

CLINICAL LEGAL EDUCATION ASSOCIATION

NEWSLETTER

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FEBRUARY, 1998

PRESIDENT'S MESSAGE



Susan J. Bryant (CUNY) Robert Seibel (Cornell/CUNY)

Co-Presidents

CLEA has always sought to be as open to participation by a wide variety of clinical teachers and supporters of clinical education as possible. Our main message to you now is to get involved! Below we will describe briefly some of the projects and committees that are going on and we encourage you to get in touch with the committee chairs for anything that interests you. Don't have much time? OK, we knew that! You can find a way to get only as involved as your schedule permits by talking to the committee chair or other members of the committee.

Maybe you can think of an important issue or project that we have not yet started to work on. If so, get in touch with us. The CLEA Board will meet by conference call several times a year and there will also be a meeting at the AALS workshop in May. We promise that your ideas will get prompt attention.

One of our permanent committees is the Conference Committee, currently chaired by **Carrie Kaas** at Quinnipiac College of Law. The conference committee generally supports and helps organize regional conferences and subject matter specific conferences. Often the conference will be for 35 to 100 participants. The committee relies largely on volunteers to suggest topics and locations and organize the program, panels, etc. The committee can help with administrative assistance based on prior conferences. Some financial support is also available. If you have an idea for a conference or workshop, or if you want to generally help CLEA support these activities, get in touch with Carrie.

Somewhat related to the conference committee is our joint committee with the Section on Clinical Education that has examined the viability and desirability of having CLEA sponsor a large national conference or workshop like the AALS has done for many years.

Informally known as the Mega-Conference Committee, this is chaired by **Nancy Cook** at Cornell. The AALS made some changes in the costs and planning for the upcoming conference and the committee will continue to monitor the responsiveness of the AALS to the needs of clinical teachers, both with respect to the planning and expense of these annual conferences.

Another committee that has been especially active in the past year is the Political Interference Committee, chaired by **Suzanne Levitt** at Tulsa. This committee wrote and submitted an Amicus brief in connection with attempts to get the Louisiana Court to reduce the scope of practice allowed at the clinics at Tulane. We hope that this is a committee that will not have any more work to do, but the reality is that the more and better work our clinics do, the more likely it is that political enemies will try to find ways to limit our effectiveness.

One committee that is reformulated annually, and is currently being formed for this year, is the Nominating Committee. This committee organizes the annual election of board

members and officers. We continue to seek a diverse group of candidates each year for several board positions. **Nina Tarr** of Illinois will be the chair this year, and if you are interested in serving on this committee, or running for a seat on the Board of Directors, you can get in touch with her or with us.

We have a Joint Committee about International Clinical Activities with the section. This committee has been very active in a variety of ways including coordinating clinicians' participation in workshops and visits to various schools all over the world to help establish clinic programs, and bringing clinicians from other parts of the world to North America to teach and learn with us here. There are 4 co chairs this year, CLEA's Co-chairs are **Paula Johnson** of Syracuse and **Catherine Klein** of American. If you are interested in finding out more about international activities, get in touch with them soon.

A very active committee for the past couple of years has been an ad hoc Joint committee on Accreditation chaired by **Jay Pottenger** at Yale. This committee has made oral and written presentations to the ABA in response to proposed changes in the Accreditation standards which were of special interest to clinical teachers. This committee continues to actively participate in the work of

the ABA Section on Legal Education and Admissions to the Bar. A sub committee for new proposals (or perhaps this is a spin-off committee, Hollywood style!) will be chaired by **John Elson** of Northwestern. This committee will develop proposals for new or different accreditation standards that CLEA might propose to the ABA and which would improve legal education generally while enhancing the place of clinical education within our schools.

One of the important committees that is accelerating its work this year is the Committee on Standards or Guidelines chaired by **Vanessa Merton** of Pace. This committee is developing some guidelines for quality clinical legal education that will help answer all those burning questions that arise periodically on the clinic listserv, at conferences, and whenever two or more clinical teachers can communicate with each other. They will address everything from how to evaluate student/teacher ratios to tenure and status issues. See the committee's announcement of the CLEA Challenge elsewhere in this newsletter. This is hot! This is now! Get in touch with Vanessa to work on this important project.

There is a Technology Committee chaired by **Conrad Johnson** at Columbia. This committee oversees the development and implementation of the CLEA Website.

Get in touch with Conrad if you have ideas about what should be on the website, and how the website should work. If you have some technical expertise, we can use it, but you don't need to be a computer geek to help this committee.

Finally, there is the Externship Committee which is co-chaired by **Mary Jo Eyster** of Brooklyn and **Linda Morton** of California Western. This committee has several projects going on that are particular interest to clinicians who teach in externship and other courses with field placement components.

Some new ideas that are just developing as possible committee projects for this year are Awards, Fund raising, and a Scholarship Abstract project. We are also thinking of the possibility of having CLEA sponsor some regular conference calls (say once a month) among clinicians who can identify a topic that they want to discuss--this would further the clinical tradition of communicating our ideas in informal ways, and would help connect clinicians who are distant from each other. Perhaps eventually technology would permit this to be done by video conferencing on the internet.

If you are interested in any of these newer projects, or if you have ideas about any other projects that CLEA might develop, please get in touch with us soon. We are looking forward to an active

and exciting year for CLEA. We hope that you will become involved, or more involved, and we wish each and every one of you a great and rewarding year.

★ ★ ★ Election '97 ★ ★ ★

CLEA ELECTION RESULTS

In November and December, CLEA held its annual election for members of the Board of Directors and officers. **Margaret Martin Barry (Catholic)** was elected vice-president. **Mark J. Heyrman (Chicago)** was re-elected secretary-treasurer. **Peter Joy (Case Western)** and **Conrad Johnson (Columbia)** were re-elected to the Board and **Suellyn Scarnecchia (Michigan)** and **Stacy Caplow (Brooklyn)** were elected as new members of the Board. Effective with the January meeting, last year's co-vice-presidents, **Bob Seibel (Cornell/ CUNY)** and **Susan Bryant (CUNY)** assumed the presidency of CLEA from outgoing president **Nina Tarr (Illinois)**.

More than two hundred members voted in the election.

CLEA ANNUAL MEETING NEWS

CLEA HONORS DEAN ALDAVE AT RECEPTION

At the conclusion of the annual meeting held on January 7th, CLEA presented an award to **Dean Barbara Aldave (St. Mary's)** for her work on behalf of clinical education and diversity. Dean Aldave is primarily responsible for the existence of a thriving clinical program at St. Mary's and for a dramatic increase in the diversity of its student body and faculty. Recently, her appointment as dean was not renewed by St. Mary's.

CLEA PARTICIPATES IN DIVERSITY MARCH

CLEA was a co-sponsor of the diversity march held on January 8th in San Francisco. Primarily sponsored by SALT, the march was organized to demonstrate the opposition of law faculty to efforts in California and elsewhere to end diversity in the student bodies of law schools. The march was joined by law students from the University of Texas and many San Francisco area law school. Many CLEA members participated in the march and carried signs indicating CLEA's support for diversity. The march terminated in a rally. Bob

Seibel has promised to put pictures of the march on the CLEA website.

