EDUCATION ASSOCIATION

NEWSLETTER

VOLUME VI NO. 1

September, 1997

MESSAGE FROM CLEA PRESIDENT, NINA W. TARR

It is gratifying to look at the CLEA Mission Statement (which you can find on the CLEA Homepage) and realize how we are continuing to engage in activities which further our fundamental goals. The first goal is to bring together people interested in clinical education in one organization. New people join each year and the development of our International Committee means we are reaching out to the global community.

CLEA has become an effective advocate for the interests of clinical teachers concerning accreditation issues. The efforts include work with the Council of the American Bar Association's Section on Legal Education and Admissions to the Bar and the U.S. Department of Education. There are currently clinicians on important ABA Committees including the Council on the Section of Legal Education and Admission to the Bar,

Standards Review Committee, Skills Committee, Accreditation Committee, and the Faculty's Committee. CLEA's relationship to the AALS Section on Clinical Education has been excellent this year and we are finding that the collaboration has made each organization exponentially more effective at meeting its goals.

CLEA is also representing the interests of others by working on an Amicus before the U.S. Supreme Court regarding the constitutionality of IOLTA accounts. The case is Philips v. Washington Legal Foundation in which the 5th Circuit at 94 F.3d 996 held that use of IOLTA money without client consent is a 5th Amendment taking that compels clients to support causes with which they disagree. The Court found this to be a violation of the First Amendment. (Cert. granted 65 USLW 3860, June 27, 1997).

CLEA has become a sponsor for the Alliance for Justice First Monday 1997 activities. As a sponsoring organization, we ask that

our members support and participate in First Monday 1997 activities in their communities. The focus this year is on immigration issues --particularly the impact of recently enacted immigration legislation.

CLEA has continued to encourage, promote, and disseminate clinical scholarship through the Clinical Law Review. A significant number of the people presenting papers at the upcoming UCLA-Institute of Advanced Legal Studies International Clinical Conference are CLEA members and the Clinical Law Review has agreed to review the Conference papers for possible publication.

Professional Development has been sustained through the CLEA Program Committee which has developed a procedure for approving support for major CLEA conferences as well as regional or speciality programs. For example, CLEA sponsored a very successful conference called Teaching Alternative Lawyering: A Re-Visionary Perspective at Cornell between June 27 until June 29, 1997. In addition, our members are active in the many clinical conferences as either presenters or participants and we can take collective credit for the tremendous job they do. The Program Committee furthered Clinician's dancing skills by planning a terrific 5th Birthday Party for CLEA at the Dallas meeting in May. An important goal of CLEA is to foster communication. As President, I want to thank Larry Spain for agreeing to be our new Editor of the Newsletter and also thank Bob Seibel for his many

years of conscientious service. Bob is also responsible for attempting to pull us into the 21st Century by creating chatrooms on the CLEA Homepage.

All of our members continue to do their daily work of teaching and representing clients. Many of us are finding our teaching methods are permeating the rest of legal education so we fulfill our mission of integrating clinical methodologies into the rest of the curriculum.

As an organization, we are maturing so we are becoming more effective and efficient at accomplishing our goals. The Finance Committee has created a budget which is discussed elsewhere in the Newsletter and our Nominations Committee has fine-tuned its functions.

In my last President's report, I called for individuals to work together and volunteer to the Organization. It has been tremendously gratifying to see how active everyone has been so that we could accomplish so much this year. I thank you all. I also look forward to accomplishing even more as the Fall semester progresses.

ON-LINE DIRECTORY OF CLINICAL LEGAL EDUCATION

David Chavkin, American

The directory of clinical legal education is now

available on-line
at<<http://www2.wcl.american.edu/clinic>>.

One of my summer projects was to make the directory available on the web. This will facilitate access to the public information contained in the database in a far more current form than that possible in a bound volume. In creating the web site, I based the design on certain assumptions.

First, I now maintain membership information for both the Section and CLEA. The site was therefore designed to be generic to clinical legal education. However, there are links to the official web sites of both the Section and CLEA.

Second, there seemed to be far too many clinicians with older computers that download graphics far too slowly. The web site is therefore designed to be clean and professional in appearance, but uncluttered with graphics.

Third, it was important to have the ability to update information on-line. The directory web site therefore contains a fill-in-the-blanks membership questionnaire that is transmitted electronically to me in a private format. While

privacy is always a concern and security is a relative concept, this seemed to be an appropriate model.

Fourth, there are many clinicians who are technologically challenged. The site is designed in a very basic format for those who spend little time surfing the internet.

The web site was beta-tested by a number of clinicians during the summer and their comments have been incorporated in the site. However, I am interested in any additional comments so that I can make the site as useful as possible to the clinical community. If the information contained on you seems incorrect (especially as to dues status), please let me know of any needed changes.