**HASTINGS/CLEA
DINNER-DANCE**

Mark Aaronson (recently granted tenure at **Hastings**) organized a tremendous dinner dance in conjunction with the AALS meeting in San Francisco. Held at Hastings on January 7th immediately following the CLEA annual meeting and award to Dean Aldave, the dinner-dance featured a great dj who soon figured out what music clinicians love. CLEA gave financial support to the dinner-dance. Despite the advancing age of many in attendance, no serious injuries were reported during the dance portion of the evening.

**CLEA COMMITTEE
REPORTS**

Conference Committee

Carolyn Kaas (Quinnipiac)
Chair

The committee had drafted **Guidelines for CLEA Sponsorship, Support or Endorsement of a Program, Conference or Workshop** which have been submitted to the CLEA Board in final form and approved. A copy of the Guidelines

can be found on pages 31-33 of the Newsletter.

Externship Committee

**Linda Morton (Cal
Western) and Mary Jo
Eyster (Brooklyn)**

Co-Chairs

Our Externship Committee meeting at the AALS Conference in San Francisco was well-attended. In addition to numerous new and "seasoned" externship supervisors, Gary Palm, from the ABA Council for Legal Education and Admissions to the Bar, and Jim Klein, from the ABA Accreditation Committee, attended the session.

At the meeting, primary topics of discussion were the creation of a Report on Externship Programs and various aspects of ABA regulation of externships. As a result of the meeting, two subcommittees have been created: one on the Report and another on ABA regulation. Both subcommittees plan to convene at a breakfast or lunch meeting during the Externship conference at Catholic in March. Those interested in contributing to the Report should contact Mary Jo Eyster at (718) 780-0367 or meyster@brooklaw.edu

Those interested in ABA regulatory issues should contact Linda Morton at (619) 525-1464 or lmorton@cws1.edu.

Other discussion focused on the CLEA Website of extern-

ship materials Mary Jo is developing with Bob Seibel, Jim Backmun's helpful bibliography of externship class materials (for copies, call Jim at (801) 378-2221), and a new text for externship teaching, announced by Leah Wortham, a co-author.

As always, we welcome your comments, thoughts and suggestions.

**JOINT CLEA/ABA TASK
FORCE**

Jay Pottenger (Yale)

Chair

Our group (not quite a committee, exactly . . .) has been actively monitoring a variety of ongoing developments at several official and/or affiliated organizations.

San Francisco (January 1998)

At our meetings in San Francisco the contretemps surrounding the ALDA letter was discussed, and a response-gathering signatures and/or letters from other law school deans, dissociating themselves from the ALDA agenda - was agreed upon. The essential points in any such letter(s) would be:

1. I wasn't consulted about the ALDA letter and it doesn't represent my views.
2. In particular, I support the emphasis in the revised Standards on a law school's responsibility to educate -- in part, at least -- in "preparation

for the practice of law."

3. Clinical education and skills training are important, valuable parts of the law school curriculum.

Bob Dinerstein (American) and Jeff Pokorak (St. Mary's) are to coordinate this effort, so anyone whose dean likely would be helpful - to us - should contact them.

The Task Force also agreed to support CLEA's continued efforts to monitor the activities of the Council of Legal Education and the Departments of Education and Justice, as they relate to the Standards, accreditation, and clinical education more generally. Any "monitoring" of the accreditation process, however, is both delicate and difficult, in view of the confidentiality obligations on site teams and the tight limitations many schools place on access to (or, especially, release of) accreditation reports. The group agreed to try and strengthen informal, anecdotal information-gathering about how the new Standards are being applied in the accreditation process. We will do so, however, only via the schools visited and not site team members. Among the topics of particular interest to clinicians are: clinic enrollment, access and capacity; externship oversight; status and governance role(s). To the extent that general concerns or problems on these (or other) topics may arise that

can be described and discussed in a generic manner, not linked to particular schools, all agreed it would be helpful to centralize that discussion and establish a CLEA-based information depository. Accordingly, folks with news to report should contact J.L. Pottenger, Jr. with their stories.

Ongoing Projects

Our (now) Immediate Past President Nina Tarr (of University of Illinois) attended the August meetings of the Council of Legal Education, the governing body of "our" ABA Section on Legal Education and Admission to the Bar. This was the annual meeting, timed to coincide with the ABA's annual meeting as well. Clinical teachers were pleased that Gary Palm (Chicago) was re-elected to another three-year term on the Council, and that clinicians were appointed to the important Standards Review and Accreditation Committees. Our own Karen Tokarz (Washington University) continues to chair the Section's Skills Training Committee; contact Karen directly with your ideas for projects or problems they could be tackling. J.L. Pottenger, Jr. (Yale) had attended the Council's June meeting, and Frank Bloch (Vanderbilt) monitored the recent (January 1998) open session of the Council in Nashville.

CLEA's current agenda with the Council includes the

standards revision project (subject of the recent ALDA outburst); the Department of Education accreditation debate; and the Council (and Section) structure, including both governance issues and a formal liaison role for CLEA. There is good news to report on all three fronts.

1. ALDA ALDA's "demand" that its concerns about the clinic-related elements of the accreditation standards be reviewed - and revised - immediately has been rejected. The Standards Review Committee decided this past term to proceed with its long-planned, orderly - and gradual - review of the Standards adopted by the ABA's House of Delegates in August 1996. ALDA's letter(s) simply dredged up their old objections, which had been heard (and rejected) during the 1995-96 standards revision process. The Committee will revisit the clinic-related issues during the 1998-2000 years, at the appropriate stages of its ongoing review (i.e., when it gets to those particular standards), not "now" as ALDA asked.

In the meantime, please help CLEA with its "letter-writing" effort to gather explicit supporters among the ranks of deans. Let Bob or Jeff know where your Dean stands on the ALDA agenda for review of the accreditation standards.

2. Department of Education

This slow down in review of the Standards may not satisfy the Department of Education (DOE), however. Its Advisory Council met in June 1997, and was sympathetic to ALDA's concerns, at least as to the rather gradual schedule for "standards review" the ABA Council has planned. The DOE Advisory Council will reconvene again in June 1998, to review the ABA Council's status as the approved accrediting agency for non-university affiliated law schools. The ABA's Council of Legal Education is to submit a status report in February; we'll know more about that after the Nashville meetings. For the meantime, CLEA plans to stay in touch with DOE staff, and likely will again participate in the June hearings. Among the issues before DOE is the relationships among the Council, the ABA House of Delegates, and legal academia, as they relate to the legal requirement that federally-approved "accrediting authorities" (like the ABA Council) must be "separate and independent" of the professional organization(s) their students are training to join. CLEA's proposal on how to handle this problem seems to be gaining adherents within both the ABA and DOE, so our efforts to keep the profession active in the academy may be rewarded after all.

3. Council This last issue ties directly into the governance and structural

issues for the ABA Council. As the "executive body" of the ABA's Section on Legal Education - "our" Section, under the law schools' group membership plan - this ABA Council makes appointments to the major committees, sets policy, and runs the accreditation process. Concerns about how the Council was functioning were at the heart of the Justice Department's antitrust suit against the ABA. Both the form and content of the accreditation process have been revised in response to concerns of both DOJ and DOE.

Also in the flux is the governance structure of the Council and Section. Public (non-lawyer) members - with votes - are joining the Council for the first time; this "radical" step requires changes in the ABA's own governing instruments (to allow non-lawyers to be voting members of the governing body of an ABA Section). The Council is currently debating which constituencies' "voting members" will be removed to make room for the new public members. The Law Students and Young Lawyers "delegates" to the Council have been prime candidates for losing the vote, but the number of "at-large" members - representing judges, lawyers, deans and the professoriate - also is likely to shrink. (The Section's official delegates to the ABA's House of Delegates also will lose their franchise on the Council itself.) These changes probably will be

voted upon as amendments to the Section By-Laws at the August 1998 annual meeting, in Toronto. If CLEA (or any of our allies) decide to propose our own amendments to the By-Laws, they will be circulated for signatures at the May AALS clinical conference, in Portland, Oregon.

With this range of important issues currently under consideration, CLEA has decided to continue its active monitoring of the Council's open sessions. Our request for formal liaison status was tabled at the Council's June meeting; unfortunately, it hasn't been reconsidered (yet) by either the ad hoc committee to which the request had been referred or the Council itself. Recent conversations with the chair of the Council suggest that CLEA's status will be considered again at the upcoming June meeting, in Newport, Rhode Island.

Our Task Force welcomes your ideas, information, and involvement. We are especially interested in learning how the new Standards are being applied in the accreditation process. So please let us know - to the extent permitted - how the issues of student access to clinical courses and the availability of skills training, as well as the long-standing concerns about clinical faculty status and clinicians' role in governance, were evaluated by the accreditation team at

your school. The more we are able to learn about how the Standards are working in practice the better we'll be able to participate in the ongoing process of oversight and revision.

Political Interference Committee

Suzanne Levitt (Tulsa)

Chair

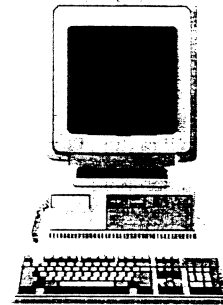
CLEA Submits Brief in Opposition to Proposed Student Practice Rule Changes in Louisiana

In July, 1997, three business organizations contacted the Louisiana Supreme Court and requested that the court change its student practice rule to essentially eliminate effective live client clinics in the State of Louisiana. The proposed rule changes were targeted at the Tulane Environmental Law Clinic, which has been very successful in recent years, particularly in the high profile Shintech chemical company case. In response to the proposed rule changes, CLEA filed a 20 page brief with the Louisiana Supreme Court arguing that efforts by business organizations in Louisiana to restrict the activities of the State's law school clinics would deny law students the opportunity to learn, would be asking students and law professors to violate their ethical obligations to clients, and would deny citizens much needed legal

assistance. CLEA requested that the Court deny all of the Louisiana Association of Business and Industry's (LABI's) proposed changes to Louisiana's Student Practice Rule.

LABI specifically proposed 10 changes to the State's student practice rule. In response, CLEA argued that: the proposed efforts to restrict the role of supervising attorneys would interfere with the ethical obligations of clinic teachers and students to provide competent representation; a proposed requirement of having outside lawyers screen the clinic's legal decisions would violate ethical obligations to maintain client confidentiality and exercise independent judgment on behalf of clients; a proposed requirement to provide a supposed "balanced" representation of interests (by, for example, having the clinic be required to represent for-profit businesses) would conflict with the goal of providing assistance to those unable to pay and would create significant conflicts of interest; a proposed requirement to prohibit outreach efforts by clinics would interfere with the goal of providing legal services to needy citizens and would violate the 1st Amendment. CLEA also argued that the efforts to eliminate one clinic (The Tulane Environmental Law Clinic) because of its success constitutes impermissible interference with free speech.

The initial task of drafting the brief was given to CLEA's "Lawyering for Social Change" committee. Primary contributors to the brief effort were Profs. Mark Heyrman, Kim O'Leary, Suzanne J. Levitt and the CLEA Executive Committee. A brief opposing the proposed Student Practice Rule Changes submitted by the American Association of Law Schools (AALS) incorporated the CLEA brief. The issue is expected to be decided by the Louisiana Supreme Court shortly.



Technology Committee

Conrad Johnson (Columbia)

Chair

The Committee is exploring improvements to the CLEA Website in a number of different ways. They hope to install a search engine that will allow searching the site as well as databases of articles or other information that we should gather in a central location. The Committee

hopes to have made some improvements on the CLEA webpage by the time of the Clinical Workshop in May. The plan is to have an expanded list of links to sources that may be particularly useful to clinicians. The idea is to gradually turn the site into a "one stop resource" for clinicians. We are considering links to legal, education and research sites as well as to sites that are fun/interesting. We would also like to have links to all sites constructed by clinicians for their clinics. Anyone who knows of a helpful site, has set-up a clinic site or has ideas about what we might include on the CLEA site to contact should contact Conrad Johnson at Columbia: cjohnson@columbia.edu or (212) 854-2141.

**PLEASE ANSWER
THE
CLEA CHALLENGE!**

For a couple of years now, CLEA has been working on a project to devise guidelines for programs and courses that are viewed and described by their institutions as clinical legal education. In part, the purpose is to foster "truth in advertising" (as clinical programs and courses become increasingly popular marketing tools), and in part the hope is to develop some professional consensus about essential elements of

courses and programs that seek to advance the educational goals that clinicians claim, at least, to serve. The "CLEA Standards Project," as it was initially dubbed, is not intended to produce a new basis for some sort of accreditation. However, clinicians might find useful a set of guidelines developed by the national organization of clinical educators when it's time to advocate for appropriate infrastructure-physical and academic-to support the teaching of law and lawyering through experiential pedagogy (to cite one possible definition of "clinical legal education"). When we refer to a "clinical program," by the way, we mean not an individual clinical course but the overall program of clinical education (simulation courses, externships, clinics, etc.) offered at a particular school. We are interested in trying to define standards both for individual clinical courses and for clinical programs.

About 25 CLEA members have at various times worked on this project but progress has been somewhat sporadic. A few members of the working group met at the AALS in San Francisco to try to refine the project's objectives and move it forward. (This truly *ad hoc* Steering Committee consists of Stacy Caplow of Brooklyn, Bob Seibel of CUNY (visiting), Sally Frank of Drake, Bob Dinerstein of American, and

Vanessa Merton from Pace (nominally the chair). Others who couldn't be in San Francisco are eagerly invited to participate. Obviously, a crucial first step in trying to build consensus about the components of a high quality clinical program is eliciting a broad array of ideas about what those components might be, in classic "brainstorming" mode.

One part of the project's information-gathering stage is what we are calling "The CLEA Challenge." We want to give every clinician who would like to contribute to this effort an opportunity to begin with the big picture rather than with the details, on as general a level as possible.

Here's the challenge: Assume that you arrive at a law school that has no history of anything but the most traditional, non-clinical curriculum. No other faculty have been designated or self-designated as clinical teachers. The institution has no major financial problems and some substantial resources that could become available for an attractive proposal. It has an average bar passage rate, average record of law-related employment after graduation, average level of applicants for admission, average tuition. It been right in the middle of the U.S. News rankings for the last several years.