It would also be wonderful if one person at each school could take responsibility for pulling up the listing at that school and advising me of any additions or deletions that need to be made. I prune the database on a regular basis, but this would be a great help as the annual dues solicitation time rapidly approaches.

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Guide to the CLEA Website Chat Area

Bob Seibel, Cornell

There is now a place on the initial page of the CLEA Website that links to the Chat Area. You simply click on the appropriate part of the website home page to get to the Chat Area. These instructions are pretty detailed to encourage the technologically challenged or fearful to try out the

chat area. The result, however, is that these instructions may seem longer and more complicated than they need to be. I apologize for that.

The chat area has controlled access--you must be a registered user to gain access. This allows the chats to proceed with a good measure of privacy, much more than is available generally with e-mail or listservs. Still, it would be a good idea to use some discretion since it is always possible that someone who is interested in what we do and say, but not friendly toward our interests, may gain access.

Each time you want to access the chat area you will be required to sign in. Note that there is a place to click for New Users. The first time you try to access the chat area you should simply click the place for new users--that leads to a page of information that you will need to complete, including selection of your login name and password. You only have to go through that

one time. After that you will simply enter your login name and password (write them down--you think you won't forget them, but you will!!) Note that the last box allows you to enter some information that will automatically be appended to every message you send--you might want to put your name, e-mail address or phone number here.

The first time you try to get to the Chat Area all you will be able to do is fill out the new user information. After that you can try to get a list of the

conferences available to you, but the CLEA Chat Area will not appear yet. Send an E-mail to Bob Seibel (I think you can do that directly from the new user page, but you can also do it directly from the CLEA home page on the website), or call me to let me know that you have completed the new user process. You won't be able to access the Chat Area until I grant you access (geez, what power!).

Once you do have access and you enter your username and password, you will get a screen where you can click on "ListConferences". You are almost there! Now click on CLEA Chat Area. You have arrived!

Now you can read through various "threads" of discussion, add topics, respond to other comments, print comments, and generally lose yourself in cyberspace. If you want to add a topic, click on "Post New Topic" at the top, if you want to read messages, just click on the message

you want to read and the message is in the center of the figure. To respond or comment on the message, click on "Post Follow-Up" near the top.

You simply click in the rectangular message area where this signature appears (yours will be blank if you did not supply a signature) and type your message. It can be as long as you want. When finished, click on "Done" and you will get a preview of how your message will look, and if it is ok you click "Done" again, and it will be posted. If you want to edit it, click the

"back" button near the top of your screen (at least it is in Netscape Navigator) and you will go back to the message and can edit it.

To try help keep things organized, you should only add a topic by using Post New Topic, when the topic is completely different from the other main headings. If you want to start a new thread on a new subject related to the Dallas Conference Follow up, choose the post new message option (instead of the Post New Topic), and then in the box where the topic name appears, put in your new topic or "thread" title. The point is that there are only 2 levels of topics, the "post new topic" level and the "post follow up message" level. I would prefer it if we could keep all threads related to a single broad topic, like the Dallas Conference, as subtopics of it by using the post new message instead of the post new topic feature.

I am sorry if this sounds complicated--it really

isn't, and you can't do any harm to the system so please feel free to play around with it, experiment, use the help feature, and just give it a whirl. There is a way to configure the system so that it sends you an e-mail whenever a new message is posted on a topic you want to follow--but that is a topic for another day!! You can e-mail comments, complaints, compliments, and suggestions to Bob Seibel--seibel@law.mail.cornell.edu

CLEA WEBSITE

<http://www.clea.cornell.edu>

CLEA CONFERENCE COMMITTEE REPORT

Carrie Wilkes Kaas,
Quinnipiac College
School of Law

What follows is the "almost-final" draft of the new categories, process, and procedures for holding a conference with any one of three levels of support by CLEA (technical and/or financial). This is the draft that I circulated and many of us discussed in Dallas, with the changes suggested now incorporated. (Please let me know if I overlooked anyone's brilliant ideas.)

The Board will give these guidelines one final review, and then they will become final, in this or an amended form. Future budgets will reflect allocation of money for the purposes set forth in the Guidelines. Once final, the Guidelines will be on the CLEA web site and printed in the next newsletter.

Many people have expressed interest in being active on the Conference Committee. At one point, the Committee membership list numbered over 40. We now have to get organized into subcommittees, and I need to know who among you all is still, or newly, interested in helping out with this project.

Thus, this **CALL FOR VOLUNTEERS** to serve on one of the subcommittees. I will need one person to coordinate each subcommittee. Please write, call, fax, or e-mail me if you will serve

on one or all of these groups:

Subcommittees:

1. Project Approval & Funding
2. Clearinghouse of data on past conferences
3. Standing Workshops

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**GUIDELINES FOR
CLEA
SPONSORSHIP,
SUPPORT, OR
ENDORSEMENT OF
A PROGRAM,
CONFERENCE OR
WORKSHOP**

A. CLEA ENDORSEMENT

1. **Definition:** Any CLEA member may apply to CLEA to endorse an event (meeting, conference or workshop) that the CLEA member wishes to present. "CLEA endorsement" is not a commitment of money or any other significant resources. Rather, it is a statement that CLEA believes that the project is worthwhile, and in keeping with the general goals of promoting clinical legal education.