You have the go-ahead to design your ideal clinical program. What would it look like?

Please give us as much of a picture of your ideal clinical program as you can do easily and quickly—we hope you can provide at least some highlights or a summary of the most important points. Brainstorm on paper and send it off; grammar, etc. doesn't count.

Some, obviously not all, of the issues to think about might be: Would there be a dominant model (live-client, externship, simulation)? Would there be integration with non-clinical courses? How would the clinical program relate to the curriculum as a whole: what courses would you develop first-next-finally? What would be your criteria for prioritization? What would be your expectations of clinical faculty, in terms of qualifications, status, and how they spend their time? What proportion of the student body would you seek to reach, and would you target any subpopulation of students? How would you decide the mix of subjects and skills to be taught, and what would that mix look like? How would you evaluate a) the teaching, and b) the learning, that occurs in your program? What kind of space and facilities would you need? How, if at all, would you define and consider the "needs of the community" in designing your program?

What would your mission statement say?

These are only a few possible topics. Pick one, a few, or pick your own. Tell us in 25 words or less, or 250 words or more, about an ideal program or an ideal course. Perhaps you have struggled with one of these issues in your real life. If so, would you be willing to share information about that experience? If not, would you be willing to fantasize? Either way, please send any thoughts--however brief, however free-form--to Vanessa Merton at Pace Law School. (Use any means of transmission you like: contact info follows.) Thanks very much for picking up the CLEA Challenge!

ps: We are also starting a thread of discussion in the CLEA chat room for anyone who cares to join. Watch the CLEA HomePage for more info.

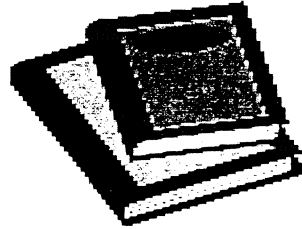
pps. There will definitely be prizes for the shortest, longest, funniest, saddest, etc. entries--we just haven't figured out yet the categories, the criteria, or what the prizes will be. But probably at least one will involve lyrics by Bob Dinnerstein ...

SEND YOUR ENTRIES TO:

Professor Vanessa Merton
Associate Dean for Clinical
Education
Pace Univ. School of Law
78 North Broadway
White Plains, NY 10603
vmerton@genesis.law.pace.edu
914-422-4333 (telephone)

914-422-4391 (FAX)

Or, post on the lawclinic list or in the CLEA chat room--I will not forward individual entries to either place unless the author gives me explicit permission to do so.



BOOKS AND PUBLICATIONS

Paris Baldacci (Cardozo)

Litigating Succession Rights of Non-Traditionally Recognized Families in Rent-Regulated Apartments in New York State **Evolving Issues Facing the Contemporary Family**. 325-70. Practising Law Institute (December 1997).

Paris Baldacci (Cardozo)

Book Review. New York Law Journal, 2:3 (October 10, 1997) [reviewing Walter Feldesman. *Dictionary of Eldercare Terminology* (1997)].

**Justine Dunlap
(Arkansas-Little Rock)**

What's Competence Got To Do With It: The Right Not To Be Acquitted By Reason of

Insanity Oklahoma Law
Review (January 1998)

**Gerry Glynn (Arkansas-
Little Rock)**

*Arkansas' Missed Opportunity
For Rehabilitation: Sending
Children to Adult Courts*, 20
UALR L. J. 1.

**Henry L. Hecht (Cal-
Berkeley)**

Effective Depositions (ABA
1997)

**Henry L. Hecht (Cal-
Berkeley)**

Taking Effective
Depositions: Mechanics and
Techniques, a multimedia
CD-ROM, (Practising Law
Institute 1997)

**Henry L. Hecht (Cal-
Berkeley)**

Defending Depositions:
Mechanics and Techniques, a
multimedia CD-ROM
(Practising Law Institute
1997)

**Pamela A. Kentra
(Chicago-Kent)**

*Hear No Evil, See No
Evil, Speak No Evil: The
Intolerable Conflict for
Attorney-Mediators Between
the Duty to Maintain
Mediation Confidentiality
and the Duty to Report
Fellow Attorney Misconduct*
1997 B.Y.U. L. Rev. 717 (No.
3, 1997)

**Joan Meir (George
Washington)**

*Domestic Violence,
Character, and Social Change
in the Welfare Reform Debate*
in Symposium Issue,
"Understanding
Women's Poverty: A
Symposium on the
Relationship of Domestic
Violence and Welfare
Receipt", 19:2 Law & Policy
(April 1997) at 205.

Jane Murphy (Baltimore)

*Legal Images of Motherhood:
Conflicting Definitions From
Welfare "Reform," Family and
Criminal Law*, 83 Cornell L.
Rev. 106 (1998).

Bill Patton (Whittier)

*Legislative Regulation of
Dependency Court Attorneys:
Public Relations and
Separation of Powers*, 24
Notre Dame J. of Legislation
1 (1998)

Bill Patton (Whittier)

*S.B. 1516, California's New
Hybrid: Children's Counsel
As Advocates And Guardians
Ad Litem*, 2 U.C. Davis J. of
Juv. L. and Policy
16 (1997)

Bill Patton (Whittier)

*Children Are Invisible,
Children Are Real*, 18
Whittier L. Rev. 759
(1997).

Jean Koh Peters (Yale)

REPRESENTING CHILDREN IN
CHILD PROTECTIVE
PROCEEDINGS: Ethical and
Practical Dimensions
[Children often become lost
in an adult-driven legal
system and **Representing
Children in Child
Protective Proceedings**
offers the guidance needed
to ensure that children are
well served. Theory is tied
to specific, concrete advice
with sample case illustra-
tions. Strategies for
managing ethically based
conflicts and making
decisions with the child
client are also addressed.
Previously unavailable
information is offered in
appendices, such as a 56
jurisdiction survey of all
the laws of representing
children in child protective
proceedings. Available at
www.Lexislawpublishing.com
for individual orders and
for group orders call 800
542-0957 X7268]

Tennessee Law Review has
published a symposium issue
on "Fifty Years of Clinical
Education." The symposium,
Vol. 64, No. 4, was
published as part of
the celebration of the 50th
Anniversary of the U.T.
Legal Clinic. The symposium
is dedicated to Charlie
Miller, founder of the U.T.
Clinic and a pioneer in
clinical education.
Contributing authors
include **Frank Bloch**
(**Vanderbilt**), **John Elson**
(**Northwestern**), Robert
MacCrate, **Wally Mlyniec**
(**Georgetown**), **Ann**
Shalleck (**American**),
Lucie White (**Harvard**),
and several members of the
U.T. faculty.

WORKSHOPS AND CONFERENCES

ROBERT M. COVER PUBLIC INTEREST RETREAT

The **Eleventh Annual
Robert M. Cover Public
Interest Retreat** will be
held March 6-8 in Peter-
borough, New Hampshire. For
those that do not know of
the Cover Conference, it is
a unique gathering of public
interest lawyers/ practi-
tioners, law students and
law professors. Originally
conceived by Robert Cover,
the conference strives to
support students interested
in pursuing careers in
public interest law. The
Conference has four primary
goals: to help break the
isolation by bringing
students from around the
country together; to provide
students with role models
who can provide practical
guidance; to provide a
forum to think about reform
or change in legal
education; and to provide a
forum to think about the
programmatic politics of
social change.

This year's theme is
"Defending the Public
Interest: Human Rights
and Human Dignity." The
theme was inspired by the
50th anniversary of the
Universal Declaration of
Human Rights. We expect to
focus on the many ways in
which public interest

advocacy advances human rights and promotes human dignity. We hope that the Declaration can provide inspiration and provide a guide to an introspective look at where we are today.

Thanks in no small part to the support from the Society of American Law Teachers, the cost of the conference is only \$100. This covers lodging, food, activities, and organizational fees. It is our hope that professors can obtain funding from their respective deans. We can however, provide transportation from Boston. For more information, contact Andy Simons at (617) 552-4371 or simonsan@bc.edu.

EXTERNSHIP CONFERENCE

Learning from Practice: Developments in Legal Externship Pedagogy is scheduled to be held at Catholic University-Columbus School of Law, Washington, D.C. March 5-8, 1998. For further information or to receive a conference brochure, contact Sandy Ogilvy at (202) 319-6195 or ogilvy@law.cua.edu.

EXTERNSHIPS

As part of the externship conference at Catholic University in March, Larry Krieger (Florida State) has developed the following outline which he will

discuss in more detail accompanied by notes.

**The Ten
Commandments
A Humble Offering at the
Shrine of the Field Placement**

Larry Krieger
Florida State

- I. Thou shalt love the externship, thy Program, with all thy heart, with all thy soul, and with all thy might.
- II. Thou shalt bear no false gods before thee, for the Truth shall prosper thee in all thy ways.
- III. Yea, though thou walkest through the valley of the shadow of uncertainty, thou shalt not fear, for thy Program is with thee.
- IV. Thou shalt humbly render the regulators, thy dean, and thy faculty their due, but thou shalt not bow down before them. And through thy steadfast righteousness it shall come to pass that they also shall believe upon thee and upon thy Program.
- V. Let there be no wailing, nor gnashing of teeth, over thy status or thy rewards, for verily I say unto thee that thence shall be planted many dark seeds in thy heart, and they shall be as a

blight upon thy
Countenance and upon the
Countenance of thy
children.

VI. Neither shalt thou bow
down before the God of
the Inhouse Clinic, for
She is a True God, but
She is not the One True
God, nor is She thy God.

VII. Thou shalt teach
Goodness, Self-
Reflection, and all these
Truths to thy students,
and shalt prepare them
well that they may go
forth and prosper in the
whimsical Land of
Externship.

VIII. In thy dark moments
quaver not before the
plight of thy students,
nor the fancy of their
supervisors, but in all
ways be true to thy
Scriptures.

IX. Suffer not the little
accreditors to come
before thee, for theirs
is the Kingdom of Power
and Glory. Neither
tremble nor prostrate
thyself in fear before
them, though their ways
be vexatious and strange,
for verily shall they
lift thee up in thy time
of travail, and shall
anoint thee in
righteousness before thy
dean and thy faculty.

X. Go forth in Light, and
joyfully sow the seeds of
thy placements upon the
fields. For though thou
dwestest in toil with the
doubtful and the weak of
understanding, thou shalt
be delivered mightily by

the Light of thy Program,
and thou shalt prosper in
the Fields of Externship
forever.



Employment Opportunities

<p>UNIVERSITY OF ARKANSAS- LITTLE ROCK</p>
--

**Executive Editor/Legal
Writing Instructor**

The UNIVERSITY OF ARKANSAS
AT LITTLE ROCK SCHOOL OF LAW
invites applications for a
joint position as the
Executive Editor for a new
faculty-edited journal, THE
JOURNAL OF APPELLATE PRAC-
TICE AND PROCESS, and as a
legal writing instructor. A
Juris Doctorate from an ABA-
accredited law school and
law journal editorial
experience are required.
Other desirable qualifica-
tions for the position in-
clude a strong academic
background, prior editing
experience, prior judicial
clerkship, prior teaching
experience, and/or law
practice experience, and
desktop publishing exper-
ience. The Journal will
publish two issues per year.
The Executive Editor will be
responsible for the overall
management of the Journal,
including distributing
submissions to faculty
editors for publication
consideration as well as
substantive editing, cite
checking, blue booking,
converting documents into
desktop publishing form,

inputting of editorial changes, corresponding with authors, negotiating with the printer, proofreading, creating and updating subscriber lists, and budgeting. In addition, the Editor is expected to teach one small section of legal writing each semester (approximately twenty students). Teaching legal writing includes classroom presentations, one-on-one conferences, and critiquing of students' written materials. The position is available July 1, 1998. Applications for the position should be submitted by April 1, 1998. Review of applications will begin immediately and continue until the position is filled. Salary is competitive with law school legal writing positions. To apply for the position, send a letter of application, a resume, law school transcript(s), a writing sample, and the names of three professional references. Contact: Professor Lawrence H. Averill, Chair, Faculty Appointments Committee, UALR School of Law, 1201 McAlmont Street, Little Rock, AR 72202.

UNIVERSITY OF ARIZONA

Assistant Clinical Professor

The University of Arizona College of Law invites applications for the position of Assistant Clinical Professor of Law. This is a secure, continuing-

eligible position that will begin on or after July 1, 1998, with the possibility of a continuing appointment in the College of Law if the candidate subsequently meets the Law College's requirements for "continuing status." The position will pay an annual salary of approximately \$70,000.

The immediate responsibility of the new Assistant Clinical Professor will be to serve as Director of the Domestic Violence Law Clinic. The Domestic Violence Law Clinic is a joint project of the College of Law and Southern Arizona Legal Aid and operates as an in-house clinic within the Law College's Clinical Program. The Domestic Violence Law Clinic provides advice and representation to victims of domestic abuse in both civil and criminal cases.

The Assistant Clinical Professor will oversee the legal work of the Clinic, supervise students, teach the weekly classroom component of the Clinic, and have certain administrative responsibilities relating to the operation of the Clinic.

operation of the Clinic. He or she will work closely with Supervising Attorneys employed by Southern Arizona Legal Aid. Also, the Assistant Clinical Professor will teach one additional course each academic year, to be arranged with the Associate Dean for Academic Affairs.

All candidates must possess a J.D. or LL.B. degree from an ABA-accredited law school

and be licensed to practice law in Arizona or in another state or in the District of Columbia. Under rules of the Arizona Supreme Court, clinical faculty licensed to practice law in another state may be certified to appear in court in connection with supervision of the clinical program. Preference will be given to candidates with teaching experience in a clinical law program at an ABA-accredited law school and practical experience in the areas of domestic violence and family law. Applicants should submit a resume and a letter detailing the relevant qualifications as well as the reasons for the applicant's interest in the position to:

Professor Barbara Atwood
Chair, Clinical Professor
Search Committee
College of Law
The University of Arizona
James E. Rogers Law Center
P.O. Box 210176
Tucson, AZ 85721-0176
Tel: (520) 621-1912
FAX: (520) 6219140
E-mail:
Atwood@nt.law.arizona.edu

Any questions concerning the position should also be directed to Professor Atwood.