2. **Application:** The CLEA member must send a brief description of the program, its goals, and the prospective presenters to the CLEA Conference Committee. Within 30 days, the committee shall respond to the applicant, after reviewing the proposal with the "project approval subcommittee." If there is any doubt within the subcommittee whether CLEA endorsement is appropriate, the CLEA Board shall vote on the application.

3. **Post-program reporting:** The applicant must send a brief letter to the Committee, reporting on the success of, or problems with, the program. The "clearinghouse subcommittee" shall keep records of the programs endorsed by CLEA.

B. CLEA SUPPORT

1. **Definition:** Any CLEA member may apply to CLEA to support an event (meeting, conference, or workshop). "CLEA support" involves the commitment of some financial and other resources. However, a CLEA-supported event will neither lose or make money for CLEA. Rather, it is the commitment of a fixed amount of financial support and some technical support from other CLEA members who are experienced in running such events. Support by CLEA also acts as a statement by CLEA that the project is consistent with the goals that CLEA promotes.

2. **Budget:** The CLEA Board shall budget each year an amount of money that the Conference Committee may award to support various projects, and may articulate specific priorities for the

award of that money, such as regional conferences or topic area conferences.

3. Technical

Resources: The CLEA Conference Committee shall create a subcommittee to serve as a clearinghouse of information about "how-to" run a conference, and the identify of the people with such expertise. The subcommittee should serve as a distribution center for sample materials, budgets, and lists of people with expertise on substantive topics as well as on conference-planning experience.

4. Application:

The CLEA member must request support at least 60 days in advance of the proposed date for the program. Such request shall be specific about the goals of the program, the amount of money requested, and the specific areas of need for technical advice. The Committee shall have a subcommittee formed for the purpose of reviewing the requests, and shall provide information and names to assist the applicant. If there is any doubt within the subcommittee about the appropriateness of CLEA support of the project, or if the amount of money needed exceeds the amount available to the Committee for making such awards, the CLEA Board shall have the final vote on the application, and may choose to supplement the budget in order to approve the application.

5. Grants and

Reimbursement: Unless changed by the Board, a CLEA support grant shall be no more than \$400.00 per event.

If the event makes a profit, the organizers shall reimburse CLEA for the grant (in whole or in part), for the purpose of making funds available for other events.

6. Post-program

Reporting: The clearinghouse subcommittee shall devise a form for the purpose of collecting data about CLEA-supported programs. Such informations shall include at a minimum the substantive areas discussed, the identity of presenters and organizers, the location and cost of the program, including housing costs, and whether or not

the program was successful financially. Every applicant shall complete and submit the form after the program.

C. CLEA SPONSORSHIP OR CO-SPONSORSHIP

1. Definition:

CLEA, acting through its Board, may choose to sponsor a conference or other type of program. Any CLEA member may submit a proposal to organize such an event. "CLEA sponsorship or co-sponsorship" means that CLEA will act as an organizational agent for the program, and shall bear all or part of the risk of financial loss or gain.

2. Budget: The CLEA Board must include in its budget the amount designated for the expenditures necessary to run an approved CLEA-sponsored program.

3. Application: Any proposal for a CLEA-sponsored event must be submitted at least 30 days prior to the CLEA Annual

Meeting at which the annual budget is adopted, and at least 90 days prior to the proposed event. The proposal shall include at a minimum a budget, the goals, and the proposed location of the event.

4. **Approval:** The Conference Committee's approval subcommittee shall review the proposal and shall recommend to the Board whether or not to approve the program and to budget the money for the event in the next Annual Budget. The recommendation shall include a projection on whether or not the program would likely make or cost money for CLEA,

and whether or not CLEA has the non-financial resources available to run the event successfully. If the project is approved by the Board, the Conference Committee shall form a subcommittee to organize the event, the members of which need not come from the Conference Committee.

5. **Post-program reporting:** The event subcommittee shall prepare a report to the Conference Committee about the degree to which the conference met its goals, and the financial success of the program. The clearinghouse subcommittee shall include this information in its data bank.

6. **Standing Workshops:** The CLEA Board may approve a program to be offered on more than one occasion, as a "Standing Workshop." (Example: Supervision Skills Workshop #1.) In deciding whether to approve a program for this status, the Board should

consider whether the workshop would make money for CLEA or in any other important way advance the CLEA goals. Such approval may include the allocation of the resources necessary to organize the program on at least one occasion per year. A standing workshop may be made available to both CLEA and non-CLEA members (such as the private bar) who request that CLEA hold its standing workshop at some location. Once a standing workshop is approved, the necessary staff should be trained and materials prepared. Applications must be received at least 30 days in advance of a proposed date.

The standing workshop subcommittee shall decide which requests to grant, based on feasibility and which advance best the CLEA goals. CLEA may copyright and/or sell its standing workshop materials.

CLEA SPENDING GUIDELINES

CLEA'S Board adopted the following spending guidelines by resolution at its meeting in Dallas:

It is resolved that, except as provided below, the Treasurer must obtain permission from the CLEA Board in order to make any expenditures of CLEA funds.

(a) In any calendar year, the Treasurer may make expenditures up to the amounts indicated in the following categories without any prior approval:

- (1) Clinical Law Review \$8,000
- (2) Newsletter \$3,500
- (3) Telephone \$2,000
- (4) CLEA Website \$1,000
- (5) Awards \$ 500
- (6) Supplies \$ 100
- (7) Postage \$ 100
- (8) Printing \$ 100
- (9) Bank Fees \$ 50.

(b) The Treasurer may make expenditures of up to \$500 in excess of the limits set in categories (1) through (4) of subsection (a) and expenditures of up to \$100

in excess of the limits set in categories (6) through (9) of subsection (a) upon approval of the Budget Committee.

(c) In any calendar year, the Treasurer may make expenditures up to the amounts indicated in the following categories upon getting the approval of the Budget Committee:

- (1) Travel \$2,000
- (2) Conferences \$2,000

(d) The Treasurer shall consult with the Budget Committee regarding expenditures other than those specified in subsections (a), (b), and (c) and any request to the CLEA Board for expenditures not identified in these subsections shall be submitted by the Budget Committee, along with a report identifying the need for such expenditures and any reservations about

spending the funds as requested.

(e) The Budget Committee shall be composed of the Treasurer and three members of the CLEA Board.

DOMESTIC VIOLENCE CLINIC LISTSERV

Julie Kunce Field,
Washburn

Washburn has created an e-mail discussion list for those who have/want to start/are interested in domestic violence issues within their clinical programs. The result was the creation of the dvclinic

listserv. Among other things, we have discussed issues such as back-ground readings, teaching techniques and dealing with problems getting students to understand domestic violence and to represent clients effectively.

If you want to subscribe to the listserv, send the following message:

subscribe dvclinic your
first name your last name

TO:
listproc@topeka.wuacc.edu

The volume of mail has not been overwhelming, and there has been much good, relevant discussion among this subset of clinicians.

Please pass this message on to anyone in your school who may not have received it, but who might be interested in this new listserve. And,

if you have any questions,
contact:

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913-231-1191
Fax: 913-231-1094
E-Mail:
zzfield@acc.wuacc.edu

**LAW CLINIC
ADMINISTRATORS
LISTSERV**

Julie Kunce Field,
Washburn

Those computer wizards
at Washburn (I am not one)
have created a new list
which may be of interest to
you or your staff. The list

is called "clinadmin" and is
designed for law clinic
administrators (directors
and non-faculty admini-
strators). It is intended
to be a forum for discussion
about administrative issues
that are unique to law
clinics-- computer software
choices, case management
practices, insurance
coverage, managing student
schedules and caseloads, and
anything else that is of
interest.

If you or someone in your
office is interested in
subscribing, send the
following message:

subscribe clinadmin

to:
listproc@lawdns.wuacc.edu

Please pass this information
on to anyone in your office
who may be interested in

this list but who may not
have received this message.

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**CONFERENCES AND
WORKSHOPS**

**Tennessee 50th
Anniversary and Clinic
Dedication**

On October 17 and 18, 1997,
The University of Tennessee
College of Law will
celebrate the 50th
Anniversary of the U.T.
Legal Clinic and dedicate a
new clinic facility, The
Charles H. Miller Clinical
Center, named for the
founder of the Clinic.

All clinicians are invited.

The schedule of events is:

Friday, October 17

6:30 PM - Dinner and
Reception
Keynote Speech: Steve
Bright, Executive Director
Southern Center for
Human Rights

Cost: \$35

Location: Knoxville Hyatt

Saturday, October 18

**Colloquium on 50 Years
of Clinical Education**

Location: UT College of
Law (brand new building)

9:00 - 9:15 A.M.
Introduction

9:15 - 10:30 *Lessons from
the Past: The History
of Clinical Education*

Doug Blaze (U.T.)

Bea Moulton (Hastings)

Wally Mlyniec
(Georgetown)

10:45 - 12:00 *Teaching
Professionalism: The
Role of Clinical
Education*

John Elson (NWU)

Robert MacCrate (ABA)

Marilyn Yarbrough(UNC)

12:00 - 1:30 P.M. LUNCH(\$10)

*Remarks by Clint Lyons,
Executive Director*

*National Legal Aid and
Defender Association*

1:30 - 2:45 *Clinical
Pedagogy, Legal
Education, and the
Profession*

Jerry Black (U.T.)