Review of applications will begin March 1, 1998, and will continue until the position is filled. The University of Arizona is an EEO/AA employer. M/W/D/V.

DRAKE UNIVERSITY

**Executive Director of
Clinical Programs**

DRAKE UNIVERSITY LAW SCHOOL invites nominations and applications for the position of Executive Director of Clinical Programs, a twelve-month, tenure-track position, beginning in the 1998-99 academic year. The Executive Director's duties include the planning, development, implementation, evaluation and administration of all clinical programs, as well as teaching and student supervision.

Candidates must possess a J.D. or comparable law degree and satisfy the requirements for admission to the Iowa Bar. A distinguished record of clinical teaching or extensive practice-related experience, including litigation, and a demonstrated capacity for significant legal scholarship are essential.

Management experience, particularly in a clinical or legal services setting, is preferred. The Legal Clinic is an integral part of the educational program of the Law School; and the Faculty of the Law School are working to enhance clinical and professional skills courses and experiences for students. Clinical programs are housed in the Neal and Bea Smith Law Center constructed in 1987, and expanded in 1994.

The Center also serves as home for the National Center for the Training of Public Service Attorneys.

The clinical programs are supported by a \$4.6 million endowment. Under the leadership and supervision of the Executive Director, three full-time faculty members and other part-time faculty, Drake students may take both introductory and advanced client representation electives and represent a wide range of clients.

The ideal candidate will possess strong academic credentials, organizational ability, excellent lawyering skills, creativity, and a vision for integrating professional skills and clinical courses with the traditional curriculum. In furtherance of the University's and the College's commitment to a diverse faculty, minorities and women are strongly encouraged to apply. Nominations and applications (including a letter of interest, a complete CV, and the names and addresses of at least three references) should be sent to:

Professor Neil D. Hamilton
Chair, Faculty Recruiting
Committee

Drake University Law School
Des Moines, Iowa 50311

The screening of applications will begin immediately. The availability of the position is contingent upon final budget approval.

RUTGERS-NEWARK

**Environmental Clinical
Attorney**

The Environmental Law Clinic, Rutgers Law School-Newark, seeks an attorney who has demonstrable interest or experience in environmental justice matters, including advocacy for and/or representation of individuals, organizations or communities disproportionately impacted. The staff attorney conducts legal representation in routine matters including litigation and other methods of advocacy. The staff attorney supervises law students' legal work performed in the clinic, and trains students in various aspects of lawyering and trial skills via participation in the teaching of the weekly clinic seminar. Performs administrative and other related duties related to the clinic's operations, as may be delegated. Admission to NJ Bar or attained within one year of hiring. Salary range from \$48,961 to \$65,665, depending on experience, plus fringe benefits. This is a grant-funded appointment with re-appointment dependent upon future funding.

Send by mail, fax or e-mail a letter, resume and list of references to

Edward Lloyd, Director,
Rutgers Environmental Law
Clinic

15 Washington Street,
Newark, NJ 07102

FAX (973) 353-5537.

E-mail address:elloyd@kinoy.
rutgers.edu.

Affirmative Action/Equal
Opportunity Employer.

ST. MARY'S

Dean

St. Mary's University, founded in 1852 as an independent Catholic University in the Marianist tradition, seeks a Dean of the School of Law. Located in San Antonio, Texas, the University has an enrollment of more than 4,000 students. There are three Undergraduate Schools, a Graduate School, and a School of Law. The St. Mary's undergraduate student enrollment is majority Hispanic and female; the University strives for a diverse academic community of faculty, staff, and students of varying religious and cultural backgrounds.

Located on the St. Mary's campus, the Law School is housed in four modern buildings, including a library, classrooms, and a faculty office building. The Center for Legal and Social Justice, a 28,000 square foot building housing the School's clinical programs and community outreach efforts, is located several blocks from the main campus. The School enjoys ABA accreditation and holds membership in the AALS. The Law School has the greatest

number of Mexican American faculty members of any ABA accredited school. The student body consists of 762 students, 39 % of whom are minority.

The Law School has five clinics in the areas of Civil Justice, Criminal Justice, Human Rights, Immigration, and Community Development. The Law School received the 1997 ABA Public Interest Award for outstanding public interest programs. The School has also established an international emphasis in its curriculum and degree programs, in exchange programs with Mexican universities, and with its very successful Institute on World Legal Problems at Innsbruck, Austria. As part of the University's mission, the St. Mary's Board of Trustees recently reaffirmed its commitment to diversity, development of clinical programs, the international programs, and the Catholic and Marianist dimension of the Law School.

The Dean is the School of Law's chief academic and administrative officer. As such, the Dean, who reports to the Vice-President for Academic Affairs, has overall responsibility for leadership and administration of the Law School. Leadership responsibilities include encouraging and facilitating excellence in faculty teaching, research and publication, student success, and service within the University and the community at-large. The Dean is responsible for

formulating/recommending the adoption of the School's budget, promoting the recruitment/retention of a diverse and talented faculty and student body, furthering educational innovations, building and maintaining relations between the Law School and the University, the local community, the legal education community, alumni and the bar; the Dean is responsible for raising funds for the School of Law.

St. Mary's University is strongly committed to diversity and encourages nominations from all interested persons. Candidates must possess a J.D. from an ABA accredited institution, or equivalent degree in law, and a record of academic and scholarly achievement, or comparable legal experience. Prior law school teaching and administrative experience are preferred, but practitioners with demonstrated legal and leadership capabilities will be considered. Applicants, ordinarily must qualify as a tenured member of the faculty and must be committed to the University's mission, which includes continuing its commitment to diversity, development of clinical programs, the international programs, and the Catholic and Marianist dimension of the Law School. Applicants must be supportive of Roman Catholic educational traditions, but need not be of the Catholic faith. Salary will be commensurate with the selected candidate's experience and qualifications.

Applicants must provide a letter of interest, a curriculum vitae, and names of no more than three references. All applications and nominations will be dealt with confidentially. Applicants will be consulted before contacting references. All applications and nominations must be received no later than March 27, 1998. The starting date for the successful applicant will be June 1, 1998; a later starting date during the summer, 1998 is negotiable.

Applications and nominations should be sent to:

Chair, Law Dean Search
Committee

Dr. Charles Cotrell

Vice President for Academic
Affairs

St. Mary's University

One Camino Santa Maria

San Antonio, Texas 78228

WASHINGTON-ST. LOUIS

**Tenure-Track Clinical
Faculty Position**

WASHINGTON UNIVERSITY LAW SCHOOL - ST. LOUIS invites applications for a tenure track, clinical faculty position for fall 1998. The person hired will likely teach a criminal justice clinic, although the successful candidate will have considerable latitude in designing the clinic.

Candidates must have excellent academic

credentials and practice experience. Teaching experience and published scholarship are highly desirable. Clinical faculty at Washington are on the regular tenure track with comparable compensation, benefits, research leaves, faculty governance rights, and scholarship expectations. Individuals from under represented groups are encouraged to apply.