Frank Bloch
(Vanderbilt)

Janice McAlpine (U.T.)

3:00 - 4:15 *Lawyer
Theory: Contributions
to Legal Education in
the Profession*

Dean Rivkin (U.T.)

Ann Shalleck (American)

Lucie White (Harvard)

For more information,
contact Dean Rivkin or Doug
Blaze at 423-974-2331.

**FOURTH INTERNATIONAL
CLINICAL CONFERENCE**

CONCEPTUAL PARADIGMS IN
CLINICAL LEGAL EDUCATION

October 23-26, 1997

*Presented by the UCLA School
of Law and
the Institute of Advanced
Legal Study of the
University of London.*

Registration for the
conference on *Conceptual
Paradigms in Clinical Legal
Education* is due by
September 12. A full
description of the program
can be found on the UCLA Law
Schoolweb page at
[www.law.ucla.edu/programs/cl
inical/intl-conf](http://www.law.ucla.edu/programs/clinical/intl-conf)
or you can call Wendy Haro,
Clinical Program Manager at

(310) 825-1097, for a copy
of the conference brochure.

The purpose of the
conference is to explore the
conceptual paradigms or
models that underlie
clinical teaching. The call
for papers has produced an
interesting and broad series
of panels.

Topics include:

- Teaching Judgment: Facts,
Law and Decisions in
Practice
- Teaching Judgment:
Context, Difference and
Ethics in Practice
- Counseling: Paradigms for
Lawyer-Client Conflicts
- Counseling: Paradigms for
Learning More About the
Client

- Paradigms in Teaching Trial Advocacy
- Paradigms in Teaching Dispute Resolution
- The Emerging Public Service Paradigm of Clinical Legal Education in South Asia
- Taking the Culture of the Client into Account
- Constructing Paradigms: Empirical and Theoretical Support
- Learning from Other Disciplines
- Do Models Matter

1997 Midwest Clinical Conference

Paul Reingold, Michigan

The 1997 Midwest Clinical Conference will be held at the University of Michigan Law School in Ann Arbor November 7-9. The conference theme is "Professionalism in the Clinic: The Seat-of-the-Pants Practitioner Faces

Tomorrow's Hearing." The program will expand on issues that were raised at the 1997 Directors' conference in Dallas.

We will start Friday morning with the focus on how to ensure high-quality work in legal settings, including law school clinics. The Friday afternoon session will address problems of peer review in a hierarchical work-place, where those seeking promotion may not want to reveal their weaknesses.

The Saturday morning sessions will address issues that cut the other way, namely access to law clinics' resources by more

clients in an age of decreasing legal services to the poor. Saturday night will feature the traditional conference banquet, followed by dancing to Ann Arbor's best dance band.

We have arranged good hotel accommodations at a cheap rate (\$65 a night) and the modest conference fee will include box lunches on Friday and Saturday as well as the dinner on Saturday night. Conference fliers should go out by mid-to-late September. See you in November (and remember that the Midwest stretches from Canada to Mexico, coast to coast).

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CLEA and Cornell Law School Host June Workshop

Nancy Cook, Cornell

CLEA, in conjunction with Cornell Law School, hosted a workshop at the end of June on *Teaching Alternative Lawyering: A Re-Visionary Perspective*. About thirty-five conference participants worked in small groups with the goal of designing a syllabus for a hypothetical law school clinic in which nonlitigative or non-traditional law practice is stressed and in which the lawyer's role in problem solving is re-assessed. Among the topics

covered in group discussions were the inter-relationships among law school clinics, community groups and the participants in or members of those groups, issues relating to the understanding and development of values and roles that arise from intracommunity collaborative efforts, and the translation of practical skills and theory into learning exercises. One particular question addressed was whether the skills that such a clinic would need to teach are different from the skills more generally taught in law school clinics.

Participants shared course materials, and obtained feedback and reactions from other participants as everyone worked to determine just what the envisioned clinic and its syllabus would look like.

In addition to these lofty accomplishments, the group identified, collected, and defined about a dozen

relevant new glossary terms; exchanged and browsed through several hundred pages of readings on topics ranging from the politics of lawyering to multiculturalism to systemic solutions to housing problems to narrative theory to witnessing; exchanged program descriptions; participated in the pilot run of the Cook-Seibel Clinic Type Indicator (CSTI) and had their clinic types definitively analyzed. (Oddly, everyone who participated was found to be a REAL clinic type; not one participant fell into the BORE type.)

Between working sessions, participants enjoyed three days of rare Ithaca sunshine. Food highlights included a picnic at Taughannock Falls Park and a barbecue on Bob and Kathleen Seibels' lawn in the company of the hosts' llamas, the latter setting a new high standard for conference ambiance.

1998 AALS ANNUAL MEETING

For those thinking ahead, the draft schedule for the 1998 Annual Meeting in January 1998 in San Francisco is now available. While the schedule is subject to change, the parts most affecting clinicians are unlikely to change.

The Clinical Section and the Section on Litigation are co-sponsoring a program from 9:00 a.m. to 12:00 noon on Wednesday, January 7 on "Attorney Satisfaction: What Tools Can We Give Our Students to Help Them Find

Personal and Professional Satisfaction." There will be a plenary session with demonstration of teaching approaches from different disciplines and then small group sessions organized by subject matter.

1998 CLINICAL CONFERENCE

The 1998 Clinical Conference will be held at the Portland (Oregon) Hilton Tuesday, May 5 through Saturday, May 9, 1998.

In recent years, the profession has begun to acknowledge that competent lawyering involves an

ongoing mastery of certain skills and the internalization of certain professional values. The 1998 AALS Conference on Clinical Legal Education will challenge us to identify the values in our teaching and supervision, but even more, to ask some critical questions about the teaching of values. Should we be trying to teach values? Can we teach values? Is the teaching of lawyering skills diminished by the attempt to teach values? These questions are intended to be provocative rather than to limit the scope of the issues to be probed about the integration of values in our work and in our lives.

The conference will begin with registration and the first plenary on the afternoon of Tuesday, May 5th followed by a reception on the same evening. The following three and one-half days will be followed with plenary sessions. A good amount of our time together will be devoted to small

group discussions and concurrent sessions.

In keeping with the theme of exploring the interplay between our values in our teaching and in our lives, the Planning Committee encourages all to view this conference as an active teaching/learning opportunity. We not only want to talk about the teaching of values, but we want to encourage the demonstration of teaching/supervising techniques. In addition, we want to learn how various theories help or do not help us in critiquing those

values that are assumed as well as those which are apparent and dominant in our clinical teaching. The conference is designed with the intention that the plenaries and the small groups will be highly interactive.

The plenaries will provide demonstrations of some of the ways in which we deal with the teaching of values in our work. The small groups will provide an opportunity to explore these topics and more in greater detail and to do so with greater interaction among the participants. Small group participants will be asked to work collaboratively to produce teaching/supervision demonstrations to be presented in the small groups. Small groups will be created to enable those with less teaching experience to work with those who are more experienced. Concurrent sessions will permit participants to focus on specific subject matter areas (e.g. ADR, externship programs, elder law, health

law, etc.) as well as an opportunity for some persons to show how they have used certain techniques or methodologies in their teaching and supervision. The key element at all levels of the conference is to create an atmosphere that encourages us to take risks and to learn from what we would like to do better as well as from what we do well.

Topics include Class and Commentary; Do We Teach Values: How, Why, What, Can We, Should We; How

Scholarship Informs Our Teaching; Living Our Values; Sharing Values in Our Personal and Professional Lives.

The Chair of the AALS Planning Committee for the Conference on Clinical Education is Homer C. LaRue (Howard). The other members of the committee are David F. Chavkin (American), Mary Helen McNeal (Montana), Margaret M. Montoya (New Mexico) and William C. Rich (Washburn).

SUPERVISION SKILLS # 1

Would you like to improve your own supervision skills? those of your clinical faculty? how about the rest of your faculty - including adjuncts - who teach courses requiring performance critique? and what about field supervisors in internships and externships? CLEA's Supervision Skills #1 can help.

We are looking for 4 or more law schools interested in co-hosting a 1 1/2 to 2 day long event which helps participants improve skills in performance critique.

The cost is about \$225 per participant plus room and board. The cost of co-hosting is modest, even less if you share with another law school or two.

If you have an active field experience program, if your school has, or has access to a comfortable yet modestly priced conference center, then we want to talk to you!

Contact Liz Ryan Cole,
Semester in Practice,
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RECOVERY FROM A FLOOD

Larry Spain, North Dakota

As clinicians, we often face unexpected situations and events with our students. However, despite 7 blizzards and a major ice storm last winter which interrupted the regular routine, no one could have imagined the paralyzing effects of a flood which overwhelmed the community in April.

Seven days before the end of spring semester classes and the beginning of final exams, the Red River of the North dividing the communities of Grand Forks, North Dakota and East Grand Forks, Minnesota broke through dikes resulting in a mandatory evacuation of nearly the entire area. With no drinkable water and much of the community under water, the University was closed for the semester and commencement canceled.

While undergraduate students were given the option of receiving their current grade or receiving an incomplete for the semester, law students were given passing credit for all coursework they were enrolled in. For clinical students, there was no opportunity for final evaluations or case status reports as individuals were scattered by the evacuation.

Fortunately, the law school building, including the

clinical offices in the basement, did not receive any water damage although many buildings on campus were heavily damaged. Nevertheless, because of the evacuation orders, we had no access to our offices for several weeks. The Supreme Court of North Dakota issued an Emergency Order granting a 60 day extension of all deadlines, including statute of limitation periods.