Resumes should be forwarded asap to:

Professor Karen Tokarz,
Director of Clinical
Education

or

Professor Susan Appleton,
Chair, Appointments
Committee

Washington University School
of Law

1 Brookings Dr.

St. Louis, MO 63130



NEWS, ANNOUNCEMENTS AND NOTICES

The **University of Alabama School of Law** has received a \$75,000 grant from the Administration of Aging to fund a pension clinic for

this calendar year. This is a continuation of a program started in 1975 to demonstrate that a clinic could provide sophisticated pension counseling at relatively low cost. The clinic is especially important because the private Bar is not adequately trained in the complicated area of pension law and, further, the vast majority of claims are too small to attract attention from the private Bar.

The clinic will be administered by **Norman Stein, Douglas Arant Professor of Law.**

Professor Stein is a member of the advisory panel of the BNA Pension Reporter and has served as counsel to the AARP on several pension cases. He will be aided by Adjunct Professor Sue Thompson.

The University of Arkansas at Little Rock has hired **John Lande** to start its new mediation clinic. The clinic course will begin this summer. The U.S. Department of Health and Human Services has funded the clinic for the next three years with a \$663,000 grant. The clinic will have students and staff mediating abuse and neglect cases in juvenile court. The school is very excited about this expansion into mediation and hopes to be a leader in ADR in Arkansas. This project will be the first state court related mediation project in Arkansas.

Congratulations to **The District of Columbia School of Law** on gaining provisional accreditation from the ABA. Special recognition is due **Shelley Broderick** who has led the charge for UDC with the ABA over the past several years.

**REGINALD HEBER SMITH
FELLOWS**

The National Equal Justice Library is compiling a list of former Reggies. If you were one, please send your name, the year of your Reggie class, your address, telephone and fax numbers and Internet address to Clinton Bamberger at cbamberger@umaryland.edu or by fax at (410) 383-1065 or by mail to: 255 W. Lafayette Ave., Baltimore, MD 21217-4217.

**REGINALD HEBER SMITH
BOOK AWARD AND EDGAR AND
JEAN CAHN ARTICLE AWARD**

In order to honor and encourage scholarship on issues related to equal justice for lower income people, the National Equal Justice Library is instituting two awards, one to recognize outstanding books and the other to recognize outstanding articles in this field. The book award is named for Reginald Heber Smith in recognition of his influential 1919 book,

JUSTICE AND THE POOR. The article award is named for Edgar and Jean Cahn, in recognition of their seminal 1964 Yale Law Journal article, *The War on Poverty: A Civilian Perspective.*

The first awards will be conferred in 1998. Since these are the inaugural awards they will be open to books and articles published anytime in the 20th Century. For the same reason, in this first year two awards will be conferred in each category.

A distinguished independent panel of scholars will select the awardees. They will consider books and articles from any discipline including history, political science, economics, sociology, public policy analysis, comparative legal institutions, and biography. To be eligible, however, a publication must relate somehow to the organization, financing, and delivery of justice to those unable to afford their own counsel. No board member of the Consortium for the National Equal Justice Library may be considered for one of these awards.

Nominations will remain open until March 31, 1998. To nominate a book or article, whether authored by you or someone else, please send basic information listing the author, full title, the publishers or periodical's name and address, the date of publication and, if an article, a citation to the volume and page where it

appears. If possible, accompany the nomination with a copy of the book or article. Nominations should be addressed to Smith-Cahn Awards Committee, National Equal Justice Library, Washington College of Law, American University, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016.

CEELI Croation Project

The ABA's Central and East European Law Initiative (CEELI) is starting a project in Croatia to monitor the adequacy and performance of both defense and prosecution counsel in criminal proceedings, including human rights issues. This will require the training of people to interview defendants and counsel. It is possible that CEELI will put on a training seminar in Croatia for the Croatia inter-viewers.

I know that teaching interviewing and client intake techniques is part of some clinical law programs, and there were several session at the Lake Arrowhead conference that dealt in one way or another with paradigms involving interviewing skills. CEELI would like to tap into the expertise in the CLEA membership for assistance with this project.

Any readers interested in learning more about this opportunity should send an e-mail message to Fred Yeager in Zagreb, Croatia at

frederick.yeager@zg.tel.hr
with copies to Nick Mansfield in Washington, D.C. at Nmansfield@abaceeli.org and Professor Peter LeSourd at Plesourd@saddleback.cc.ca.us

CLEA Support for Participation by Scholars from the Third World

Kenneth Gallant (Idaho)

Jane Schukoske (Baltimore)

Clark Cunningham (Washington University)

Through support from a number of sources, including CLEA and individual CLEA members, two Indian scholars participated in the Fourth International Clinical Conference sponsored by UCLA and the Institute for Advanced Legal Studies (University of London) at Lake Arrowhead in October, 1997. Dr. Poonam Saxena, of Delhi University Faculty of Law, and Balraj Chauhan, of Lucknow University Law Faculty, presented papers on their work involving law students in addressing the legal and social needs in impoverished communities near their universities at a panel on The Emerging Public Service Paradigm in Clinical Legal Education in South Asia.

Dr. Saxena's paper, "Legal Education and Legal Aid: The Indian Perspective", discussed the current state of development of non-credit legal aid work in law schools, in general, and her

experiences teaching students to witness and advise about women's legal problems in an urban slum in Delhi, Gautam Nagar. Her paper, written for the conference, has been published in the inaugural issue of the Indian Journal of Contemporary Law, 1 INDIAN J. CONTEMP. L. 33 (1997).

Balraj Chauhan's paper, "Training Lawyers for Radical Practice", discussed interdisciplinary work being done by law students in a village in which the majority of the residents are members of Scheduled Castes and Scheduled Tribes, groups historically shunned. The attention he and his students have brought to the village has led to installation of wells for drinking water, regular meetings with district officials to secure their response to specific problems, and preparation of cases for court filing by advocates with whom the students work.

The two were the only participants at the international conference from developing nations. Their participation was possible through combined support from CLEA, UCLA, the Indian state of Uttar Pradesh, private contributors in the U.S., and the travelers' own funds. A third legal scholar and practitioner, Yubaraj Sangroula of Kathmandu, Nepal, submitted a paper on legal aid and education as a means to fight trafficking in young girls, but was unable to attend the conference because of lack

of funding. Saxena and Chauhan were two of five law teachers from South Asia who made presentations at the 1996 AALS Clinical Conference in Miami.

Their participation was made possible by a combination of support from the AALS, Ford Foundation, and nine U.S. law schools. Both have subsequently hosted several U.S. clinical teachers on visits to their law schools in India sponsored by the Ford Foundation. Saxena and Chauhan were able to attend last October's conference when, after a comprehensive search of possible funding sources, a last-minute rally succeeded in combining funds from a variety of sources.

The cost of attending a clinical conference in the U.S. may exceed an entire year's salary for a law teacher from a developing country. We are concerned about finding a way to institutionalize support for clinical legal education and legal aid scholars and practitioners from developing countries to attend this type of conference. A proposal to international conference sponsors and to CLEA about provisions for future involvement of clinicians from developing nations is currently being developed.