Upon gaining access to our offices in early May, we were in for an eventful and busy summer. As a primary provider of legal services in the community, we would be confronted with a huge volume of flood-related legal issues. Staffing of the clinical program over the summer was compromised by the lack of available housing for students.

Shortly after the flood, the State Bar Association and two legal services programs in the state established Disaster Legal Services Hotline. Subsequently, the legal services programs cooperated in placing an attorney full time in our clinical program for the summer to coordinate flood-related legal services.

With much of the downtown area heavily damaged by the flood and resulting fire, the majority of lawyers and law firms in the community and the courthouse were searching for temporary space. Several law firms established temporary offices in law school classrooms over the summer until more permanent space could be located. A temporary courthouse was established in small community 30 miles from

Grand Forks although one of the judges used the Trial Courtroom in the law school throughout the summer which proved to be very convenient for our clinic.

As the fall semester begins, things have returned to some sense of normalcy and, despite a concern about the availability of housing and a drop in enrollment, students have returned.

Have you had an unusual or unique event in your clinical program that you would like to share with our readers? If so, please submit it to the editor.

BOOKS AND PUBLICATIONS

Frank Askin (Rutgers/Newark)

"*Defending Rights: A Life in Law & Politics*," the recently published memoir of Frank Askin (Rutgers/Newark) largely deals with cases litigated by Frank and his

students in the Rutgers Constitutional Litigation Clinic.

The Rutgers clinic, which Frank established in 1970, is the oldest continuous big-case clinic in American legal education.

Among the clinic cases Frank describes in his book are suits challenging police surveillance by the Army, FBI and New Jersey state police; the litigation which established the right of non-profit groups to leaflet

and petition at New Jersey shopping centers; the "case of the long haired travelers," challenging the practice by New Jersey State Police to stop and search the cars of hippie-types on the NJ Turnpike; suits to require and protect affirmative action programs in education and employment; the case of a hygienically challenged homeless man to have access to the Morristown, NJ, public library, as well as the efforts to protect his right to vote and run for mayor; and the defense of Congressman Frank Thompson against prosecution under Abscam.

Frank, who has served for twenty years as one of the General Counsel of the American Civil Liberties Union, also describes in his book (published by Humanities Press) his two unsuccessful efforts to get elected to Congress, the successful battle to keep Robert Bork off of the Supreme Court and his work as a consultant and sometimes special counsel to several Congressional committees.

J. Herbie DiFonzo
(Hofstra) Beneath the Fault Line: The Popular and

Legal Culture of Divorce in Twentieth-Century America
(University Press of Virginia)

Alex J. Hurder, Frank S. Bloch, Susan L. Brooks and Susan L. Kay
(Vanderbilt), eds.,
Clinical Anthology: Readings for Live-Client Clinics
[Clinical faculty may obtain examination copies by contacting Anderson Publishing at 1-800-582-7295]

James M. Klein (Toledo)
Ohio Civil Practice (with Professor Stan Darling)
(Banks-Baldwin/West 1997)
(two volumes).

James M. Klein (Toledo)
Vol 5A Ohio Jurisprudence-- Alternative Dispute Resolution (with Prof. Robin Kennedy, Gabrielle Davis, and Elizabeth Guerra-all clinicians) (Lawyers Coop. Publ. Co. 1997)

Roy Stuckey (South Carolina) *Legal Education for the Practice of Law: The Times They Are A-Changin'* 75 Nebr. Law. Rev. 648 (1996).

A Guide to Clinical Legal Education Courses in Australian Universities (1997) has been published by Frances Gibson at Kingsford Legal Centre, University of New South Wales. Anyone interested in obtaining a copy of the Guide may contact:

Frances Gibson, Director
Kingsford Legal Centre
Faculty of Law
University of New South
Wales
11 Rainbow Street
Kingsford, NSW Australia 2035
phone (02) 9398 6366

fax (02) 9399 6683
e mail: f.gibson@unsw.edu.au

NEWS AND NOTES

Loretta Moore (Washburn) was granted tenure and promoted to Professor of Law in May, 1997.

Kate Mewhinney (Wake Forest) has been promoted

to Clinical Professor of Law. She is the managing attorney of the law school's Clinic for the Elderly and has been invited to serve on the ethics committee of the medical center where the elder law clinic is located, the Bowman Gray/Baptist Hospital Medical Center. In May, Professor Mewhinney was selected as one of 38 Fellows of the National Academy of Elder Law Attorneys, an organization of 3300 elder law attorneys

Arlene Kanter (Syracuse) has been appointed Associate Dean of Academic Affairs in addition to her position as Director of Clinical Programs and Professor of Law.

Larry Spain (North Dakota) has been promoted to Professor of Law.