INTERNATIONAL CLINICAL TEACHERS LISTSERV

The international clinical teachers listserv is now operating. The address is:

<int-clinic@law.howard.edu>. To subscribe, send an e-mail message to <listserv@law.howard.edu>. In the body of the message type only the following words: subscribe int-clinic [YOUR FULL NAME WITHOUT THE BRACKETS; FIRST NAME FOLLOWED BY LAST WITH SPACE BETWEEN THE TWO.]

If you have any questions, you may contact Homer La Rue at <hclarue@law.howard.edu>.

**SIX U.S. CLINICAL
TEACHERS CONSULT WITH
LAW SCHOOLS IN INDIA**

Clark D. Cunningham
(Washington University-St.
Louis)

Under the auspices of a Ford Foundation grant to promote human rights in India through law school clinics, six U.S. clinical law teachers have made short consulting visits to Indian law schools in the period from June 1997-February 1998. These visits are the second phase of the project, that brought three Indian law teachers to the U.S. in 1996 to participate in the AALS clinical conference and to visit nine U.S. law school clinics after the conference.

Jane Schukoske and **Marty Geer**, both from University of Baltimore, have visited Delhi and Lucknow Universities. **Michael Meltsner**, Northeastern, and **Susan Brooks**, Vanderbilt, have both visited the National Law School of India

in Bangalore and Delhi University. **Holly Maguigan**, NYU, has visited the Indian Law Society Law College in Pune, and **Daniel Shah**, Temple, has visited Osmania University in Hyderabad.

The original Ford Foundation budget only provided for visits by three U.S. clinical teachers but because most of the U.S. clinicians were able to obtain matching funds from their law schools, the number of visitors was able to be doubled. (Funding was modest: the cost of an economy-class round-trip air ticket to India with simple lodging and food provided by the host law schools; no stipends were paid.) The Ford funds are now fully expended although it is possible that a grant renewal will be proposed. The project has been administered for the Ford Foundation by Washington University with **Clark Cunningham** as the project director. Washington University plans to place information developed through the project on a Web Site by the summer of 1998; the Web Site address will be posted on LawClinic and the new GAJE listserve.

**NEW INTERNATIONAL
ORGANIZATION OF INTEREST
TO CLINICAL TEACHERS**

Clark D. Cunningham
(Washington University-St.
Louis)

In September 1996 twenty-one law teachers, judges, and legal activists met in Sydney, Australia to discuss formation of an international organization committed to the promotion of "socially relevant legal education." The participants came from eleven countries: Argentina, Australia, Bangladesh, Canada, China, Fiji, India, Nigeria, South Africa, the United Kingdom, and the United States. The site and timing was selected to coordinate with a clinical education conference for Commonwealth countries taking place in Sydney; the meeting was prompted by informal discussions at a number of previous international conferences including the 1996 AALS clinical conference in Miami and a three-week workshop on clinical teaching methods held at the National Law School of India in 1995.

As a result of the meeting in Sydney, the **Global Alliance for Justice Education** ("GAJE") has been created. Its Mission Statement explains that "GAJE is GLOBAL, seeking to involve persons from as many countries in the world as possible, avoiding domination by any single country, and especially committed to meaningful participation from less affluent countries, institutions, and organizations. GAJE is an ALLIANCE of persons committed to achieving JUSTICE through legal education. Clinical education of law students is

a key component of justice education, but this organization also works to advance other forms of socially relevant legal education, which includes education of practicing lawyers, judges, non-governmental organizations and the lay public."

Four organizational goals have been identified so far: (1) To maintain an international E-mail list serve with designated persons to re-distribute messages to persons without E-mail access (e.g. much of Africa and Asia). (2) To convene a global conference at a "low cost" location (particularly for persons from developing countries) by the end of 1999 that will include a separate "Train the Trainers" program. (3) To receive and administer funds to support the development of innovative justice education, especially in less affluent countries. (4) To serve as a clearinghouse of teaching methods and materials.

GAJE membership is on an individual basis and is not limited to professional legal educators; students, practicing lawyers, and NGO members are encouraged to join. At present no fee is required. To join, send your name, address, phone, fax number and E-mail address (if available) along with any relevant job title or organizational affiliation and a brief statement of your activities and interests relevant to the mission of GAJE, to:

Robin Palmer
(palmer@law.und.ac.za)
University of Natal Faculty
of Law
P.O. Box 2662
Durban 4000
Republic of South Africa
Fax: 31-260-2559

You will receive a directory
of members and subsequent
organizational
communications either by E-
mail, or surface mail from
the nearest E-mail co-
ordinator to your location.
You may join by E-mail; if
you do so, you will be
automatically subscribed to
the GAJE list serve. To
facilitate prompt addition
to the listserve, you can
"cc" your E-mail to Gary
Blasi, who has volunteered
to maintain the listserve at
UCLA: "blasi@law.ucla.edu"

The current members of the
temporary GAJE steering
committee are: Frank Bloch
(U.S.A.), Martin Bohmer
(Argentina), Clark
Cunningham (U.S.A.), Nigel
Duncan (U.K.), Neil Gold
(Canada), Richard Grimes
(U.K.), Marlene LeBrun
(Australia), Les McCrimmon
(Australia), N.R. Madhava
Menon (India), Robin Palmer
(S. Africa), and Avrom Sherr
(U.K.).



The CLEA Newsletter is
published four times a year.
Please take the time to
submit articles and
information which will be of
interest to the membership.

All information is welcome
including short articles,
committee reports, job
announcements, honors and
awards, news, publications,
humorous anecdotes,
description of clinical
programs, etc.

Submissions to the
Newsletter may be mailed,
faxed or emailed to me as
follows:

Larry Spain
University of North Dakota
School of Law
P.O. Box 9003
Grand Forks, ND 58202-9003
(701) 777-2510
(701) 777-2217 FAX
larry.spain@thor.law.und.
nodak.edu

CLEA FINANCIAL STATEMENT
December, 1997

Submitted by Mark Heyrman

	<u>MONTH</u>	<u>YEAR-TO-DATE</u>
BEGINNING BALANCE	\$9,103.21	\$12,598.68
 EXPENSES		
Conferences		
Facilities	\$ -	\$ 3,368.06
Photocopying	\$ -	\$ 396.72
Postage		
Professional Fees		
Registration refund		\$ 770.00
Newsletter		
Printing		
Postage	\$1,423.53	\$ 1,423.53
Other Postage		
Other Printing	\$ -	\$ 97.00
Telephone	\$ 783.17	\$ 783.17
Journal		\$ 7,241.00
Meetings		\$ 2,090.49
Bank Fees		\$ 27.73
CLEA Merchandise		
Supplies		
Dues Refund		\$ 60.00
Trophies		
Website		
Travel	\$ -	\$ 4,427.69
TOTAL	\$2,206.70	\$20,685.39
 INCOME		
Advertisements		
Conference registrations	\$ -	\$ 4,497.72
Miscellaneous	\$ -	\$ 738.00
Dues	\$4,165.00	\$13,240.00
Merchandise Sales	\$ -	\$ 672.50
TOTAL	\$4,165.00	\$19,148.22
Net Income (Loss)	\$1,958.30	(1,537.17)
ENDING BALANCE:	\$ 11,061.51	

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 information 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. The form shall also require a summary of the conferee evaluations. Every recipient 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.

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