Irene Scharf (Southern New England School of Law) has been granted tenure. The School was recently awarded a grant from the Massachusetts Bar Foundation to develop a Family Law Institute in conjunction with three area legal services offices. The Institute will further the training of 30 or so recent graduates in family law who will then accept pro bono cases from the legal services offices to represent battered women. In addition, the Institute will now be able to offer several on-campus training events, including discussions with local family law practitioners and practice-based conversations in the mode of "grand rounds," as medical schools practice.

JOBS

PITTSBURGH

The University of Pittsburgh School of Law is seeking to fill a clinical position in the Family Support Legal Clinic beginning in academic year 1998-99. The person hired will be appointed as an Assistant Clinical Professor of Law and will

supervise students in the Elder Law component of the School's primary in-house clinical program, work on the further development of the clinical program, and also teach additional courses in the School of Law.

Beginning and experienced teachers will be considered. The position is available under the School's long-term contract track for clinical faculty members. Applicants must have at least two years of practice experience and must be a member of the Pennsylvania Bar or must attain membership by the start of the school year. The starting date for this position is September 1, 1998.

Candidates should submit an introductory letter and a resume to:

Professor David J. Herring
Director of Clinical
Programs
The University of Pittsburgh
School of Law
3900 Forbes Avenue
Pittsburgh, PA 15260

In order to ensure full consideration, applications must be received by October 1, 1997. The University of

Pittsburgh is an Affirmative Action, Equal Opportunity employer. Women and minority candidates are encouraged to apply.

ALABAMA

The University of Alabama
Assistant/Associate
Professor of Law
Disability Clinic Position

POSITION: The University of Alabama School of Law, a progressive institution with a commitment to academic

excellence and scholarship, seeks candidates for a tenure-track teaching position to supervise students and handle a caseload in the Alabama Disabilities Advocacy Program, an in-house clinic of the Law School's Clinical Program. The person selected for this position will also develop course materials and teach courses in disability law and related subjects, be expected to engage in scholarly research and also may teach courses in other fields, as designated by the Dean of the Law School.

QUALIFICATIONS: Minimum qualifications are a J.D. degree from an ABA accredited law school, eligible to be licensed to practice law in Alabama and must become licensed to practice law in Alabama within twelve months of beginning employment. Preference will be given to candidates possessing experience teaching in a clinical law program at an ABA approved law school and for practice experience in the areas of disability law or public benefits.

SALARY: Salary and benefits are nationally competitive. Initial academic rank and starting salary will be determined by the applicant's background and qualifications.

TO APPLY: Please send applications or nominations, with resume, to:

Scott H. Hughes
Director of Clinical
Education
Box 870382
Tuscaloosa, AL 35487-
0382

by no later than November 21, 1997.

The University of Alabama is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans and persons with disabilities are encouraged to apply. Requests for reasonable accommodation during the application and/or interview process should be made to Assistant Dean Noah Funderburg, Box 870382, Tuscaloosa, AL 35487-0382, (205) 348-4508.

MICHIGAN

CLINICAL ASSISTANT PROFESSOR
Starting in 1998-99

The University of Michigan Law School is looking for a full-time clinical teacher on a qualified long-term contract. The initial appointment is expected to be for three years, starting in May or September of 1998, with a permanent position possible at the end of that term or after six years if the candidate meets the Law School's "clinical tenure" requirements. At Michigan permanent clinical faculty get seven-year contracts

of professionalism consistent with the values of a reflective practitioner. The fellowship provides an opportunity to prepare for a career in teaching, litigation, legal administration, or all three.

The Fellowship program offers a stipend of \$30,000 (taxable) per annum, and may

offer tuition waivers for any classes offered at the University of Denver, which the fellow may, but would not be required to take. The fellowship does not currently result in an advanced degree.

We prefer applicants with at least some experience in both teaching at adult levels and in the practice of law, and who expect to pursue careers in clinical legal education. The fellowship may be contingent on the fellow being licensed to practice law in Colorado, or becoming licensed within the first year of the fellowship. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, people of color, gays, lesbians, and bisexual persons, and/or persons with disabilities and veterans.

A resume and detailed statement of interest should be submitted by September 30, 1997 to the clinical fellow search committee c/o Assistant Clinical Prof. Jacqueline St. Joan, Director of Clinical Programs, University of Denver College of Law, 7039 E. 18th Avenue, Denver, CO 80220.

CLEA BOARD AND OFFICER NOMINATIONS

The Nominations Committee is soliciting nominations for officers (except for the office of president which is automatically filled by the vice-president) and board members of CLEA.

Any CLEA member interested in being nominated or wishing to nominate another individual or who has questions should contact:

Barbara Schwartz
University of Iowa
College of Law
Iowa City, Iowa 52242
(319) 335-9023
(319) 335-9019 FAX
BSCHWARTZ@lawnet-
po.law.uiowa.edu

All nominations and inquiries should be directed to Barbara Schwartz by October 1, 1997

INFORMATION FOR THE CLEA NEWSLETTER IS WELCOMED AND SHOULD BE SUBMITTED TO THE EDITOR:

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